

2023 Annual Report

Coolamon Central School



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Introduction

The Annual Report for 2023 is provided to the community of Coolamon Central 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

Coolamon Central School works in partnership with parents to build a positive learning environment based on being respectful, being responsible, and being ready to learn. Our students are involved in collaborative learning, demonstrating an appreciation for diversity and nurturing inclusivity.

At Coolamon Central School our students are supported to become life-long reflective learners and resilient individuals who show initiative and take responsibility for their actions. Students are encouraged and supported to engage in leadership opportunities and have a voice in the school's educational journey.

Coolamon Central School has an effective educational team with a commitment to further develop their teaching practices to cater for an ever-changing learning environment, fostering student skills and supporting emotional development for lifelong success.

School context

Coolamon Central School is located approximately 40km North West of Wagga Wagga in the Riverina on Wiradjuri land. It is a comprehensive K-12 school with an enrolment of 390 students, including 9% Aboriginal students. Primary has eight staged classes, whilst Secondary are in staged cohorts in Years 7 to 10 and Years 11 and 12 are provided a broad curriculum driven by student needs. Our students come from diverse backgrounds, reflecting our large and varied catchment area.

The school strives to foster a proactive partnership with parents and the community in a rural environment and collaborates with its partner primary schools. The wellbeing of all students and staff is a key focus. Coolamon Central School has a highly professional and enthusiastic staff. The school is well resourced with future orientated and modern technological facilities.

Coolamon Central School students are supported through strong wellbeing and learning initiatives. The school has a focus on quality differentiated teaching and learning through a broad range of flexible strategies and programs to cater for diverse student needs. All students are catered for in a mainstream learning environment with an emphasis on inclusivity, individual learning support and extension as required. Our students are provided with the opportunity to participate and actively engage in an extensive range of academic, sporting and extra-curricular activities.

The school has evaluated its current practices and consulted with parents, staff, students and the Aboriginal Educational Consultative Group. From this, the school has identified that a focus on using assessment data to understand student progress, enhancing teacher quality and wellbeing is essential for ongoing school improvement.

The school will continue to evaluate our progress in supporting students based on our values of being respectful, responsible and ready to learn.

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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes all students reach or exceed their expected growth in reading and numeracy through explicit evidence based teaching informed by data.

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.

- Use of data to inform teaching practice
- Curriculum delivery

Resources allocated to this strategic direction

Professional learning

Per capita

AP Curriculum & Instruction

Beginning teacher support

Integration funding support

Low level adjustment for disability

Socio-economic background

QTSS release

Summary of progress

Student Growth and Attainment

The focus for 2023 was on building the capacity of staff to use student assessment data to identify student achievement and progress. Effective strategies and processes for data analysis and reflection were used to ensure responsive curriculum delivery. Regular monitoring and assessment of student progress to inform the next steps in learning was also a focus for 2023. An integrated approach to quality teaching, curriculum planning, delivery and assessment was utilised to meet the needs of all students K-12. Teaching staff commenced on reflections of teaching pedagogy and provided differentiated teaching and learning opportunities in all classes. This involved establishing school-wide structures which allowed staff to use data to inform teaching, and the impact this had on student learning outcomes. Teachers also focused on the implementation of the new curriculum in English and Mathematics through collaboration and professional learning led by the executive team. Collaboration time was provided for all teachers to examine data and plan interventions to ensure a higher impact on learning. Further release time was provided to allow planning and programming for the new curriculum. Staff engaged in all initiatives, however staffing complexities impacted on the ability to fully implement this plan. As a result, the established curriculum areas were programmed for and planned, in preparation for 2024. Teachers used data to identify areas of focus with individuals or groups of students and successfully adjusted teaching and learning at point of need. This had a positive impact on student assessment data and growth in focus areas of learning. Student learning outcomes were monitored using Essential Assessment and other internal assessment data. Analysis of student progress was undertaken regularly. Collaboration between staff has become a more regular aspect of the school's processes, with peer observation being a key tool in all discussions and planning moving forward.

In 2024 the focus will be a continuation of staff professional learning in data literacy, analysis and use in teaching to increase confidence in using data to inform teaching and learning. Building further capacity by utilising the Assistant Principal Curriculum and Instruction (APC&I) to collaborate in regular teaching and learning cycles with stage teams across K-12. Further structures to support the development and establishment of the new curriculum will utilise collegial time and building connections with other schools. This will support further improvement towards the development of effective strategies and processes for data analysis and reflection, along with regular monitoring and assessment of student progress with an integrated approach to quality teaching, and curriculum planning. The school will also focus on embedding a learning culture that enables students to create and receive effective feedback through professional learning to build teacher capability and pedagogical practice.

