

# Cooma Public School Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Cooma 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.

Mrs Wendy Attwood

Principal

### School contact details

Cooma Public School

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### Message from the Principal

At Cooma Public School we pride ourselves on our ability to build strong relationships with our students, their families and the wider community. We promote and encourage parent and community involvement in all areas of school life. An important factor in supporting students with their learning is the strength of home school partnerships. A priority at Cooma Public School is keeping parents informed through clear communication.

Our students have a sense of pride and belonging to a learning environment which is positive, engaging and supportive. Staff at Cooma Public School guide students to communicate, respond and act in ways that are respectful and fair. Students have daily opportunities to see themselves as learners in a variety of contexts. Our students are always encouraged to have a go and to learn new skills and concepts even when this can be challenging. We currently have 10 mainstream classes and 3 specialist support classes. This class structure enables us to successfully meet the needs of our students in the community.

Our focus is to develop learners who can communicate, collaborate and innovate. Students have opportunities to develop these skills here at Cooma Public School through our quality teaching and learning programs as well as many other successful initiatives undertaken in our school, including band, choir, robotics, public speaking, debating and sporting activities.

## School background

### School vision statement

Working together to improve student outcomes in a safe and inclusive environment.

### School context

Cooma Public School has an excellent location in the centre of town. The school has a proud history of providing quality education on the Monaro since 1863. We are a comprehensive, state, primary school which provides a range of learning experiences for our 256 students.

We are committed to preparing our students for life beyond school by providing challenging and enriching learning opportunities and supporting all students to achieve their best.

The staff work consistently to develop a deep understanding of the students and to instill a sense of pride in their efforts and achievements. We provide a safe, friendly environment that promotes creativity, collaboration and communication. Innovative and flexible teaching and learning programs allow us to meet the needs of all students.

We have a highly supportive community which has high expectations of the educational programs provided for the students. The staff highly values the collaborative relationship that exists between school and community.

We have an active P&C that contribute significantly to the success of educational programs and initiatives

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the domain of Learning the school's self assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

- **Learning Culture:** As evidenced in Student Engagement through Leadership, Cooma Public School demonstrates a delivering culture. We have developed and strengthened a learning culture for both students and staff. This has been enabled by the school planning process and milestones. We are working on engaging the community in a meaningful way so that feedback from community can be used to inform future directions and the culture of learning.
- **Wellbeing:** As evidenced in Student Engagement through leadership, Community Engagement through Transition to School and Learning and Support Team Practices and Processes, Cooma Public School is sustaining and growing. A key focus of our school plan is to build a positive learning community promoting wellbeing for our staff, students and community. We have strong community links which we refer to enhance each child's development.
- **Curriculum and Learning:** As evidenced in Collaborative Practice and Mathematics Implementation, Cooma Public School demonstrates a delivering culture. The focus through the school plan has to establish whole school processes and plans to support effective curriculum implementation. Teachers have inbuilt opportunities and established processes to reflect on their teaching and learning programs. Student need is at the forefront of all planning with the focus being on data driven practice.
- **Assessment and Reporting:** As evidenced in Effective Use of Data, Cooma Public School is delivering. We have established school wide systems for planning and part of this is looking at assessment strategy. Future directions in the strengthening of this element is the evaluation of assessment data across the school to inform planning and directions.
- **Student Performance Measures:** As evidenced in Mathematics Implementation we are working towards delivering. We have established school wide processes for using internal data to inform curriculum planning. This internal data drives teaching and learning programs and planning. The focus for development is on improving our external data for student achievement.
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In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework.

