

COOINDA PRIMARY SCHOOL

*Excellence through
Courtesy.....Pride.....Sincerity*

ANNUAL REPORT 2021

Courteous Proud Sincere



Our school provides a rich program of outcomes based learning, strongly supported by additional opportunities that add value to our students and contribute to their social and emotional learning and wellbeing.

All teaching, learning and social aspects of our program are underpinned by our school code of conduct.

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PRINCIPAL'S OVERVIEW

For much of 2021, our school was able to return to a more usual calendar of events and activities. We were able to welcome parents and carers to assemblies, Parent Night, Celebration Night and Sports Carnivals in a more open format, and we appreciate the wonderful support of the whole community. The impact of the pandemic remains ongoing, and it is anticipated it will continue to do so into 2022. It has certainly added another layer of consideration for planning, and I acknowledge the work of the Administration staff for their continuing capacity to meet new demands and remain flexible and accommodating.

In 2021 our school participated in a formal Public School Review process. The purpose of this process is to provide the community, the Minister of Education and the Director General with the assurance the school is delivering high quality education to students. Through this review process, Coinda was able to clearly and positively evidence the ongoing provision of rigorous and high quality teaching and learning, as demonstrated through an examination of the self-review and improvement processes conducted by the school. This result acknowledges the combined work of the teachers and support staff, and also provides the parents and wider Coinda community with confidence that their children are receiving a quality education. A full copy of the findings of the Review Process can be found on the school website.

Over 2021 we have worked through the last components of our three-year strategic planning phase. We have continued to focus on increasing the number of students performing at the higher levels of achievement and building the amount of *progress* students make during the course of a school year. We have demonstrated a range in the degree of success.

1.Attendance

During 2021 we continued to improve regular attendance in the early years by engaging with families early in the hope to support and improve achievement of regular attendance in the later year levels. We have done this by building positive relationships with families, providing engaging classrooms for students and setting up attendance processes for those who flag as indicated or moderate risk. Overall, regular attendance increased from 2019 to 2021.

We did not achieve our goal of reaching 80% regular attendance in Kindy and pre-Primary, but acknowledge some of the increased pressures faced by families. This will remain a focus into 2022.

2. Performance results

In 2021 results we saw the Year 3 cohort continue to make improvement in attaining stronger performances in the higher bands of Literacy and Numeracy and indeed exceeding the target set in both areas. Our Year 5 cohort performed strongly at the higher level in Spelling and Grammar, and achieved the target set. The outcome however, was not reflected in Writing and Reading results. The trend for Numeracy remained unchanged again, with only half the number of students placed in the higher levels than sought.

During the last few years there has been an increase in the level and type of pressure faced by many families. These pressures have also impacted the students and in some cases have increased challenges in learning. Students at educational risk are identified through a number of factors, such as learning assessments, attendance, social and emotional risk, students receiving current intervention and demographics including Aboriginality, English as an additional language/dialect and disability. A number of our students were deemed 'at risk' within two or more areas (e.g., EALD and Literacy). Overall, students across the school deemed 'at risk' based on the above factors make up approximately 70.2% of Coinda's student cohort. At present the majority of these students are receiving quality teacher adjustments and a lesser number are receiving more targeted interventions.

A significant intervention and support strategy is through the Specialised Learning Program for Students with ASD. This targeted intervention program supports approximately 25 students across our school, assisting them in achieving and excelling alongside their peers. The following has been extracted from the Public School Review report and reflects the achievement of the directions set in the Business Plan

The review team validate the following:

There is a collective commitment from staff to improve student achievement outcomes against system data, aligned with like schools.

The purposeful use of school-based, fine-grained data and information is providing clear evidence of student progress.

The school's tracking tool is supporting staff to more effectively accommodate all students at educational risk in early intervention, enrichment and extension.

Comparative NAPLAN² performance data was within the expected range in 2019 for Year 3 and Year 5.

Longitudinal NAPLAN data in all assessments in Year 3 and Year 5 is comparable to like schools.

3. Progress results

The progress made in increasing the number of Year 3 students making satisfactory or good progress from Pre Primary Literacy to Year 3 levels in 2019 has seen a marginal improvement in the trend line in both Literacy and Numeracy. However, the change in trend is not significant nor acceptable. Our Year 5 cohort was again unable to demonstrate a reduction in the number of students making low progress in either Literacy or Numeracy and in fact demonstrates a significant rise in the number of students making low or very low progress.

Whilst we can see improvement at the higher levels, we also see an increase in the number of children struggling at the lower levels. The gap between the upper and lower ends of the continuum is widening. We know 70% of our students present with at least one risk factor.

Our teachers are continually upskilling themselves in understanding the challenges, and modifying their teaching processes. The following has been extracted from the Public School Review report and reflects the achievement of the directions set in the Business Plan

Effective processes to track progress and enhance learning for students at educational risk are supported through early intervention, enrichment and extension. The school's detailed case management approach ensures staff, parents, the school psychologist and external agencies work collectively for the benefit of students at educational risk.

4. Work Ethic

During 2021 we have successfully reversed the declining trend in the improvement in student's work ethic as reported through Summative Student Report data. In both Semester 1 and Semester 2 we achieved, and indeed exceeded, the 5% increase we set as a target. In both semesters the increase was around 10%, highlighting the efforts of both staff and students. This will remain an ongoing focus into 2022.

5. Teacher Judgements

We continue to place value and importance on ensuring teacher judgements about student achievement are consistent across our school.

The spread of grades in 2021, across year levels, demonstrated a reflection of *like schools'* data. However, we will maintain a focus on ensuring we have accurate and moderated judgements across all learning areas. The focus will be on in school and between schools' judgements.

The achievement of a strong alignment between teacher allocated grades and NAPLAN scores has greatly improved with the most significant alignment change being in Science. The level of misalignment is now only 0.5 of a standard deviation.

6. Effective Leadership

During 2021, we reviewed the way we distributed leadership opportunities with a stronger focus on targeting those in a position of knowledge and skill. We maintained and strengthened the focus on using evidence to drive decisions and developed and refined the type and use of the data we collected. The following has been extracted from the Public School Review report and reflects the achievement of the directions set in the Business Plan.

The review team validate the following:

All staff have clarity of the school vision and priorities. The future directions of the school are operationalised as part of distributed leadership across the school

Timely reviews, adjustments and interventions support evidence-based practice, meeting student needs while incorporating agency support and partnerships.

There is strong staff input and consultation to ensure alignment between curriculum standards and classroom practice.

Provision for layers of instructional leadership, led by experienced practitioners, has resulted in robust collaboration and cooperation to meet the learning needs of all students.

Staff embrace accountability through ongoing individual and collaborative data analysis linked to performance reviews that provide opportunities for reciprocal feedback. This enhances performance within the continuous improvement process.

