

Cobar Public School
Annual Report



2016



1578

Introduction

The Annual Report for 2016 is provided to the community of Cobar Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school 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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Principal

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School background

School vision statement

Maintain our school culture of responsible, respectful learners. Provide educational experiences, opportunities and environments that will engage and motivate all students to learn, discover and critically analyse their knowledge to equip them to become informed citizens of the future.

School context

Cobar Public School is a remote, isolated school with a population of approximately 260 students. Approximately 21% of the school population identify as having Aboriginal heritage. The school also has students from 7 other cultural backgrounds.

The school has parental support through the Parents and Citizens Association and the Cobar Aboriginal Education Consultative Group.

The school has a number of long term staff with four staff members on current maternity leave. Over half the teaching staff is employed on a temporary basis. Thirteen teachers are New Scheme Teachers. The executive structure of the school comprises one non-teaching Principal and three teaching Assistant Principals.

Through Early Action for Success, the school is provided with an Instructional Leader, and additional teacher allocation to deliver tailored interventions in literacy and numeracy as well as a training allocation for teachers to strengthen personalised learning for K-2 students.

The school promotes citizenship and taking responsibility for one's own actions through the Positive Behaviour for Learning (PBL) program, with the school mission statement "We are a school of responsible, respectful learners".

There is a highly functional LST meeting weekly and through which all student welfare issues are addressed.

The school experiences a high level of student mobility which significantly impacts resource allocations and student achievement.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

The school collected baseline data in March using the whole school training survey. The survey was completed over 3 staff meetings with staff asked their opinion as to where they thought the school ranked against each element. Staff were then asked to provide a piece of evidence and annotation for a particular element. These were then displayed on notice boards in the staffroom and staff were encouraged to add further pieces of evidence during the year.

In term 4 a second survey was conducted. The growth between the baseline and end of year surveys is still being finalised, though early analysis points to growth in a number of areas which were originally ranked as Delivering or Sustaining and Growing.

The school's data will be uploaded to SPaRO and as the format for data is finalised, the school will be well placed to utilise the new electronic SEF format.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Raise expectations and enhance the quality of student learning

Purpose

To facilitate active student engagement in meaningful, challenging and futurefocused learning experiences to achieve and thrive as responsible, respectful learners, leaders and citizens.

Overall summary of progress

The continued focus on data analysis to inform programming and future directions for learning enables teachers to track individual student needs and provide appropriate learning activities. In the Kindergarten to Year 2 cohort, the progress of all students is mapped against the Literacy and Numeracy Continuum and comparing Term 1 and Term 4 data across this cohort indicates that significant improvement has been achieved. This year was the second year that data for the Year 3 to 4 cohort was input into the continuum. This is a major extra workload on teachers and management of this is a critical issue for the school.

The use and analysis of this data has been recorded by teachers as having a significant impact on how they make adjustments for individual students and has strengthened teachers.

ability to make informed decisions about student needs. Data is regularly provided to students so they know where they sit on the continuum and what they need to do to move to the next cluster. This has resulted in increased student engagement being seen by teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students in each year group are achieving at the expected cluster on the literacy and numeracy continuum (reading, comprehension, writing, FNWS, BNWS, number ID, EAS).	<p>In the Kindergarten to Year 2 cohort, the following percentages of students achieved expected clusters on the Literacy and Numeracy Continuums:</p> <p>Reading</p> <p>Kindergarten = 94%, Yr 1 = 76%, Yr 2 = 89%</p> <p>Comprehension</p> <p>Kindergarten = 68%, Yr 1 = 76%, Yr 2 = 89%</p> <p>Writing</p> <p>Kindergarten = 68%, Yr 1 = 71%, Yr 2 = 68%</p> <p>Forward Number Sequence</p> <p>Kindergarten = 85%, Yr 1 = 95%, Yr 2 = 89%</p> <p>Backward Number Sequence</p> <p>Kindergarten = 65%, Yr 1 = 85%, Yr 2 = 82%</p> <p>Number Identification</p> <p>Kindergarten = 79%, Yr 1 = 98%, Yr 2 = 95%</p> <p>Early Arithmetical Strategies</p> <p>Kindergarten = 88%, Yr 1 = 100%, Yr 2 = 95%</p>	It is not possible to comment on the specific amount of funding used to support this improvement measure. This ASR format did not exist when the school plan was written.
100% of teaching programs include evidence of at least 1 formal adjustment and 5 minor adjustments made as a	All classroom and relief teacher programs reflect at least one change made as a result of teacher evaluation of student assessment data.	It is not possible to comment on the specific amount of funding used to support this improvement