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
<p>HSC attainment</p> <p>Percentage of results in Top 3 Bands HSC increases by 7%.</p>	<p>26% of students attained results in the top three bands demonstrating a slight decline in progress to the lower bound target.</p>
<p>Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by 1%.</p>
<p>Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 2%.</p>
<p>Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Reading Check-in assessment.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 3%.</p>
<p>Increase the mean scaled score of Years 7 and 9 students from 2022 to 2023 in the Numeracy Check-in assessment.</p>	<p>The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 2% for Year 7 and remained static for Year 9.</p>

Strategic Direction 2: Quality teaching practice

Purpose

Continuous teacher growth and improvement is achieved through collaborative and measurable approaches to quality teaching, curriculum planning, assessment and delivery.

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.

- Collaboration
- High Expectations Culture

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
Low level adjustment for disability
Beginning teacher support
Per capita
Student Support Officer
Integration funding support
Aboriginal background
Location

Summary of progress

Quality teaching practice

The focus for 2023 was on continuous teacher growth and improvement through collaborative and measurable initiatives to impact on quality teaching, curriculum planning, assessment and delivery. All initiatives used evidence-informed strategies to implement whole school aspirational expectations of learning progress of all students. School-wide systems were established to allow staff to meet weekly, to collaborate with a defined focus. Timetabled release periods were established to allow all teaching staff to collaborate in small collegial teams. Professional learning based around "What Works Best - Collaboration" and "High Expectations" were completed by all teachers and underpinned the collegial discussions. All teaching staff participated in planning sessions to refine school activities and procedures with a focus on building stronger connections across the K-12 setting.

As a result all meeting agendas now reflect a common approach with focused themes that reflect the school Strategic Improvement Plan and evidence-based improvement measures. Teachers actively participated in professional peer observations of teaching practice that were pre-planned and focused on specific identified areas such as improving capacity in learning intentions and success criteria. Staff reflection on the impact of High Expectations through Collaboration indicated an increase in school culture and ensured explicit learning intentions are seen as a whole school responsibility. All teachers participated in Aboriginal Cultural professional learning sessions and developed a stronger understanding of Aboriginal culture, which has led to building cultural safety across the school.

In 2024 the focus will be to engage staff in deeper professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy. A sustained focus on building a school that is culturally aware and safe through further professional learning and immersion in Aboriginal culture. The school will endeavour to further establish effective partnerships in learning with parents to maximise learning for every student. These initiatives will support further improvement for student achievement through sustained and focused collaborative approaches that reflect high expectations and facilitate diverse opportunities to further expand learning pathways in response to individual needs.

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
Collaboration	Tell Them From Me data for staff in relation to collaboration and the use of data have increased by 5%.

<p>Tell Them From Me trends relating to staff collaboration and the use of data maintain measure of show increase annually</p>	
<p>HSC Completion</p> <p>Successful completion of HSC and curriculum requirements will increase annually.</p>	<p>The percentage of students completing the HSC increased by 1%.</p>
<p>Aboriginal HSC attainment</p> <p>Percentage of Aboriginal students obtaining their HSC while maintaining their cultural identity in the Narrandera network increases by 22%.</p>	<p>The percentage of Aboriginal students in the Narrandera Network attaining their HSC whilst maintaining their cultural identity has increased by 21.5%.</p>

Strategic Direction 3: Wellbeing for all

Purpose

All members of the school community are able to engage with the school for a collective purpose to provide a safe, accepting learning environment that enables students to succeed.

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.

- Building resilience
- Creating Capacity

Resources allocated to this strategic direction

Socio-economic background

Student Support Officer

Aboriginal background

Low level adjustment for disability

Professional learning

Location

Summary of progress

Wellbeing for all

The focus for 2023 was on developing collaborative strategies to proactively teach resilience and self-regulation to students. The school targeted positive respectful relationships among students and staff, to ensure optimal conditions for student learning across the whole school, including positive and safe learning environments across the whole school community. The leadership team developed processes to build on collegiality. This was achieved by building resilience across the whole school setting with a strategic and planned approach that supports all students. Staff were provided with strategies to develop their capacity to engage meaningfully and effectively with all aspects of the school community. This involved the school-wide implementation of "The Resilience Project" to proactively teach healthy coping, resilience and self-regulation. Teaching staff participated in professional learning with a focus on building positive and safe learning environments that support positive relationships. The leadership team proactively modelled supportive collegial relationships that encouraged all staff to support each other in every aspect of the school. The learning and support teams refined processes to communicate relevant data and strategies to support differentiated learning for identified students or groups of students. As a result, positive respectful relationships were evident and widespread among students and staff and the conditions for student learning across the whole school being optimised. Further impact was evident as student results from targeted individuals and groups, demonstrated pleasing progress.