Health and wellbeing is an ongoing focus that is embedded across the school. A variety of strategies is employed daily as part of ongoing practice to support students and staff alike.

7. High Quality Teaching

During 2021 teachers and Education Assistants have worked collaboratively to more strongly connect practice across classes. Teachers have worked with both cohort colleagues, as well as colleagues across the broader school. EAs have also worked in a similar manner. The resulting outcomes have been agreed critical skills, PAT targets and connective planning of teaching. The following has been extracted from the Public School Review report and reflects the achievement of the directions set in the Business Plan.

The review team validate the following:

A regular assessment cycle, using relevant system and school-based data, informs school-wide programs and practices that focus on learning and learners at point of need. These assessments are used extensively when reporting to parents.

Staff are strongly invested in evidence-based practice and analyse data using disciplined dialogue when reviewing, planning, assessing and designing future learning for all students.

There is significant investment in creating the conditions for collaborative and continuous improvement. Teachers differentiate teaching and learning to build on successes while catering for the learning needs of students.

The Specialist Learning Program for Autism Spectrum Disorder, with a blended classroom structure, is a purposeful collaboration enhancing teaching and learning aligned to school priorities and specific student needs.

Professional learning is aligned to agreed whole-school initiatives and practices using expertise from within the school, and external experts to build staff capacity.

School strategies that support student attendance, engagement and positive behaviour are consistent across all year levels and clearly communicated between staff.

Students believe they have a voice that is heard and acted upon. Student Council members value the opportunity to support their peers through dedicated roles within the school.

8. Strong Governance and Support

During 2021, the staff information sharing process has continued to be developed and improved. Induction for new staff has been embedded, and an opportunity for established staff to review operational processes included annually. We have continued to meet all required standards and audits.

NAPLAN has been implemented online and both the National Quality Standards and the Aboriginal Cultural Standards Framework have been actively embedded into school planning. The following has been extracted from the Public School Review report and reflects the achievement of the directions set in the Business Plan.

Finance and resource management are well aligned with the Business Plan 2019-2021, and the expectations of the Funding Agreement for Schools.

The review team validate the following:

Funding and resource allocations are evidence-based and carefully planned, allocated and monitored to meet the priorities of the school, ensuring quality teaching and student support.

Financial management processes and practices are well understood by cost centre managers and overseen by the Finance Committee and School Board.

Prudent use of funding for strategic intervention and extension programs demonstrates effective use of student characteristics and targeted initiative funding.

Budget and resource allocations, and associated practices and processes are effectively managed and transparently shared with staff.

Science and ICT¹ initiatives are funded to positively impact student engagement and integrated learning.

Workforce planning is clear, transparent and ongoing, with consideration of strategic school objectives to meet the school's changing needs and student profile. This is particularly important for succession planning.

The physical environment and learning spaces are inviting, inclusive and afford all students opportunities for success.

The School Board diligently undertakes its role in school governance. Members highlighted the regular opportunity for open conversation and the capacity for them to challenge the thinking of leaders in a safe environment, believing their voice to be heard and respected.

As strong advocates for the school, the School Board, P&C and community members highly value and promote the school in the community.



The Specialised Learning Program for Students with ASD.

The following has been extracted from the Public School Review report and reflects the achievement of the directions set in the Business Plan.

Highly collaborative and sustained partnerships underpin the overall strategic intent of the school. The partnerships provide meaningful, inclusive and targeted learning experiences for all students.

Personalised communication using multiple platforms is a cornerstone of the school's practice in continually strengthening and building effective partnerships.

Parents and students strongly validate the staff as being caring and educative in their approach, while providing a safe and inclusive learning environment for all learners.

The Specialist Learning Program for Autism Spectrum Disorder, with a blended classroom structure, is a purposeful collaboration enhancing teaching and learning aligned to school priorities and specific student needs.

There is significant investment in creating the conditions for collaborative and continuous improvement. Teachers differentiate teaching and learning to build on successes while catering for the learning needs of students.

Key stakeholders share a common belief regarding the inclusivity of the school and the way all staff value cultural and individual diversity.

Anne Fletcher
Principal

School Board and P&C

Our School Board chair Maya Hogarth and our P&C President Belinda Poole spoke at our end of year Celebration night with reflection on the school year.

Welcome to families, students and staff. Last year our end-of year celebration was a virtual event, so it's wonderful that we are all able to be here in person for this year's celebration night.

I asked a couple of wise children what I should say tonight. They told me: "Cooinda is a wonderful school because it's inclusive, everybody's welcome, and it supports different cultures."

I couldn't agree more, and I think it's fantastic that the kids recognise these very important attributes of their school. This school has an impressive focus on diversity, inclusion, core values, mental health and community partnerships, which are all so important for life at school and beyond.

I think what makes Cooinda great are the people; dedicated teachers, support staff and administrators who are passionate about educating our kids.

On behalf of the school board, I acknowledge and thank all our amazing staff for their contributions to our school throughout the year.

I would also like to thank the P & C for their ongoing commitment – these hard-working parents and community members put in a huge amount of work to improve our school.

In particular I would like to thank Lauren Baillie for running the uniform shop for the last four years. This is such an important role and Lauren has done an amazing job making sure there are always uniforms available for our kids.

The school board also extends their thanks to outgoing board members Sally Bonn, Neil Milligan, Mrs Manning and Mrs Urquhart for their considerable contributions to the school during the terms they served as Board members.

To all the Cooinda students, the last couple of years have been quite extraordinary, and you have all demonstrated remarkable adaptability and resilience. You should all be incredibly proud of yourselves.

Lastly, on behalf of the school board, I would like to thank Mrs Fletcher and all the staff and students for organising such a fabulous celebration night. I know a lot of preparation has gone into these performances, and I'm certainly looking forward to seeing them all!

I hope you all enjoy this evening and I wish you a wonderful holiday.

Maya Hogarth
School Board Chair



Kaya everyone, just wanted to take this opportunity to say a huge thank you to all our P&C members this year. I know how hard it is finding the time to volunteer and help out so we truly appreciate all the effort and time you have put in for your kids. It really makes a difference.

This year the P&C have raised \$7950 and from that we have donated \$7250 back to the school. With that money contributing to Kindy equipment, Interschool sports shirts, lab coats and the Year 6 Leavers Day. So that's a really great effort!!

A special thank you to our wonderful Uniform shop Co-ordinator / super star Lauren Baillie. She has kept the uniform shop up and running throughout the start of the pandemic and has done a outstanding job managing it these last four years. We thank you so much for your time and dedication over the years. Lauren will be hanging up her uniform shop hat next year so we really need someone new to step up and take on this role. If you are interested please contact us immediately so Lauren can start showing you the ropes before she finishes up.