- **Effective Classroom Practice:** As evidenced in Mathematics Implementation, Cooma Public School demonstrates a delivering culture. Through professional learning as evidenced in the school plan, staff are engaging in collegial school networks to develop their knowledge of effective teaching methods. This is occurring across KLA's. In English, professional learning in L3 and Focus on Reading is supporting the school's development in this element.
- **Data Skills and Use:** As evidenced in Effective use of Data, Cooma Public School demonstrates a delivering culture. We have well established processes in place for teachers to engage with data. All teacher monitor student achievement using PLAN and use this information to develop teaching and learning programs. Student achievement is reported to the school community on a regular basis. Future directions will include engaging the community with using data to inform school planning.
- **Collaborative Practice:** As evidenced in Collaborative Practice and Learning and Support Team Practices and Processes we are sustaining and growing. We have explicit systems for collaboration embedded into school functioning. Future directions will include looking at differentiation and strengthening our classroom observation and feedback strategy.
- **Learning and Development:** As evidenced in Staff Leadership, Cooma Public School demonstrates a sustaining and growing culture. Professional learning is aligned with the school plan. School and system leadership opportunities are planned through Professional Learning Plans. Staff are working both in school and across schools to improve student learning outcomes.
- **Professional Standards:** As evidenced in Staff Leadership, Cooma Public School demonstrates a sustaining and growing culture. All staff demonstrate a strong responsibility for their own professional standards. This is evidenced through Professional Development Plans. Staff actively seek leadership opportunities. The school planning process has enabled staff to do this with success. Future directions include supporting staff to gain accreditation at higher levels.

In the domain of Leading the school's self-assessment is consistent with the evidence presented in three elements and is validated using the School Excellence Framework. In the element of Management Practices and Processes the evidence presented indicates the school is operating at the Delivering stage.

- **Leadership:** As evidenced in Staff Leadership and Student Engagement through Leadership at Cooma Public School we demonstrate a delivering culture. We have high levels of engagement with leadership opportunities from students and staff across the school community. Future directions are to extend the school's profile across the broader community with a focus on student learning outcomes.
- **School Planning, Implementation and Reporting:** As evidenced in Collaborative Practice and Effective Use of Data, Cooma Public School demonstrates a delivering culture. Staff are engaged in the school planning process. A focus has been on developing a culture which promotes distributed leadership. Staff have identified areas of expertise and lead school improvement in relation to this.
- **School Resources:** As evidenced in Community Engagement through Transition to School, at Cooma Public School we demonstrate a sustaining and growing culture. Strategic financial management is utilised to maximise resources used across the school community. Resources are used to best meet the needs of the students and local community.
- **Management Practices and Processes:** As evidenced in Learning Practices and Processes and Community Engagement through Transition to School at Cooma Public School we are sustaining and growing. We have implemented organisational strategies to support all staff to lead student planning effectively with students with additional learning needs.

Our self-assessment and the external validation 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

### Quality Curriculum

#### Purpose

Innovative practice for engaged and creative learners

#### Overall summary of progress

Quality Curriculum has provided our school with the opportunity to build capacity of staff in regards to the implementation of current syllabus documents as well as embedding effective, evidence based pedagogy in our teaching and learning programs.

Collaborative planning sessions in English and Maths have enabled teachers to work together on designing strategies to best support students in achieving results.

This collaboration has supported teachers to work together to seek feedback on how approaches to teaching and learning are impacting on student achievement. The lesson and observation and feedback project was led by an experienced teacher leader.

Teachers have been engaged in ongoing professional learning in L3 and Focus on Reading throughout 2016. In L3 teachers are using evidence based strategies in the classroom to support students at point of need.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Whole school scope and sequence, unit plans and assessment schedule.	In 2016, teachers were refining school developed English and Mathematics scope and sequence documents. Teaching and Learning Programs reflect whole school scope and sequence documents.  An English assessment schedule was developed, trialled and refined for full implementation in 2017.	\$5000
Students articulating their learning goals.	Through the focus group of teachers, staff now have an increased understanding and knowledge of lesson intention and success criteria.  Lesson intentions are displayed in classrooms and results are evidenced in student work samples.	Quality Teaching
All staff are engaging with the PDF to improve individual pedagogy.	Staff have engaged with the PDF to align their professional growth with systems, school and classroom based initiatives.	
Evidence of data collection and its effective use in the teaching and learning cycle and development of quality learning programs.	All staff have engaged in professional learning supporting the implementation of quality pedagogy through L3 or Focus on Reading. This professional learning has supported staff to use data effectively to monitor student progress and inform the development of quality programs.	<ul style="list-style-type: none"><li>• Aboriginal background loading (\$6000.00)</li><li>• Socio-economic background (\$21000.00)</li></ul>