In 2024 the focus will be identifying and building capacity in staff leadership through targeted professional learning and implementation through Performance and Development Plan (PDP) processes. The school will continue to access and deliver the "Resilience Project" to proactively teach healthy coping, resilience and self-regulation, to strengthen staff capacity through the associated professional learning options. These continued focus areas will support further improvement towards developing collaborative strategies to proactively teach healthy coping, resilience and self-regulation.

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
Attendance Percentage of students attending for greater than 90% of the time increases by 6% in secondary and primary.	The number of students attending greater than 90% of the time or more has increased by 7%.
Wellbeing	55%of students reporting positive wellbeing outcomes has decreased by

Percentage of students demonstrating an increased sense of belonging, high expectations and advocacy increases by 4% in secondary and primary.	11% across the positive wellbeing measures.
Percentage of students attending for greater than 90% of the time increases by 6% in primary.	The number of students attending greater than 90% of the time or more has increased by 8%.
Percentage of students attending for greater than 90% of the time increases by 6% in secondary.	The number of students attending greater than 90% of the time or more has increased by 6%.
Percentage of students demonstrating an increased sense of belonging, high expectations and advocacy increases by 4% in primary.	56% of students reporting positive wellbeing outcomes has remained stable across the positive wellbeing measures.
Percentage of students demonstrating an increased sense of belonging, high expectations and advocacy increases by 4% in secondary .	54% of students reporting positive wellbeing outcomes has decreased by 2% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$485,110.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coolamon Central 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"> • Use of data to inform teaching practice • Curriculum delivery • Collaboration • High Expectations Culture <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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$184,325.26</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coolamon Central 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"> • Curriculum delivery • Building resilience • Creating Capacity <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 "Sound Waves" to support student learning • Engaging of external providers and professionals to support students with additional learning needs • Employment of additional teacher and Learning Support Officers to work with literacy and numeracy groups of students performing below the expected stage level. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Reading and Spelling NAPLAN results achieving above statistically similar school groups (SSSG) • Year 7 and 9 NAPLAN Numeracy reflects growth towards both state and SSSG • Year 5 NAPLAN Numeracy above SSSG <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$184,325.26</p>	<p>Establish a K-12 focus on numeracy across all Key Learning Areas. Refocus collaboration time allocation to access data and plan for teaching adjustments to impact on targeted groups or individuals.</p>
<p>Aboriginal background</p> <p>\$34,209.21</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coolamon Central 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"> • Collaboration • Building resilience <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • Culture immersion events to allow Aboriginal students to connect with their culture and Non-Aboriginal students to understand the culture. <p>The allocation of this funding has resulted in the following impact: An increase (>80%) in Aboriginal families engaging in the Personalise Learning Pathways process and, more importantly, conversations became more authentic. Tell Them From Me data indicated 95% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: To deepen the cultural exposure across the school through the establishment of an Aboriginal Education committee. Also, engaging a literacy and numeracy focused Aboriginal position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$192,366.33</p>	<p>Low level adjustment for disability equity loading provides support for students at Coolamon Central 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"> • Use of data to inform teaching practice • Curriculum delivery • Collaboration • Building resilience <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher. <p>The allocation of this funding has resulted in the following impact: An increase of students achieving at or above expected growth in Check-In Assessment results. The school's value-add results in Essential Assessment have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased</p>

<p>Low level adjustment for disability</p> <p>\$192,366.33</p>	<p>number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. The school will strengthen staff access to relevant data and professional learning to support planned interventions.</p>
<p>Location</p> <p>\$48,050.24</p>	<p>The location funding allocation is provided to Coolamon Central School to address school needs associated with remoteness and/or 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"> • High Expectations Culture • Creating Capacity <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 • additional staffing for teaching principal release • school buses new lease established. <p>The allocation of this funding has resulted in the following impact: The funding allowed of an Increased participation an all extra-curricular activities. It supported the purchasing of uniforms across the school in identified families of need.The use of school buses has returned to pre-Covid levels.</p> <p>After evaluation, the next steps to support our students will be: New structures and processes for accessing student assistance to be established through the finance committee.</p>
<p>Professional learning</p> <p>\$48,082.47</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 Coolamon Central 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"> • Use of data to inform teaching practice • Curriculum delivery • Collaboration • High Expectations Culture • Building resilience • Creating Capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • Additional release time to allow for collaboration with a focus on professional learning modules. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of spelling, resulting in improved internal student results. Marked improvements in staff participation on collaboration and peer observation.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching with a strong link to staff Professional Development Plans.</p>