I went to the WACSSO state conference earlier this year and one of the speakers said something that stuck with me:

Schools can exist without parent help but schools thrive when they have a strong and connected P&C. There's no better gift to give your children than to be involved in their school. It's shows a great example to them to be a volunteer and serve their community.

Thank you to all parents that helped us this year, I hope we organised some fun events for everyone! I'm really looking forward to holding some new events next year and raising lots of money for our school. Please consider coming along to our AGM next year to join our committee. We try to be a fun and flexible P&C- hope to see lots of you at our meeting next year.

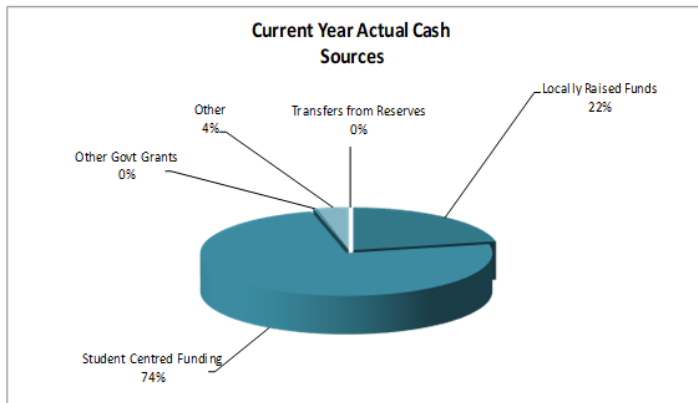
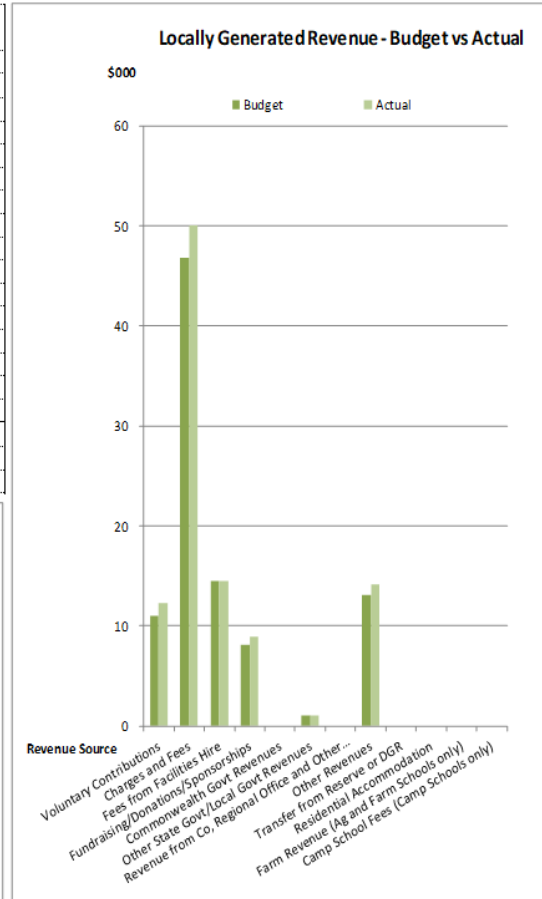
Belinda Poole
P&C President



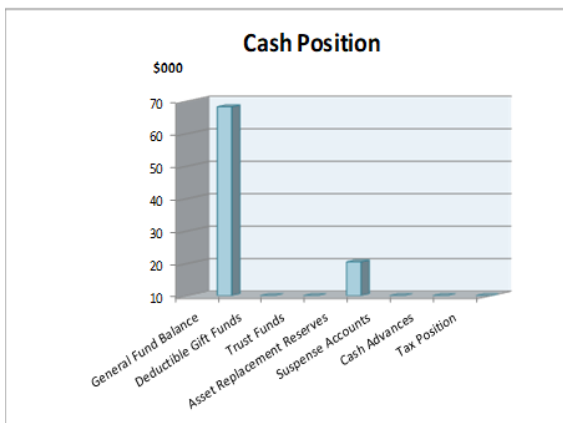
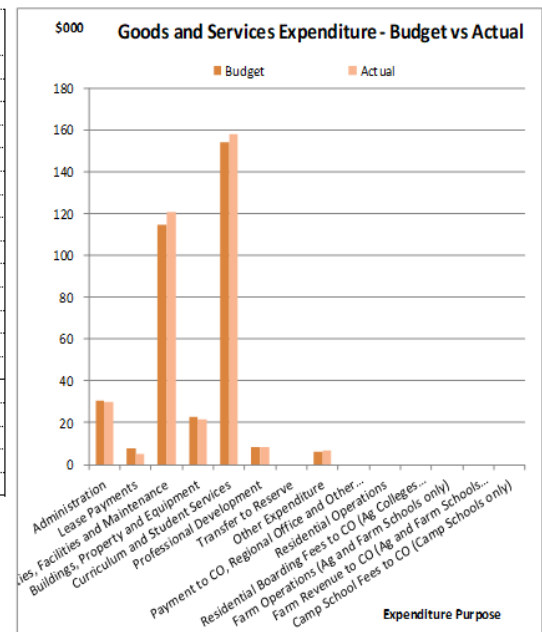
Coinda Primary School

Coinda Primary School Financial Summary as at Enter date. For example 31/12/2021

Revenue - Cash & Salary Allocation		Budget	Actual
1	Voluntary Contributions	\$ 10,973.00	\$ 12,290.48
2	Charges and Fees	\$ 46,881.00	\$ 50,110.08
3	Fees from Facilities Hire	\$ 14,500.00	\$ 14,500.00
4	Fundraising/Donations/Sponsorships	\$ 8,135.00	\$ 8,952.97
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 1,100.00	\$ 1,100.00
7	Revenue from Co, Regional Office and Other Schools	\$ -	\$ -
8	Other Revenues	\$ 13,142.00	\$ 14,205.63
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
Total Locally Raised Funds		\$ 94,731.00	\$ 101,159.16
Opening Balance		\$ 22,626.00	\$ 22,626.37
Student Centred Funding		\$ 227,264.00	\$ 294,939.67
Total Cash Funds Available		\$ 344,621.00	\$ 418,725.20
Total Salary Allocation		\$ -	\$ -
Total Funds Available		\$ 344,621.00	\$ 418,725.20



Expenditure - Cash and Salary		Budget	Actual
1	Administration	\$ 30,269.00	\$ 30,169.17
2	Lease Payments	\$ 8,000.00	\$ 5,007.01
3	Utilities, Facilities and Maintenance	\$ 114,882.00	\$ 120,628.85
4	Buildings, Property and Equipment	\$ 22,823.00	\$ 21,734.61
5	Curriculum and Student Services	\$ 153,886.00	\$ 157,931.83
6	Professional Development	\$ 8,410.00	\$ 8,574.04
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 6,351.00	\$ 6,480.90
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure		\$ 344,621.00	\$ 350,526.41
Total Forecast Salary Expenditure		\$ -	\$ -
Total Expenditure		\$ 344,621.00	\$ 350,526.41
Cash Budget Variance		\$ -	\$ -



Cash Position as at:	
Bank Balance	\$ 89,185.44
Made up of:	
1 General Fund Balance	\$ 68,198.79
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 20,441.65
5 Suspense Accounts	\$ 2,401.00
6 Cash Advances	\$ -
7 Tax Position	\$ (1,856.00)
Total Bank Balance	\$ 89,185.44

Finance Report

School budget 2021 overview

During the 2021 school year, the school finances were significantly lower than the previous few years as a consequence of decreased student numbers. Given the Student Centred Funding model all schools operate under, the impact of the downward trend over the previous three years has become more apparent. However, the school's financial position remains strong, albeit with less flexibility.