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
result of individual student data analysis.	<p>Changes include:</p> <ul style="list-style-type: none">• the movement of students into different mathematics groups based on TEN assessments,• using individual student palm books to make adjustments to daily programs to explicitly teach skills and concepts to meet specific Literacy Continuum outcomes with students working at the L3 "L",• using Running Records to determine students' strengths and areas of need and guide future teaching opportunities,• teacher observations and explicit questioning as tools to alter mathematics groups. <p>Annual completion of the NCCD ensures that each teacher must look closely at the needs of every individual student. A LaST has worked with individual teachers focused on the needs of individual students.</p>	measure. This ASR format did not exist when the school plan was written.

Next Steps

No significant changes to the school's 3 year plan will occur.

The next steps required for 2017 to ensure Strategic Direction 1 is successfully implemented include:

- Ongoing training in the collection, input and use of data,
- Continue to employ an Instructional Leader and Interventionist 2017-2019,
- Continue with the L3 and TEN pedagogies in Kindergarten to Year 2 cohorts and continue to extend these into the Year 3 to 6 cohorts.

Strategic Direction 2

Foster quality teaching and leadership.

Purpose

To facilitate focused professional learning and development that creates a teaching culture of, relevant and evidence based teaching.

Overall summary of progress

All staff undertook training in the new Performance Development Framework (PDF) and worked with mentors and supervisors to develop individual Performance Development Plans (PDP). Each of these plans included a development goal aligned to the school plan as well as personal goals identified by teachers. This improved focus on targeted professional learning has increased the ability of the school to identify explicit learning requirements for each teacher and to attempt to facilitate opportunities to meet these learning needs.

Regular updates on professional learning undertaken by staff were provided to the school community through inclusion in the weekly Principal's Report in the school newsletter and at P&C, AECG and School Planning and Evaluation Reference Group (SPERG) meetings. A suitable, consistent measurement tool was not achieved and reliable data to measure this improvement measure was unable to be collected.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff members work with Performance Development Plans incorporating school, system and personal professional goals.	This improvement measure has been achieved. Each teaching staff member developed and worked from a personalised PDP.	It is not possible to comment on the specific amount of funding used to support this improvement measure. This ASR format did not exist when the school plan was written.
90% of parents and community express satisfaction with the school's TPL processes in Survey Monkey survey delivered in Term 4.	This improvement measure was not achieved. A poorly constructed tool meant that data was not consistent or relevant.	It is not possible to comment on the specific amount of funding used to support this improvement measure. This ASR format did not exist when the school plan was written.

Next Steps

Planning has begun for the implementation of the PDP process for non-teaching staff in 2017.

Continue to monitor and refine the cycle of PDP development, implementation and review for all teaching staff. Provide training in the PDF for new teaching staff.

A replacement consultation method, replacing the parent and community consultation meetings to be introduced in 2017. The school plan will be adjusted to reflect a change to weekly inclusion of reform and planning information in the school newsletter.

A revised satisfaction survey format (focused on professional learning) will be developed and implemented so that accurate, relevant data can be collected.

Strategic Direction 3

Build stronger community partnerships.