## Next Steps

- \* Self funding an Instructional Leader under the Early Action for Success strategy. This instructional leader will work directly with K–2 teachers to build student and teacher capacity in both literacy and numeracy.
- \* Ongoing professional learning in L3 for all K–2 staff
- \* Work towards integration of Key Learning Areas in curriculum delivery supported through the collaborative planning process
- \* Refine assessment practices by working towards a whole school assessment policy across all Key Learning Areas
- \* Implement cross school strategies for feedback to improve student learning

## Strategic Direction 2

### Quality Connections

#### Purpose

Effective partnerships for social and emotional wellbeing

#### Overall summary of progress

Improving student wellbeing has been a focus at Cooma Public School. Learning and Support Team procedures have been refined and staff have a process of operating that supports student growth and development in all areas.

Kidsmatter is an initiative that we are implementing. The focus of this initiative is developing a positive school community where all contributions are valued.

We have a clearly defined process of monitoring interventions that students may need to assist them accessing curriculum.

We have engaged software to assist with improving data management in relation to attendance and student behaviour.

A PBL review was undertaken with an external coach from Cooma North Public School. Findings from the review will inform the future directions of the implementation of PBL at CPS.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Implementations of plans and recommendations with adjustments and accommodations being made.	All staff have increased knowledge regarding the production and implementation of PLP's. Staff are also aware of L&ST role in supporting the development and implementation of PLP's.  Communication of PLP's to all staff to ensure consistency.	
Efficient referral systems that encompass whole school initiatives and reforms – Positive Behaviours for Learning(PBL), Kidsmatter, National Consistent Collection of Data (NCCD) and Every Student,Every School (ESES)	Learning and Support systems and processes support the school's ability to meet the needs of all learners.  Teachers monitor and track accommodations and adjustments required for individuals to access the curriculum.  Staff use recommendations from agencies and therapists to inform the development of PLP's.	
Meeting minutes, plans developed and implemented.	Learning and Support Team minutes from meetings are available for all staff.  Learning and Support teacher facilitates the distribution and communication of plans across the school.	

## Next Steps

- \* Continue to provide Professional Learning for all staff on Kidsmatter to strengthen the positive learning environment.
- \* Strengthen interschool partnerships in relation to best practice, processes and structures for students with additional learning needs
- \* Enhance community engagement through increased links with external agencies.
- \* Complete training for core team in Berry Street Trauma informed Practice and introduce the model to all staff.



## Strategic Direction 3

### Quality Capacity

#### Purpose

Building leadership capacity across the learning community through organisational effectiveness.

#### Overall summary of progress

Creating opportunities for students and staff to engage in leadership opportunities has enabled our school community to increase participation in this area. Students have had opportunities to engage with an increased number of extra curricula activities including robotics, debating teams and public speaking opportunities..

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students engaging with leadership opportunities throughout the school.	Establishment of: Student Representative Council, Robotics Group, Debating Team, Drama Group and Choir/Band.	\$5000
Teachers engaging with leadership opportunities throughout the school.	Curriculum Leaders in Science, Geography, History, English and Maths.  L3 Lead Trainer  Appointment of Assistant Principal Special Education  Two executive staff participating in a leadership development project	\$10000
Parents and community members engaged in a wide range of school related activities.	Kindy start Parent Information Sessions and Welcome BBQ  K-6 Parent Information Night  Art Show  School facebook page increasing parent engagement with school activities  Volunteer programs including canteen, Multi lit and classroom volunteers.	\$10000

