

2023 Annual Report

Coerwull Public School



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Introduction

The Annual Report for 2023 is provided to the community of Coerwull 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 Coerwull Public School we are committed to the pursuit of excellence and the provision of high-quality educational opportunities for each and every child. Our vision is to be one dynamic community working together to grow self-regulated learners, high functioning leaders and socially responsible citizens where every student, every teacher, every leader and every school improves every year.

School context

Coerwull Public is a split site located in the township of Lithgow. Current enrollments are 334 and we are committed to improving teacher practice leading towards improved student outcomes. Coerwull Public School has been delivering high quality public education and service to the Lithgow community for in excess of 150 years. The school has a long history and connection with the Creative Arts, including community-based events, representative sports, debating and public speaking.

The school focuses on establishing authentic partnerships with parents/carers through providing many opportunities to actively get involved in the life of the school. Learning support, quality teaching and a whole school approach to student wellbeing, is a priority and enables students to connect, succeed and thrive.

There are 79 Aboriginal Students and 13 EAL/D (English as an Additional Language or Dialect) students. The school has 2 Multi-Categorical and 1 Autism Class. A significant number of students come from a low socio-economic background. The average teaching experience, at the school is currently at 14 years.

Student Leadership is valued with students actively engaging and making decisions regarding learning goals and extra-curricular activities. Community partnerships including, the Aboriginal Education Consultative Group and the Greater Lithgow Valley Community of Practice are valued. A focus of the school will be to work with the Greater Lithgow Valley Community of Practice to implement the network reading strategy to improve student outcomes, engage in evidence-based practices and participate in high quality professional learning.

Through analysis of data, the school has identified system-negotiated targets areas in Reading, Numeracy and Attendance. We have identified a need to further develop the data literacy skills of all staff to analyse, interpret and use data effectively with the purpose of improving student outcomes. Further improvement will need to occur to embed evaluative practices, to use reliable data to make evidence-informed decisions about teaching and learning.

Work will continue to further establish collaborative teaching practices with a focus on working collaboratively to manage the teaching and learning. To strengthen our collective teacher efficacy, the next step will be to develop skills in self-reflection, peer coaching and structured lesson observation.

A continued focus will be on strengthening visible learning strategies including; feedback, goal setting, learning intentions and success criteria as a key driver for empowering student voice and active participation in their learning.

Continued monitoring of student performance data, through the collaborative lense, will ensure responsive tiered interventions continue to respond to the needs of all students. Establishing formative and summative assessment schedules and practices will be a priority.

Establishing school based procedures, policies and strategies to improve the attendance rates, of all students, will continue to be a priority. Our work with Aboriginal students will be focused on the Premier's priorities through actively engaging in research based practices to improve engagement, community connections and establishing an authentic personalised learning pathways. A focus on Turning Policy into Action, Partnership Agreement and engaging in high quality professional learning such as the 8 Ways of Learning will be a priority.

Our work will be to create a culturally safe learning environment, for all students, to engage in a, respectful and responsible way through the equitable allocation of resources. A learning culture of high expectations will continue to be the forward journey of all staff.

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	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	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	Working towards Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Through sustainable whole school processes including explicit teaching, data analysis and collection, provide a school-wide approach to maximise student learning outcomes in reading and numeracy so that all students achieve success.

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.

- Numeracy
- Reading

Resources allocated to this strategic direction

Socio-economic background

QTSS release

Integration funding support

Low level adjustment for disability

Per capita

Summary of progress

- In numeracy whole school processes have been implemented in programming. This includes scope & sequence as well as numeracy proformas embedded with key components of the new K-2 and 3-6 Curriculums - *Purpose Statement - Sustainable whole school processes, including explicit teaching, providing a school-wide approach to maximise student learning outcomes in numeracy.*
- ***In reading k-2 The proformas have been developed and are currently being implemented in classrooms in line with the new K-2 English Curriculum. In 3-6 the school has been teaching sample units and the next steps will include programming component A with an agreed proforma.***

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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	There has been an increase in Check-in Assessment mean scaled score for reading in Year 5 for 2023 compared with 5 in 2022.
An increase in Check-in Assessment mean scaled score for Aboriginal students in reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	An increase in Check-in Assessment mean scaled score for Aboriginal students in reading in Year 5 for 2023 compared with Year 5 in 2022.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	An increase in Check-in Assessment mean scaled score for numeracy in Year 5 for 2023 compared with Year 5 in 2022.
An increase in Check-in Assessment mean scaled score for Aboriginal students in numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	An increase in Check-in Assessment mean scaled score for Aboriginal students in numeracy in Year 5 for 2023 compared with Year 5 in 2022.