Purpose

To promote opportunities for meaningful participation and active inclusion in our school environment.

Overall summary of progress

Regular updates on professional learning undertaken by staff continue to be provided to the school community through inclusion in the weekly Principal's Report in the school newsletter and at P&C, AECG meetings. A suitable, consistent measurement tool has not yet been achieved and reliable data to measure this improvement measure was unable to be collected.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of parents and community express satisfaction with the school's planning and evaluation processes in Survey Monkey survey delivered in Term 4.	This improvement measure was not achieved. A poorly constructed tool meant that data was not consistent or relevant.	It is not possible to comment on the specific amount of funding used to support this improvement measure. This ASR format did not exist when the school plan was written.

Next Steps

A replacement consultation method, replacing the parent and community consultation meetings to be introduced in 2017. The school plan will be adjusted to reflect a change to weekly inclusion of reform and planning information in the school newsletter.

A revised satisfaction survey format (focused on professional learning) will be developed and implemented so that accurate, relevant data can be collected.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All teachers trained. Impact on classroom results is significant with measurable improvements across L3 and TEN domains. Continuity of data collection through PLAN enables informed decisions to be made by all staff working with any individual student.	<ul style="list-style-type: none"> • Aboriginal background loading (\$64 887.00)
English language proficiency	All students involved in the program demonstrated improved vocabulary and self-confidence in their daily communications. This improvement has translated into improved learning data in the classroom, with 2 students improving by 3 reading levels over the course of terms 2 and 3.	<ul style="list-style-type: none"> • English language proficiency (\$1 369.00)
Low level adjustment for disability	The school is able to comply with its legislative responsibilities and provide first aid. Early Stage 1 and Stage 1 students have been supported by the SLSO one and one and in small groups and improvements in learning outcomes can be attributed to the activities of the SLSO. It is not possible to quantify the full impact of the SLSO position. Qualitative data in the form of parent feedback indicates a high level of satisfaction with the school's processes around first aid. Student feedback shows that the support offered by the SLSO position is useful to students and that they enjoy the one on one support they can receive.	<ul style="list-style-type: none"> • Low level adjustment for disability (\$167 505.00)
Quality Teaching, Successful Students (QTSS)	An improvement in the school's processes for 2017, and reflected through adjustments to the school plan, will be mid year and end of year surveys focused on targeted teacher satisfaction with the school's ability to provide executive support.	<p>FTE0.1. No funding allocation.</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$1.00)
Socio-economic background	Process implementation has been smooth throughout the year. Teachers have, in the majority of cases, achieved their goals and are able to discuss how this has improved their teaching and learning.	<ul style="list-style-type: none"> • Socio-economic background (\$63 061.00)
Support for beginning teachers	The impact of this process can be seen through the completion of the evaluation of their yearly goals.	<ul style="list-style-type: none"> • Support for beginning teachers (\$26 255.76)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	168	153	141	131
Girls	131	130	130	126

Enrolments continued to fluctuate, impacted by the employment practices of the town's three main mines as well as their change to a "7 on, 7 off" roster.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	91.7	90.8	90.5
1	92.2	94.2	91.5	91.1
2	92.7	92.1	94.7	90.3
3	92.1	91.8	92.1	93
4	93.5	92.5	92.9	90.7
5	91.6	92.5	91.3	92.6
6	93.3	90.1	92.4	89.5
All Years	93	92.1	92.3	91.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

School attendance rates continue to be impacted by the change to a "7 on 7 off" rotating roster at all 3 of the town's mines. This change has meant that on the 7 day off panel, parents are taking short holidays, removing students for a number of days at a time.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.9
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
School Administration & Support Staff	3.64
Other Positions	0.1

*Full Time Equivalent

2 teaching staff and 1 non-teaching staff members identify as Aboriginal.

The Workforce Composition table is incorrect. it lists a Reading Recovery allocation which was not received. Despite principal contacting various state office staff, the inaccuracy remains.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

Professional learning and teacher accreditation

2 teachers are working towards Proficient.