#### Next Steps

- \* Strengthen existing partnerships between Cooma Public School and local feeder high school
- \* Develop stronger evaluative practices and use data in a sophisticated way to inform school strategic school improvement efforts
- \* Strengthen existing local professional learning networks
- \* Encourage and support teachers to seek higher levels of accreditation

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Our Aboriginal background funding was used to support teacher professional learning in L3. 80% of our K–2 teachers engaged with the professional learning model of L3. 80% of teachers using L3 pedagogy within their classrooms.</p> <p>Two of our staff attended Stronger Smarter professional learning. leadership program.</p>	\$6444
<b>English language proficiency</b>	<p>Our English language proficiency funding was used to support the L3 professional learning. The L3 pedagogy is embedded in classroom practice at Cooma Public School.</p>	\$855
<b>Low level adjustment for disability</b>	<p>Our low level adjustment for disability funding was used to support professional learning in Focus on Reading. 100% of 3 to 6 teachers participated in either Phase 1 or Phase 2 of this training. Teachers worked with a facilitator to strengthen pedagogy relating to the teaching of Reading and comprehension.</p> <p>Ipads</p> <p>Ipads were purchased to support learners in the classrooms.</p>	\$27, 302
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>This funding was used to relieve executive to lead initiatives across the school.</p> <p>Lesson Intention Success Criteria</p> <p>Staff received professional learning lead by an executive teacher which lead to increased understanding of using lesson intentions and success criteria in classrooms. Lesson observation and feedback was a key feature of this project.</p> <p>Learning and Support Team</p> <p>Processes and practices of our learning support team have been refined. Staff are now supported in identifying, referring and supporting students with additional learning needs.</p>	\$10000
<b>Socio–economic background</b>	<p>SLSO Literacy Support</p> <p>In Semester 2, each class had a literacy SLSO to support the implementation of the English teaching and learning program. Targeted students received intervention to support identified areas of need.</p>	\$20,000

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	102	120	131	137
Girls	86	101	119	114

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	94.8	95	91.5
1	94.7	95.6	93.5	92.6
2	95.6	94.8	93.9	92.3
3	93.5	95.5	93.5	94.7
4	93	95.1	94.4	94.1
5	94.3	94.6	93.5	95.2
6	93.7	95.1	92.5	92.3
All Years	94.4	95.1	93.8	93.1
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

### Management of non-attendance

Roll marking is completed using SENTRAL.. This software enables staff to effectively monitor student attendance and promptly address attendance concerns. The school works closely with parents when attendance does become a concern and referrals to the Learning and Support Team are made if required. These referrals are managed on a case by case basis.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.11
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration & Support Staff	5.52
Other Positions	1.1

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	81
Postgraduate degree	19

### Professional learning and teacher accreditation

Professional Learning at Cooma Public School is comprehensive and strategic. Professional learning for staff is linked directly to our school plan and also informed by each teachers individualised goals in their personalised Professional Learning Plan.

### Teacher Accreditation

The Department of Education has an accreditation system for teachers. In 2016 we had one temporary teacher gain accreditation at Proficient and 4 teachers working towards maintaining accreditation at Proficient. Remaining teaching staff are not yet involved in this system as it doesn't apply to them until the end of 2017.

### L3

K-2 staff participated in L3 professional learning during 2016. L3 is sustained and ongoing professional learning based on implementing quality pedagogy within the classroom. Teachers collaborate with others from within our own school and across schools in order to have a dialogue focussed on literacy planning and

assessment. Student progress in literacy is monitored closely and teachers are supported in using this data to inform practice.

#### Focus on Reading

All 3 to 6 staff have participated in Focus on Reading Professional Learning during 2016. Focus on Reading is literacy professional learning which develops teacher knowledge and strategies to support the explicit teaching of Reading. The teaching of comprehension is also a key element of this initiative.