Workforce and HR

The school needed to employ an additional full time teacher to ensure continuity of appropriate teaching and learning to all students. This had a significant impact on this area of the budget.

Staff were only employed in fixed term positions to backfill permanent staff on leave.

Funds were allocated to purchase additional time for the Chaplain, and Psychologist. Additional funding was also allocated to employ COVID cleaners.

Additional revenue sources

Voluntary contributions were

Primary 60.43%
Pre Primary 56.18%
Kindy 55.56%
Total overall 59.38%

- SLP program has been confirmed for another 3 years of funding.
- Cooina was again successful in obtaining Sporting Schools Funding, PALS grant, KTK grant. Landcare grant. Principal was Network Principal coordinator for 6 months which gained additional funding for the school.
- OSH club continues to have Deed of licence with funding for hire of buildings received.
- P&C fundraising helped to purchase equipment for Early Childhood Area, Sports shirts, Funding towards excursions, Early Childhood Parent Books, Lab Coats for Discovery Room.

Facilities and Maintenance

Funding was provided to maintain gardens and lawns at school level. Lawnmower is due for an upgrade in 2022 so Assets plan kept up to date to ensure adequate funding available.

Assets and Resources

IT Technician upgraded the 5-year replacement plan to include costs for reserves.

- Funding was put into library system upgrade



Targets set in Business Plan 2019—2021



1. Attendance	1.1	By the end of 2021 students demonstrate regular attendance in K-Year 1 as compared to like schools.
	1.2	

Target	2021 Overall Attendance Data			Progress towards achieving target.																		
1.1 By the end of 2021 students demonstrate regular attendance in K-Year 1.	<p><u>Attendance Rate SARS</u></p> <table border="0"> <tr> <td>2019</td> <td>2020</td> <td>2021</td> </tr> <tr> <td>K – 90%</td> <td>K – 91%</td> <td>K- 93.6%</td> </tr> <tr> <td>PP – 90% (WAPS 91%)</td> <td>PP – 89% (91%)</td> <td>PP- 87.7%</td> </tr> <tr> <td>Y1 – 90% (WAPS 90%)</td> <td>Y1 – 88% (92%)</td> <td>Y1- 90.1%</td> </tr> </table> <p><u>Regular Attendance Total K-Yr1</u></p> <table border="0"> <tr> <td>2019</td> <td>2020</td> <td>2021</td> </tr> <tr> <td>64.5%</td> <td>40.5% (COVID-19)</td> <td>69.5%</td> </tr> </table>			2019	2020	2021	K – 90%	K – 91%	K- 93.6%	PP – 90% (WAPS 91%)	PP – 89% (91%)	PP- 87.7%	Y1 – 90% (WAPS 90%)	Y1 – 88% (92%)	Y1- 90.1%	2019	2020	2021	64.5%	40.5% (COVID-19)	69.5%	<p>The year we continued to improve regular attendance in the early years by engaging with families early in the hope to prevent low attendance in the later year levels. We have done this by building positive relationships with families, providing engaging classrooms for students and setting up attendance processes for those who flag as indicated or moderate risk.</p> <p>Regular attendance Increase from 2019 to 2021.</p>
2019	2020	2021																				
K – 90%	K – 91%	K- 93.6%																				
PP – 90% (WAPS 91%)	PP – 89% (91%)	PP- 87.7%																				
Y1 – 90% (WAPS 90%)	Y1 – 88% (92%)	Y1- 90.1%																				
2019	2020	2021																				
64.5%	40.5% (COVID-19)	69.5%																				
1.2 In 2021 year PP-6 levels have regular attendance levels.	2019 69%	2020 55% (COVID-19)	2021 65.5%	<p>We did not achieve our goal to improve regular attendance to 80%. There have been a number of outlining issues in 2021 that have impacted the data.</p> <p>Attendance Coordinator received Professional Learning in Term 4 in the new 10 point plan to improve attendance.</p>																		



Focus for 2022

- Continue to initiate early intervention for attendance, with a particular focus on students with moderate attendance in the early years.
- Improve the percentage of students with regular attendance to 80%.
- Communication and relationship building with parents in the first few weeks of school who have children with moderate to Severe Non-Attendance in 2021.
- Use social media to promote engaging learning classrooms in our school and positive relationships with the community.
- Develop new Attendance Plan to include the DoE 10 Point Plan with a focus on Promotion, Prevention and Response.
- Linking in outside agencies and our student services team to support families having difficulty with getting children to school.

2. Student Achievement	2.1	Annually maintain the percentage of Year 3 students achieving in Bands 5 and 6 in Literacy NAPLAN testing at 30% each year.
	2.2	
	2.3	By 2021 increase the percentage of Year 3 students achieving in Bands 5 and 6 in Numeracy NAPLAN testing by 5% to 30%.
	2.4	By 2021 increase the percentage of Year 5 students achieving in Bands 7 and 8 in Writing on NAPLAN testing and Numeracy NAPLAN testing by 5% to 30%. By 2021 any student not achieving at their expected level will have a targeted intervention process in place to ensure they reach the expected standard.