Professional learning \$48,082.47	A continued school-wide focus on numeracy and the underlining target for student growth will also be a focus for 2024.
QTSS release \$31,130.78	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coolamon Central 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"> • Curriculum delivery <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. <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 have now embedded evidence-based, high impact teaching strategies within their classroom practice. Growth in the number of teachers providing students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be: Continue a rigorous focus on learning intentions and success criteria and commence staff development of "Feedback" to enable students to reflect and grow.</p>
COVID ILSP \$58,284.29	<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> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support the monitoring of COVID ILSP funding • Additional SLSO to support students learning and interventions. <p>The allocation of this funding has resulted in the following impact: SLSO support has enabled small groups to be targeted to impact on student growth in school based assessment tools. Staffing complexities limited the ability to fully implement planned interventions.</p> <p>After evaluation, the next steps to support our students will be: Small group interventions will need to continue. These will be the basis of a school wide initiative with a Numeracy target. Additional Staff Professional Learning and data capture will be essential.</p>
Student Support Officer \$99,516.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Coolamon Central 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"> • Collaboration • Building resilience

Student Support Officer

\$99,516.00

Overview of activities partially or fully funded with this Staffing - Other include:

- Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies
- Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies
- Establish referral pathways to appropriate local services through community partnerships
- working collaboratively with external and other government agencies in their support of students and their families.

The allocation of this funding has resulted in the following impact:

Student and family access to Student Support Officer have grown significantly in the last 12 months.

Numerous students have made significant gains in social and emotional wellbeing to be able to remain at school and engage in learning.

Strong communication structures are in place to allow the whole wellbeing team to access Student Support Officer information and support.

After evaluation, the next steps to support our students will be:

Investigate more external agencies for students to support the wellbeing for all.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	148	135	148	161
Girls	172	179	192	207

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).

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.6	93.7	86.9	91.5
1	93.0	90.8	86.6	90.4
2	93.1	90.9	82.2	89.3
3	95.4	93.9	82.5	88.3
4	94.9	91.8	87.2	81.5
5	94.0	90.9	85.1	85.6
6	92.8	89.7	85.7	87.7
7	95.2	88.9	83.2	87.9
8	89.5	90.8	81.3	84.4
9	90.3	84.7	82.3	82.8
10	88.2	82.1	73.7	86.2
11	91.1	85.5	80.0	72.5
12	83.8	86.8	80.9	80.5
All Years	91.9	89.1	82.8	85.5
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
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	91.1	89.8	85.1	87.9

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.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	7
Employment	0	0	50
TAFE entry	2	21	27
University Entry	0	0	7
Other	0	0	0
Unknown	0	3	9

Coolamon Central has had great success in finding apprenticeships and further vocational training for many leavers. Yr 12 data is shown with a number of students deferring tertiary education entry for 12 months.

Year 12 students undertaking vocational or trade training

42.86% of Year 12 students at Coolamon Central School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

84.6% of all Year 12 students at Coolamon Central School expected to complete Year 12 in 2023 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	3.2
Head Teacher(s)	4
Classroom Teacher(s)	21.9
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.8
Other Positions	0.6

*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	404,123.54
Revenue	6,990,342.44
Appropriation	6,833,159.14
Sale of Goods and Services	4,063.53
Grants and contributions	144,140.85
Investment income	8,892.38
Other revenue	86.54
Expenses	-6,537,745.70
Employee related	-5,782,846.44
Operating expenses	-754,899.26
Surplus / deficit for the year	452,596.74
Closing Balance	856,720.28

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	454,690
Equity Total	410,901
Equity - Aboriginal	34,209
Equity - Socio-economic	184,325
Equity - Language	0
Equity - Disability	192,366
Base Total	4,660,280
Base - Per Capita	88,488
Base - Location	48,050
Base - Other	4,523,741
Other Total	946,158
Grand Total	6,472,029

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.

School performance - HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

Parent/caregiver, student, teacher satisfaction

A 2023 survey of parents indicated that 95% are pleased with the overall education their children receive at Coolamon Central School. 80% of respondents rated the school's wellbeing and discipline structures as fair. 75% of participants also rated the school as having a positive reputation in the community. Action moving forward will focus on strengthening the schools communication structure to keep families fully informed.

Student 2023 "Tell Them From Me" survey data indicates 48% of students have high advocacy and high expectations at school. This metric continues to exceed the data for Statistically Similar School Groups (SSSG), however is a decrease from 2022 of 14%. The continuation of the "Resilience Project" into 2024 should support the raising of student reflection data.

Staff survey results from 2023 "The People Matters " Survey indicate that staff are very satisfied with the school. 65% of respondents indicated that "communication and change management is managed well", an increase of 19% from 2022. Also, 81% of staff respondents indicated "there is good co-operation across the school". Future directions will work to strengthen the processes around the school planning and evaluation cycle.

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.