Strategic Direction 2: Learning Culture and Engagement

Purpose

A strategic and planned approach to develop strategic and planned whole school wellbeing processes that support the wellbeing of all students, establishing a learning culture where students have a sense of belonging, connectedness, meaningful relationships and purpose with a strong focus on learning, the building of educational aspiration and ongoing improvement.

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.

- Learning Culture
- Engagement

Resources allocated to this strategic direction

Socio-economic background
English language proficiency
Low level adjustment for disability
Aboriginal background

Summary of progress

Having consulted with key stakeholders the school has developed a consistent approach to whole-school practices. This includes the development of the Coerwell School Behaviour and Management Support Plan. Positive Behaviour Learning practices were used to consolidate core school values. Professional Learning in Stronger Smarter was delivered to staff with a focus on high quality teaching and learning experiences. Staff were also engaged in the Berry Street Model and Rock and Water professional learning.

Art Therapy provided identified students with increased student confidence and resilience. Teachers developed an understanding of the Zones of Regulation working with Stage 2 and 3 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
In the SEF Assessment of the theme Attendance within the domain of Learning Culture the school assesses at <i>Delivering</i> . Increase the percentage of students attending more than 90% of the time by 4.7% to meet the lower bound target of 76.2%	In the SEF Assessment of the theme Attendance within the domain of Learning Culture the school assesses at <i>Delivering</i> . There has been an increase in the percentage of students attending more than 90% of the time but the lower bound target is yet to be met.
In the SEF Assessment of the theme Caring for Students within the domain of Wellbeing the school assesses at <i>Delivering</i> . Increase the positive responses from the <i>Tell Them From Me Survey</i> to be above 90%.	In the SEF Assessment of the theme Caring for Students within the domain of Wellbeing the school assesses at <i>Delivering</i> . There has been an increase in Expectations for Success in the TTFM Survey above 90%
In the SEF Assessment of the theme Behaviour within the domain of Wellbeing the school assesses at	In the SEF Assessment of the theme Behaviour within the domain of Wellbeing the school assesses at <i>Delivering</i> .

Delivering.

Purpose

Build the capacity of all staff to develop high quality student assessment strategies and effective classroom practice to monitor student progress and implement changes in teaching that lead to measurable improvement.

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.

- Assessment
- Evaluative Thinking

Resources allocated to this strategic direction

Professional learning

Location

Summary of progress

The school evaluated whole school assessment processes which showed a need for a consistent approach for English and Mathematics. The existing assessment schedule was modified to reflect assessment consistent procedures and processes K-6.

The executive team provides evidence to support evaluative practices including the use of PLAN 2. Several staff engaged in HIPL in numeracy and reading.

Next year the school will move to embed evaluative practices in Stage meetings including addressing teaching practices to ensure explicit teaching features in every classroom.

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
In the SEF Assessment of the theme Formative Assessment within the domain of Assessment the school assesses at <i>Delivering</i> .	In the SEF Assessment of the theme Formative Assessment within the domain of Assessment the school assesses at <i>Delivering</i> .
In the SEF Assessment of the theme of Data Literacy within the domain of Data Skills and use the school assesses at <i>Delivering</i> .	In the SEF Assessment of the theme of Data Literacy within the domain of Data Skills and use the school assesses at <i>Delivering</i> .

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$69,537.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coerwull 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"> • Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around improving the learning culture • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • an increase of students achieving at or above expected growth in Check-in Assessment results. The school's value-added results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. <p>After evaluation, the next steps to support our students will be: to promote the High Potential and Gifted Education policy to promote engagement and challenge for all students.</p>
<p>Socio-economic background</p> <p>\$417,410.73</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coerwull 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"> • Numeracy • Reading • Learning Culture <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 wellbeing to support student learning • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: students have developed a greater self-awareness and increased self-confidence and social functioning to improve student outcomes</p> <p>After evaluation, the next steps to support our students will be: to enhance teacher capability in wellbeing. Stages 2 and 3 will have the opportunity to engage in explicit wellbeing lessons.</p>
<p>Aboriginal background</p> <p>\$116,656.74</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coerwull 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</p>