Target	Progress towards achieving target 2019	2020 Result	Progress towards achieving target 2020	2021 Result	Progress towards achieving target 2021
2.1 Annually maintain the percentage of Year 3 students achieving in Bands 5 and 6 in Literacy NAPLAN testing at 30% each year.	Exceeded target by 4%.	NA <i>NAPLAN not available due to COVID 19</i>	NA	Reading – 45% Spelling – 35% Grammar – 42% Writing – 54% Literacy 44%	Exceeded target by 14%. Achieved and exceeded target across all Literacy testing areas.
2.2 By 2021 increase the percentage of Year 3 students achieving in Bands 5 and 6 in Numeracy NAPLAN testing by 5% to 30%.	Achieved target and maintained from 2018.	NA	NA	Numeracy – 28%	Achieved target and improved on percentage from 2019 by 6%. In 2022 Target will be to maintain the level of progress being made and exceed 30% baseline target.
2.3 By 2021 increase the percentage of Year 5 students achieving in Bands 7 and 8 in Literacy, writing on NAPLAN testing and Numeracy NAPLAN testing by 5% to 30%.	When considering the Writing data need to take account of the break down in the online process experienced across the State. Significant growth towards target in Literacy. No significant change in Numeracy result.	NA	NA	Reading – 10% Spelling – 28% Grammar – 26% Writing – 5% Literacy 17% Numeracy – 15% Overall Literacy total in 2019 was 20% - decrease of 3% in 2021.	11% of students in 2019 in Band 7 and 8 compared to 5% in 2021. Did not achieve target to improve percentage in Writing. 15% of students in 2019 and 2021 in Band 7 and 8 maintained. No increase achieved.

2. Student Achievement Continued	2.1	Annually maintain the percentage of Year 3 students achieving in Bands 5 and 6 in Literacy NAPLAN testing at 30% each year.
	2.2	
	2.3	By 2021 increase the percentage of Year 3 students achieving in Bands 5 and 6 in Numeracy NAPLAN testing by 5% to 30%.
	2.4	By 2021 increase the percentage of Year 5 students achieving in Bands 7 and 8 in Writing on NAPLAN testing and Numeracy NAPLAN testing by 5% to 30%. By 2021 any student not achieving at their expected level will have a targeted intervention process in place to ensure they reach the expected standard.

Target	Progress towards achieving target 2019	2020 Result	Progress towards achieving target 2020	2021 Result	Progress towards achieving target 2021
2.4 By 2021 any student not achieving at their expected level will have a targeted intervention process in place to ensure they reach the expected standard.	Not all teachers ticked “completed” so some data was not available. Only some aspects of On Entry were completed in Year 1. However, there is a significant decrease between 2018 and 2019 below the entry level. All students below the expected entry level for our school were case managed through performance management and the feedback at the end of 2019 was that they had all made significant progress and achieved 90% of their critical skills.	In 2020, 51% of students were below the ICSEA Decile level for Reading, 29% for Writing and 51% for Numeracy.	Due to changes in the representation of the On-entry Scale Score Range it is not possible to compare results from previous years. However, there are reduced numbers of students at educational risk.	Tracking tool now in place and Students at Risk are being identified at different levels that include academic achievement. Introduction of MTSS Operational Plan and evidence based programs such as:- Maths Mastery Expressive Writing Multi-Lit	Students at educational risk are identified through a number of assessments, attendance, social and emotional risk, students receiving current intervention and demographics including Aboriginality, English as an additional language/dialect. A number of students were deemed ‘at risk’ within two or more areas (e.g., EALD and Literacy). Overall, students across the school deemed ‘at risk’ based on the above factors make up approximately 70.2% of Coinda’s student cohort. At present the majority of these students are receiving quality teacher adjustments at Tier 1 or more targeted interventions at Tier 2 or 3.

3. Student Progress	3.1	To annually decrease the percentage of Year 3 students making low or very low progress from On Entry to NAPLAN in Literacy (Reading) from 44% to 20% and Numeracy from 33% to 20% by 2021
	3.2	To annually decrease the percentage of Year 5 students making low or very low progress in NAPLAN Literacy (Reading) from 28% to 10% and Numeracy from 13% to 10% by 2021.

Target	2019 result	2020 result	Progress towards achieving target	2021 Result	2021 Progress towards achieving target
3.1 To annually decrease the percentage of Year 3 students making low or very low progress from On Entry to NAPLAN in Literacy (Reading) from 44% to 20% and Numeracy from 33% to 20% by 2019.	Low and very low progress Reading 37% Low and very low progress Numeracy 30%	NA	2019 Reading trend demonstrates 4 % reduction in number of poor progress Maths show a slight reduction of 1%.	Low and very low progress reading 35% Low and very low progress Numeracy 28%	Decrease by 7%. Target not achieved in Reading Decrease by 5%. Target not achieved in Numeracy
3.2 To annually decrease the percentage of Year 5 students making low or very low progress in NAPLAN Literacy (Reading) from 28% to 10% and Numeracy from 13% to 10% by 2019.	Low or very low progress Literacy(Reading) – 47% Low or very low progress Numeracy – 43%	NA	2019 Not achieved - significant increase in percentage making low or very low progress. Not achieved – marginal percentage increase .	Low and very low progress reading 61% Low and very low progress Numeracy 44%	Not achieved – significant increase. Not achieved – slight increase by 1%

- No data available for 2020.

Student Progress Focus for 2022

- Continue to track individual and small group student progress across the school and use this to more specifically plan for differentiation in teaching practices.
- Interventions in place for students showing low and very low progress on 2021 NAPLAN Testing.
- Use evidence to ensure year on year achievement and progress.
- Further develop teacher ability to make quality teaching adjustments to cater for varying levels of ability in the classroom.
- Develop concept of Lesson Design and use Blooms Taxonomy to increase levels of deep learning.

4. Work Ethic

4.1

To annually increase the percentage by 5% of students consistently demonstrating interpersonal and intrapersonal skills as indicated through the Attitudes, Behaviour, Effort (ABE) on the Student Report information.

Target	2019 Result	2020 Result	2021 Result	Progress towards achieving target.
4.1 To annually increase the percentage by 5% of students consistently demonstrating interpersonal and intrapersonal skills as indicated through Attitudes, Behaviour, Effort (ABE) on Student Summative Reports	<p>Did not achieve the target</p> <p>Semester 2, 2018 – 47.02%</p> <p>Semester 2, 2019 – 48.0%</p>	<p>Did not achieve the target</p> <p>Semester 2, 2019 – 48.0%</p> <p>Semester 2, 2020 – 42.14%</p>	<p>Achieve the target</p> <p>Semester 2, 2020 – 42.14%</p> <p>Semester 2, 2021 – 51.88%</p>	<p>Met and exceeded set target.</p> <p>Ongoing focus on continuous growth of 5 % annually.</p>

	P	1	2	3	4	5	6	Whole school
S1 2019	24	26	29	47	58	49	67	43%
S2 2019	42	40	37	54	50	49	65	48%
S1 2020	27.4	29	21.3	32	44.9	49.7	49.8	36.24%
S2 2020	35.4	38.5	33.9	32	49.9	49.9	55.4	42.14%
S1 2021	20.2	45.8	45.4	72.9	44.9	44.4	49.2	46.11%
S2 2021	24.2	50.3	62.7	62.8	52	51	60.0	51.88%

Work Ethic Focus 2022

Ongoing focus on building self-management and self-regulation skills to promote positive attitudes to learning.