#### Kidsmatter

Kidsmatter is an initiative that supports schools in developing and sustaining a positive school community. Four staff have attended training to support the implementation of Kidsmatter. This team is currently engaged with training the whole school in the Kidsmatter program. A result of this is evidenced in our school plan, particularly in the strategic Directions of Quality Capacity and Quality Connections

#### Stronger Smarter Leadership Program

Two staff members have attended professional learning have attended the Stronger Smarter Leadership Program. This professional learning has supported the leadership capacity within the school and links favourably with the Kidsmatter initiative in relation to building a positive school community.

#### Positive Behaviour for Learning(PBL)

Staff in our PBL team engage with professional learning to support the implementation of Positive Behaviours for Learning at our school. Professional learning focussed on supporting our team to conduct a school review of our practice and to establish future directions..

#### Curriculum Implementation (Science, History and Geography)

Staff have attended professional learning to gain deeper knowledge of implementing syllabus documents. This has supported whole school implementation of syllabus documents and planning.

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

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>229 999.41</b>
Global funds	312 183.50
Tied funds	152 960.90
School & community sources	152 052.17
Interest	5 122.59
Trust receipts	3 886.90
Canteen	0.00
<b>Total income</b>	<b>856 205.47</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	118 776.20
Excursions	30 294.19
Extracurricular dissections	70 491.04
Library	3 394.50
Training & development	3 954.03
Tied funds	110 678.26
Short term relief	60 990.63
Administration & office	45 728.72
School-operated canteen	0.00
Utilities	54 764.40
Maintenance	22 461.99
Trust accounts	3 369.13
Capital programs	43 646.92
<b>Total expenditure</b>	<b>568 550.01</b>
<b>Balance carried forward</b>	<b>287 655.46</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## 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.>

### Year 3 NAPLAN

In the years from 2014 to 2016 Year 3 have improved in the following areas.

In Reading, there has been an increase of students in Band 5 of 26%

In Numeracy, there has been an increase of students in Band 5 of 5.9% and an increase of students in Band 6 of 8.8%.

### Year 5 NAPLAN

There has been an increase over the last three years of the numbers of students in Bands 7 and 8 in Numeracy.

The number of students in Band 7 for Reading has increased by 10.2%.



## Parent/caregiver, student, teacher satisfaction

Building a positive school community is a key element of our school plan. A positive learning community, positive relationships and opportunities for our staff, students and their families. to thrive in a quality learning environment.

Staff, students and families completed the Tell Them From Me Survey. Below is the feedback relating to Wellbeing at Cooma Public School.

Parent Responses:

Parents agree that they:

- \* are made to feel welcome at the school
- \* are kept informed
- \* support learning at home
- \* support learning at school
- \* support positive behaviour at school

Student Responses

80% of students agree that they have friends at school they can trust and who encourage them to make positive choices.

97% of students believe that education will benefit them personally and economically, and will have a strong bearing on their future.

83% of students believed they had positive behaviour.

80% of students from this school are interested and motivated.



## Policy requirements

### Aboriginal education

Our school provides programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The Acknowledgement of Country is also given at assemblies and important events.

We celebrate NAIDOC week which includes an activity day for students to learn about Aboriginal culture. We also hold a special assembly to acknowledge this time.

Our teachers have an understanding and knowledge of the cross curriculum priorities for Aboriginal and Torres Strait Islander histories and cultures.

Two of our senior students participated in the 2016 NAIDOC week public speaking competition and proceeded to the final round of competition.

Every Aboriginal student in our school has a Personalised Learning Plan that is developed in consultation with the student, the parent and the teacher.



Students have also undertaken PBL lessons on racism and what it means to be safe, respectful and responsible learners.

### Multicultural and anti-racism education

Cooma Public School has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

Cooma Public School has multicultural diversity in its student population. This diversity has enabled students to have a better understanding of each other's cultures and acceptance of each other's differences..

Multicultural perspectives are imbedded in teaching and learning programs and develop student's knowledge and understanding of the beliefs, traditions and customs of other cultures.

In 2016, students took part in National Harmony Day event. This participation increased awareness of the multicultural nature of Australia.

Cooma Public School has a trained ARCO officer.