<p>Aboriginal background</p> <p>\$116,656.74</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Culture <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 • creation of school literacy resources embedding local language • Supporting a traineeship for an Aboriginal SLSO <p>The allocation of this funding has resulted in the following impact: Specific support for Aboriginal students and resources to support the teaching of culture</p> <p>After evaluation, the next steps to support our students will be: to continue to support the development of Aboriginal Education including improving cultural understanding and improving students' sense of belonging through environmental projects.</p>
<p>English language proficiency</p> <p>\$4,300.83</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coerwull 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"> • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: students were supported through differentiated learning programs to meet learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students through differentiated teaching.</p>
<p>Low level adjustment for disability</p> <p>\$253,883.17</p>	<p>Low level adjustment for disability equity loading provides support for students at Coerwull 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"> • Numeracy • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • support for students in - Individual Learning Plans/Profiles; MiniLit and MultiLit Programs. <p>The allocation of this funding has resulted in the following impact: Growth in numeracy and reading for students who have been supported.</p> <p>After evaluation, the next steps to support our students will be: To continue to support students through Intervention programs and SLSO's.</p>
<p>Location</p> <p>\$8,273.62</p>	<p>The location funding allocation is provided to Coerwull Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Location</p> <p>\$8,273.62</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • incursion expenses <p>The allocation of this funding has resulted in the following impact: All students have access to external and internal opportunities that enhance curriculum delivery.</p> <p>After evaluation, the next steps to support our students will be: Continue to support all students access the curriculum.</p>
<p>Professional learning</p> <p>\$42,010.50</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 Coerwull 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"> • Assessment • Evaluative Thinking <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release of staff in K-2 and 3-6 to attend professional learning for the implementation of the new curriculum • Release of staff to attend Wellbeing professional learning to develop 2024 initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • increased capacity of all teachers to embed effective practices in the new curriculum and strengthen of the understanding of student cognitive, physical, social, emotional and spiritual development <p>After evaluation, the next steps to support our students will be: Embed wellbeing programs K-6 in 2024 and develop a consistent approach K-6 on the development and implementation of new curriculum.</p>
<p>QTSS release</p> <p>\$81,082.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coerwull 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"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: clarity of understanding and increased teacher confidence</p> <p>After evaluation, the next steps to support our students will be: continue to reales staff to model best practice within stage groups.</p>
<p>COVID ILSP</p> <p>\$60,955.22</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 2023.</p>

COVID ILSP

\$60,955.22

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
- providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

The allocation of this funding has resulted in the following impact: students receiving explicit instruction through small group settings

After evaluation, the next steps to support our students will be: evaluate and monitor the progress of students.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	210	193	190	162
Girls	197	190	193	172

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.3	89.1	90.8	88.8
1	91.6	89.8	87.2	90.6
2	94.0	90.6	87.8	87.9
3	93.5	91.2	89.3	89.1
4	91.5	91.6	88.6	90.9
5	92.9	87.3	88.8	91.3
6	91.1	89.0	86.3	87.2
All Years	92.3	89.7	88.4	89.4
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	6.2
Classroom Teacher(s)	18.39
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.62

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	355,872.11
Revenue	5,988,027.91
Appropriation	5,891,633.84
Sale of Goods and Services	2,753.43
Grants and contributions	90,385.98
Investment income	3,154.66
Other revenue	100.00
Expenses	-5,663,274.29
Employee related	-4,633,689.31
Operating expenses	-1,029,584.98
Surplus / deficit for the year	324,753.62
Closing Balance	680,625.73

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.

	2023 SBAR Adjustments (\$)
Targeted Total	65,846
Equity Total	792,251
Equity - Aboriginal	116,657
Equity - Socio-economic	417,411
Equity - Language	4,301
Equity - Disability	253,883
Base Total	3,970,311
Base - Per Capita	103,708
Base - Location	8,274
Base - Other	3,858,329
Other Total	558,649
Grand Total	5,387,058

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

Strong partnerships with parents/carers have provided many opportunities to actively get involved in the life of the school. These have included NAIDOC Day activities, and our school fete in 2023. Positive responses from parents/carers included the organisation, range of activities and enjoyment of engaging with students.

Advocacy, expectations and belonging rated high amongst students at Coerwull Public School in the Tell Them From Me Survey. Results were above state average.

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.