5. Teacher Judgements	5.1 5.2	<p>By 2021 the distribution of A to E grades across all learning areas will reflect the distribution of like schools in both Semesters.</p> <p>By the end of 2021 the misalignment between grades and NAPLAN will be no more than 10% above or below.</p>
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Target	2019 Progress towards achieving target.	2020	2020 Progress Towards achieving target.	2021	2021 Progress towards achieving target
5.1 By 2021 the distribution of A to E grades across all learning areas will reflect the distribution of like schools in both semesters.	When looking at specific year levels the result demonstrates that teachers predominantly grade students at a 'C' grade, suggesting that students aren't given the opportunity to show learning at a higher level. This is also represented in Target 5.2 – percentage of students graded below NAPLAN.	*Data for 2020 not available .	Whole school has taken part in moderation of a reading task and number. Sufficient data not available on the system to make judgements.	PP-Yr 6 across learning areas of English, Maths, Science and HASS in comparison to Like Schools 16 - Above 10 - Below 2 - At	When looking at specific years levels and learning areas the results suggest that "C" grades are predominantly given. We continue to believe that students are not given the opportunity to show learning at a higher level and our focus will be on Lesson Design and differentiation.
5.2 By the end of 2021 the misalignment between grades and NAPLAN will be no more than 10% above or below.	Average misalignment has reduced. The accepted level of misalignment was not achieved.	*Data for 2020 not available .	Whole school has taken part in moderation of a reading task and number. Sufficient data not available on the system to make judgements.	Whole school performance Monitoring indicates:- 2019 Overall Relative Judgement -0.47 and in 2021 Overall Relative Judgement 0.10 Misalignment Yr 3 Numeracy 33% Yr 3 Reading 47% Yr 5 Numeracy 31% Yr 5 Reading 31%	Results show the school is within a half standard deviation difference and an improvement since 2019. Most significant improvement is represented in Science with -0.85 in 2019 and 0.03 in 2021. Not achieved 10% above or below in Reading and Numeracy in Yr 3 or Yr 5 in 2021.

Cohort: Reported Cohort Semester 1, 2021 Reporting Period: Semester 1, 2021

School Summary

Results compared to Like School excluding data from other schools

Direction Filter :

	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mathematics (AC)							
English (AC)							
Science (AC)							
Humanities and Social Sciences (AC)							

5. Teacher Judgements continued

NAPLAN Alignment to Grade Allocations

Students / (%) of students with alignment results	2019 (2)				2021 (1)				
	Alignment Result		Results not Aligned		Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
	WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *

Year 3

Mathematics / Numeracy	53 (94%)	73% (10%)	68% (5% Below)	8%	24%	42 (100%)	71% (9%)	71% (At)	10%	19%
English / Reading	53 (94%)	68% (10%)	74% (6% Above)	4%	22%	42 (100%)	60% (11%)	52% (8% Below)	12%	36%
English / Writing	53 (94%)	58% (13%)	54% (4% Below)	2%	44%	42 (100%)	44% (13%)	50% (6% Above)	0%	50%

NAPLAN Alignment to Grade Allocations

Students / (%) of students with alignment results	2019 (2)				2021 (1)				
	Alignment Result		Results not Aligned		Students / (%) of students with alignment results	Alignment Result		Results not Aligned	
	WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *		WA Public School (WAPS) Mean and (SD)	School Compared to the WAPS Mean	NAPLAN Result is below the Grade Allocation *	NAPLAN Result is above the Grade Allocation *

Year 5

Mathematics / Numeracy	64 (86%)	69% (10%)	71% (2% Above)	18%	11%	39 (97%)	68% (10%)	76% (8% Above)	16%	8%
English / Reading	64 (94%)	71% (10%)	63% (8% Below)	20%	17%	39 (97%)	67% (9%)	74% (7% Above)	11%	16%
English / Writing	64 (95%)	69% (10%)	74% (5% Above)	15%	11%	39 (97%)	67% (9%)	79% (12% Above)	5%	16%

Misalignment defined as the number of teacher judgement grades given in Semester 1 that differ from NAPLAN predicted grade, excluding grades on the borderline. Calculations collected from SAIS and EARS.

Teacher Judgements Focus for 2022

This will remain the key focal point for our school as we re-establish the alignment of teacher judgement against appropriate judging standards with a view to seeing Grade allocations reflected within the 10% variation against those predicted by NAPLAN scores.



6. Effective Leadership	6.1	Through 2021 maintain phases of learning teams through a sustainable, robust and distributive leadership structure that includes School Leadership Group, Manager of Corporate Services and Education Assistant leaders.
	6.2	Annually lead a culture of analysis in which staff routinely diagnoses the impact of their teaching where evidence drives the improvement of teaching practices
	6.3	Over 2020/2021 develop and embed a pedagogical framework of agreed understandings and attributes of effective teaching practices at Coinda PS.

Target	2021 Result	Progress towards achieving target.
6.1 Through 2021 maintain phases of learning teams through a sustainable, robust and distributive leadership structures that includes School Leadership Group, Manager of Corporate Services and Education Assistant leaders.	<p>Leadership structure maintained and embedded. Substantive new Deputy appointed in Term 4.</p> <p>Senior Teachers have been targeted for specific leadership roles across the year, tapping into areas of expertise and experience to maximise the skill and expertise they bring to the school. Especially relevant through School Review process.</p> <p>Cohort groups and smaller teams of teachers have continued to worked successfully to ensure continuance of curriculum delivery during difficult times. Emphasis of teams remained on developing shared practice and strategy, especially in regards to working with students with ASD.</p>	<p>As this is a constantly developing process each year has added understanding. Ongoing challenge of balancing operational and strategic focus remains an ongoing focus.</p> <p>Distributive leadership model achieved in format while the focus and purpose of the roles and structures need to more clearly defined. The Curriculum Teams were not implemented formally, but are planned for 2022. All staff took an active role in the Review Process.</p> <p>However, the capacity of all staff to forge and extend partnerships with each other, and beyond the school, has been continually highlighted, often under difficult circumstances.</p> <p>EAs have significantly expanded the level of collaboration and built effective and connected teams.</p>
6.2 Annually lead a culture of analysis in which staff routinely diagnoses the impact of their teaching where evidence drives the improvement of teaching practices.	<p>Performance management processes have had a direct conversation around demonstrated student achievement and teacher practice.</p> <p>Team meetings have focused conversation around improving teaching through analysis of student data and setting agreed cohort targets, as well as individual student targets.</p> <p>The student assessment policy and process was actioned.</p>	<p>All PM meetings have been given this focus – emphasis has been around tracking every child to ensure progress and growth. Through differentiated curriculum delivery. Teacher judgements and links to NAPLAN, like schools and spread of grades has continued to be supported.</p> <p>Some moderation external to this school has been actioned. EA meetings also focused on routinely gathering data and using it for planning.</p> <p>Assessment team continue to build and modify the process.</p> <p>PAT testing continued for years2-6 with cohort targets developed by teachers.</p>
6.3 Over 2020/2021 develop and embed a pedagogical framework of agreed understandings and attributes of effective teaching practices at Coinda PS.	<p>A rubric of critical skills associated with each year level developed and agreed to by teachers.</p>	<p>Critical Skills actioned across all classes, refined and further developed.</p>