7 teachers are maintaining accreditation at Proficient.

No teachers are seeking higher accreditation.

No teachers are maintaining higher accreditation.

The development days scheduled for the 19th and 20th of December were moved to the 1st and 2nd of February to enable more training to occur at the beginning of the school year.

On Staff Development Days all teaching staff undertook Mandatory training (Code of Conduct / Anaphylaxis et al), PBL, SENTRAL, TEN, PLAN, PLASST, DoE reforms, Performance Development Framework and Differentiated Learning.

Throughout the year further training was provided in L3, PBL, SENTRAL, TEN, PLAN, PLASST and DoE reforms. This training was delivered as face to face sessions, online modules, VC and Adobe Connect sessions and included observation of teacher lessons.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	329 377.00
Global funds	364 810.00
Tied funds	453 707.00
School & community sources	65 547.00
Interest	8 739.00
Trust receipts	20 712.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	87 818.00
Excursions	49 630.00
Extracurricular dissections	20 929.00
Library	3 026.00
Training & development	6 363.00
Tied funds	368 643.00
Short term relief	13 998.00
Administration & office	73 747.00
School-operated canteen	0.00
Utilities	56 135.00
Maintenance	20 225.00
Trust accounts	24 117.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

“Tell Them From Me” surveys were used to gather information around satisfaction levels.

In 2016:

- 0 parents chose to participate in the parent survey.
- 13 teachers participated in the teacher survey with their answers converted to a 10 point scale. Presented here are the results for the 8 drivers of student learning surveyed as being vital to student achievement.

Leadership 8.1/10, Collaboration 8.3/10,

Learning culture 7.8/10,

Data informing practice 7.6/10,

Teaching strategies 7.4/10,

Technology 6.9/10, Inclusive school 7.9/10,

Parent involvement 7.3/10.

These results will be used to inform school planning and the management of the Performance Development Framework.

- 89 students participate in the student survey with results expressed as a percentage.
95% have a high rate of participation in sport, 97% value schooling outcomes,

83% have positive behaviour,

92% try hard to succeed.

Discussion of these results has occurred and ongoing student input is important to the success of school planning.

Policy requirements

Aboriginal education

Again in 2016 the school Aboriginal Education Committee worked hard to continue the new approach to Aboriginal Education. Our *Wangaaypuwan Dreaming Day* was held again was an outstanding success. Parent and community involvement was even greater than in previous years and this helped students to enjoy a wide range of activities such as; body art, constellations, Symbol Stories, language, bush tucker and Aboriginal sporting activities. Students were treated to sausage sizzle, and also enjoyed traditional damper.

The Aboriginal Education committee continued purchasing quality Aboriginal resources throughout the year so staff continues to enjoy a large bank of Aboriginal resources around the school as well as programming ideas to implement in their teaching.

The Aboriginal shared learning area, our Yarning Circle was completed this year and was officially opened in Term 4. This area will be used as a shared learning area, for all stages and for all activities, across the school. Students will also be able to access this area during the lunch break and we will continue to work with the SRC and Aboriginal students to establish PBL based principles to guide the does and don't of being in this area.

Multicultural and anti-racism education

Multicultural education is taught as a mandatory component in teaching programs across all stages and is embraced by staff as an opportunity to explore the world in all its variety. The annual Carnivale day is testament to this with classes studying a different country in Term 3, culminating to Carnivale Day, where we wear tradition clothing from that country, perform entertainments / dance /songs and eat traditional food. This year countries included Madagascar, Australia, Mexico, Thailand and America.

The school student body includes a number of students not born in Australia, with countries of origin including China, Indonesia, Thailand, New Zealand, South Africa and Fiji among others. This number of foreign born students is down on previous years as student mobility is again a factor.

The school has an ARCO and no reports of racism were received this year.