6. Effective Leadership (Continued)

- 6.1 Through 2021 maintain phases of learning teams through a sustainable, robust and distributive leadership structure that includes School Leadership Group, Manager of Corporate Services and Education Assistant leaders.
- 6.2 Annually lead a culture of analysis in which staff routinely diagnoses the impact of their teaching where evidence drives the improvement of teaching practices
- 6.3 Over 2020/2021 develop and embed a pedagogical framework of agreed understandings and attributes of effective teaching practices at Coinda PS.

Effective Leadership Focus for 2022

- 6.1 Maximise the skill and expertise Senior Teachers bring to the school, through setting up of broad curriculum teams.
- 6.2 Increase focus on tracking individual students. The restructured PM process will continue to use self-reflection and student work to track growth and development.
- 6.3 Review the Critical Skills list with feedback from current student data. Leadership Team to support across the school around achieving the target and building knowledge and understanding of effective evidence-based teaching strategies.



7. High Quality Teaching	7.1	Use student and peer feedback to annually assess the impact of evidence based instructional teaching strategies on student learning and progress.
	7.2	In 2020-2021 increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequences, and classroom observation
	7.3	To annually focus on STEM in early years, particularly mathematics, creative problem solving and coding skills.

Target	2020 Result	Progress towards achieving target.	2021 Result	Progress towards achieving target.
7.1 Use student and peer feedback to regularly assess the impact of evidence based instructional teaching strategies on student learning and progress.	Limited feedback and data collected.	This was challenging to achieve in such a fractured year.	Student data collected through whole school assessments are utilised to inform next steps. These include Critical Skills data, PAT Targets, NAPLAN, as well as nearly introduced intervention practices linked to MTSS.	Student feedback is collected regularly in the form of student data. This data has been used to make decisions around our new Operational Plans, Curriculum Teams and our whole school drivers for 2022. MTSS was implemented in 2021 with evidence based instructional strategies for Tier 2 and 3 students. At the end of 2021, 60% of our students listed as at risk received evidence based interventions in the form of one on one or within a group. Peer feedback in this area needs a renewed focus.
7.2 In 2020-2021 increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequences, and classroom observation	Classroom teachers worked in collaborative year level groups to start by developing a scope and sequence for expected minimum standards at each year level in Literacy and Numeracy. This was challenging to achieve in such a fractured year. Data collected at the end of the year is planned to support 2021 progress with such as Critical Skills.	Teachers worked collaboratively with a colleague of their choice to do classroom observations and feedback following VLT strategies with a focus on follow up/feedback and student understanding. Teachers planned together in their year levels with a focus on planning for individual students using the expected outcome as a guide. Students who were not meeting expected targets were targeted with an ESP (Education support plan). Not achieved, but some foundations have been established	Collaborative year level planning further refined and modified a scope and sequence for expected minimum standards at each year level in Literacy and Numeracy. Critical Skills) Significant work was completed around Maths warm up activities, with consistency of practice becoming clearly evident. Further collaboration was achieved through cohort planning around PAT targets in Literacy and Numeracy The ongoing refinement of individual and group plans was achieved, using a Response to Intervention process.	Significant growth in collaborative, whole school approaches has been achieved, with an ongoing focus into 2022.

7. High Quality Teaching (Continued)	7.1	Use student and peer feedback to annually assess the impact of evidence based instructional teaching strategies on student learning and progress.
	7.2	In 2020-2021 increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequences, and classroom observation
	7.3	To annually focus on STEM in early years, particularly mathematics, creative problem solving and coding skills.

Target	2020 Result	Progress towards achieving target.	2021 Result	Progress towards achieving target.
7.3 To annually focus on STEM in early years, particularly mathematics, creative problem solving and coding skills.	<p>Integration of STEM across curriculum areas, especially in classrooms.</p> <p>A team of six teachers collaborated on a project to upskill themselves, in STEAM areas with a view to mentoring colleagues in 2021.</p>	<p>A range of workshops made available to staff on STEM tools, technologies and opportunities for integration into classroom teaching and learning programs.</p> <p>Lead Technology team successfully completed PL and trial of new programs. Presented to staff. Selected a colleague to mentor in 2021.</p>	<p>Our students have regular access to digital technology to support their learning. Extensive use of purposeful programs and applications has created greater access and equity for all students with respect to their growth and development, particularly as it relates to future skills and capabilities. Lego based coding resources have also been introduced at Coinda. Coding Express (Early Years), We Do 2.0 (Year 3-4) and Spike Prime (Year 5-6) kits are available for use in the school. Competitions through First Lego League Australia offer students an opportunity to put their digital and design skills and knowledge to the test.</p> <p>Our recent STEM Project increased capacity and confidence in the use of ICT. The Building STEM capacity using Makers Empire 3D design and printing Project was started in May 2020. The initial phase of the project is complete, achieving its objectives of upskilling a small number of staff in the Makers Empire program. Capacity building is ongoing as the team now mentor other teachers in the implementation of the program in their teaching and learning programs. School leadership encourages and supports teacher exploration of new technologies for teaching and learning that delivers improved outcomes for every student.</p>	Achieved

7. High Quality Teaching (Continued)

- 7.1 Use student and peer feedback to annually assess the impact of evidence based instructional teaching strategies on student learning and progress.
- 7.2 In 2020-2021 increase consistency of practices among teachers through collaboration, agreed curriculum scope and sequences, and classroom observation
- 7.3 To annually focus on STEM in early years, particularly mathematics, creative problem solving and coding skills.

High Quality Teaching Focus for 2022

- Raise level of engagement with Student Voice around teaching practices through Performance Management.
- Embed understanding of link between data and evidence based interventions, along the MTSS model.
- Teacher judgements more reflective and closely aligned with student achievement as indicated through NAPLAN.
- Renewed focus on the strategies around Learning Intentions and Success Criteria in all lessons – Effective Lesson Design to actively engage students.
- Peer observation and feedback along with self-reflective strategies are still key targets in making progress towards meeting the agreed minimum standards in our Coinda developed scope and sequence in Maths and English.



8. Strong Governance and Support	8.1	<i>By 2020 maintain and evolve school induction processes for staff new to teaching and new to the school through the Staff Information file and induction process.</i>
	8.2	<i>From 2020 continue to develop a strong process for continuous self-reflection and improvement, utilising the School Self-Reflection Audit Tool.</i>
	8.3	<i>By 2020 ensure strong processes and embed current policy around asset and resource management, workforce planning and school self-review.</i>
	8.4	<i>By 2020 we will have successfully implemented NAPLAN online testing by ensuring adequate student, teacher and technical capability.</i>
	8.5	<i>By 2021 the Aboriginal Cultural Framework and the National Quality Standards are embedded in school operational planning.</i>

Target	2020 Result	2021 Result	Progress towards achieving target.
8.1 By 2020 maintain and evolve school induction process for staff new to teaching and new to the school through the Staff Information file and induction process.	Target achieved. Updated Staff Information File. Mentoring with established staff member. PL session offered around key focus areas	Target embedded in Staff Information file and processes.	Staff Information File updated annually and a session for all staff reserved to go through the file on the first SDD of each new academic year. New staff to school and educational roles are paired with experienced mentor.
8.2 From 2020 continue to develop a strong process for continuous self-reflection and improvement, utilising the School Self-Reflection Audit Tool.	School Review suspended. Limited engagement with ESAT tool. Self-assessment using ESAT only beginning but required for 2021 Review.	Public School Review process undertaken and completed in Term 3. School was commended in nearly all areas, with next review scheduled for 2024.	Target achieved.
8.3 By 2020 ensure strong processes and embed current policy around asset and resource management, workforce planning and school self-review.	Asset and resource management is partially embedded.	Asset and resource management is established and embedded.	Target has been achieved, but by its very nature will be part of a continuous self-reflection and improvement process.
8.4 By 2020 we will have successfully implemented NAPLAN online testing by ensuring adequate student, teacher and technical capability.	NAPLAN not implemented in 2020.	NAPLAN online accomplished successfully.	Ongoing.

8. Strong Governance and Support (Continued)	8.1	<i>By 2020 maintain and evolve school induction processes for staff new to teaching and new to the school through the Staff Information file and induction process.</i>
	8.2	<i>From 2020 continue to develop a strong process for continuous self-reflection and improvement, utilising the School Self-Reflection Audit Tool.</i>
	8.3	<i>By 2020 ensure strong processes and embed current policy around asset and resource management, workforce planning and school self-review.</i>
	8.4	<i>By 2020 we will have successfully implemented NAPLAN online testing by ensuring adequate student, teacher and technical capability.</i>
	8.5	<i>By 2021 the Aboriginal Cultural Framework and the National Quality Standards are embedded in school operational planning.</i>

Target	2020 Result	2021 Result	Progress towards achieving target.
8.5 By 2021 the Aboriginal Cultural Framework and the National Quality Standards are embedded in school operational planning.	<p>Staff PL Troy Bennell Identified in individual teachers PM during 2019 New resource from Nelson Publishing. Collaborate with Shire and Indigenous artists to create mural. Purchase Noongar Perth Choir book. Additional members to join team</p> <p>Process introduced in team meetings with reserved time slot on agenda. Process introduced and trialled for all staff to contribute.</p>	<p>A recent survey of Coinda staff shows that just over half feel confident integrating Aboriginal perspectives into the curriculum. Use of available resources the school limited. Staff know which of their students are Aboriginal but have not invited them nor their families to share with the class. The Noongar language is unfamiliar to staff but most of them know a handful of words. Some staff are keen to learn more Noongar vocabulary and would like to promote its use. Suggestions include Noongar signage for parts of the school. Some staff would like our LOTE language to be Noongar. The survey showed an openness to Aboriginal families and desire to make them feel comfortable here, with one suggestion of a yarning circle to be constructed as a safe and culturally supportive place for families and students to gather.</p>	Achieved and ongoing

Strong Governance Focus for 2022

- 8.1 Staff Information File to be electronically developed to support ongoing updates and easy access.
- 8.2 Proposal to be shared through Leadership Team with next steps identified to upskill and include staff in the process.
- 8.3 Ongoing review and development.
- 8.4 Ongoing focus on ensuring student technical capability is strengthened.
- 8.5 Aboriginal Cultural Framework - Stronger evidence of transfer from planning to implementation in classroom. NQS – making process digital, accountability for all to contribute

GLOSSARY :

ABC	Act Belong Commit	NAPLAN	National Assessment Program Literacy and Numeracy
AIEO	Aboriginal & Islander Education Officer	NCCD	Nationally Consistent Collection of Data
AITSL	Australian Institute for Teaching and School Leadership	NQS	National Quality Standards
ASD	Autism Spectrum Disorder	PE	Physical Education
BYOD	Bring your own device	PL	Professional Learning
DOTT	Duties other than teaching	SAIS	Student Achievement Information System
DSF	Dyslexia SPELD Foundation	SCASA	School Curriculum & Standards Authority
EA	Education Assistant	SDD	School Development Day
EAL/D	English as an Additional Language or Dialect	SEN	Special Education Needs
ECE	Early Childhood Education	SENAT	Special Education Needs Assessment Tool
FTE	Full time equivalent	SEDA	Sports Education Development Australia
IEP	Individualised Education Program	SLP	Specialist Learning Program for Students with ASD
IPS	Independent Public School	SMART	Specific, Measurable, Achievable, Relevant and Timely
K & PP	Kindy and Pre Primary	SSNP	Student Support Network Program
KM	Kids Matter	STEAM	Science, Technology, Engineering, Arts and Mathematics
LBOTE	Language background other than English	TORCH TEST	Test of Reading Comprehension
LOTE	Language other than English	TR	Teacher Reference
LSC	Learning Support Coordinator	VLT	Visible Learning Team
LWOP	Leave Without Pay	WALT	We are learning to
MHC	Mental Health Coordinator	WILF	What I'm looking for
MSSD	More Support for Students with Disability	YCDI	You Can Do It

ACT BELONG COMMIT is a comprehensive health promotion campaign that encourages individuals to take action to protect and promote their own mental wellbeing and encourages organisations that provide mentally healthy activities to promote participation in those activities.

KIDSMATTER KidsMatter is a mental health and wellbeing initiative for primary schools and early childhood education and care services – like preschools, kindergartens and day care centres. It's not a program, but a framework that helps staff, parents and carers to work together to create settings that better support children's social and emotional wellbeing needs.

KIDS TEACHING KIDS The Kids Teaching Kids Program promotes positive wellbeing and helps build resilience in young people. It raises awareness and drives action on local and global environmental issues, bringing communities together to solve common challenges and help the next generation of leaders who will take collective responsibility for our future.

NSW SUPER 6 AND VOICES WRITING TRAITS Reading and Writing strategies to support learning.

TORCH TEST Tracking tool to judge progress in Reading Comprehension.