

Cowra Public School

Annual Report



2016



1671

Introduction

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

Jenny Lewis

Principal

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Message from the Principal

Every child, every opportunity, every day. This is the philosophy that underpins what the staff and the school community of Cowra Public School expect and work hard to deliver for every student in our school. I have the great privilege of being appointed as the new Principal at Cowra Public School and in the few short weeks since I started in my new role, I have been extremely impressed by the outstanding teachers, dedicated support staff, enthusiastic students and beautiful grounds, which all help to make this school a very special place to be.

This report provides a summary of what has been a very busy and productive year at Cowra Public School. I wish to acknowledge the work of previous Principal Mr Brad Tom and most recently Relieving Principal Mr Steve Wilkinson, who have, with their team, moulded the school into a vibrant, successful and dynamic place of learning. I am proud of the achievements of the staff and students and look forward to an exciting and rewarding future.

Jenny Lewis – Principal

Message from the school community

2016 was another lively one for our P&C. The biggest event for the year was the Bingo night in October. The generosity of our local businesses was outstanding, however the biggest thrill for me was seeing the hall filled to capacity for the evening. Thanks to quiz mistress Kylie Wood and Mr Steve Wilkinson for handling MC duties.

Our practice of feeding Queensland school kids on excursion is ongoing with three different schools calling in for a meal stop through the year. The Toowoomba teachers were quick to mention they far prefer stopping at our school than at a fast food outlet. P&C again organised a very popular Fathers' Day and Mothers' Day gift stall at the school – both very well utilised by the children – thanks to Sarah Casey for the heavy lifting for both those events.

Another highlight of 2016 was the Women in Wool fashion parade held at the Bunker, the venue generously donated by Andrew and Emma Mulligan. Great clothes, a magnificent venue and the appearance of a stud ram on the catwalk was all made possible by the generosity of Carla Sparkes and Kylie Wood.

We've had three different Principals in 2016. Midway through the year we farewelled Mr Brad Tom. The P&C owes thanks to Mr Steve Wilkinson for his efforts in the role of relieving Principal and we now welcome Mrs Jenny Lewis as our new Principal. This year we farewelled long serving teachers Mrs Kerry Cole, Mrs Kaye Kilby, Mrs Kathryn MacNamara, Mrs Gay Hilton and from the front office, Mrs Jan Pomeroy. These five ladies between them have given many years of outstanding service to our school for which we are very grateful.

Rob Webster – P&C President

School background

School vision statement

At Cowra Public School we are committed to creating a collaborative and inclusive learning environment where students and staff are encouraged towards innovative thinking and life long learning. Community involvement is fundamental to our ongoing success.

School context

Cowra Public School was the first public school to be established in Cowra and is very proud to have been educating children from the local district since 1858. The school is located in a rural area in central-western NSW and students come from both the township of Cowra and outlying farming areas. Aboriginal students comprise 19% of students, while 2% of students are from language backgrounds other than English. The school's motto is 'Knowledge is Power' and the emphasis is on giving every child, every opportunity, every day to support them in reaching their full potential as individuals.

The school promotes a student-centred and caring environment fostering self-worth, responsibility, cooperation, self-motivation and equal opportunities for all. Cowra Public School provides a comprehensive student welfare program including the Positive Behaviour for Learning (PBL) process. The three school-wide expectations through the PBL process are: to be respectful, to be safe and to be on task. These expectations are taught explicitly in all settings and in all classes. The school promotes leadership in education and technological innovation. All classrooms have an interactive whiteboard which is used as a teaching tool to enhance quality teaching. The school has excellent programs in literacy and numeracy, including L3 (the Language, Learning and Literacy program). The School has a dedicated Sports and Fitness Centre which allows physical education sessions to occur for all classes independent of weather. A wide range of sporting options is offered and sporting teams regularly compete at State level (both team and individual sports). The school has great pride in their continued achievements at local and district eisteddfods in singing, speech and drama.

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.

Across the domain of **Learning**, Cowra Public School has focused on quality teaching and professional practice which is evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. (Sustaining and Growing)

The positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners. (Excelling)

The school analyses internal and external assessment data to monitor, track and report on student and school performance. (Delivering)

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. (Sustaining and Growing)

In the domain of **Teaching**, the school focus has been on the gathering of data in order to inform teaching and to improve student outcomes. (Delivering)

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. (Sustaining and Growing)

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. (Excelling)

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. (Sustaining and Growing)

In the domain of **Leading**, Cowra Public School has developed productive relationships with external agencies such as

universities, business, industry and community organisations to improve educational opportunities for students. (Sustaining and Growing)

The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. (Delivering)

Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. (Excelling)

Staff have purposeful leadership roles based on professional expertise. (Excelling)

With a new Principal and Leadership Team in 2017 bringing different leadership experiences and qualities, along with a significant changes in teaching staff, the next steps to be pursued will be reflecting on the current self-assessment. This will enable the development of a plan, in consultation with all stakeholders, on how to target and improve identified areas across the three domains of Learning, Teaching and Leading, as well as maintaining those areas identified as high quality practice already embedded within the school.

This self-assessment process will assist the school to refine the strategic priorities in the School Plan, leading to further improvements in the delivery of education to all 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

The school will deliver quality teaching and learning programs that develop sound Mathematical skills to support students throughout their education.

Purpose

To support all students in reaching their potential in Mathematics. This will be achieved through the development and delivery of consistent high quality teaching practice in all strands of mathematics.

Overall summary of progress

The school met the majority of milestones during 2016 with a clear assessment schedule formulated and procedures established for the identification of students requiring support.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved NAPLAN results (for Indigenous and non-Indigenous students).	Analysis of the 2016 NAPLAN Data shows in Numeracy, 0% of Year 3 students and 16.7% of Year 5 Aboriginal students placed in the top two NAPLAN bands. This indicates an increase of 4.2% of Year 5 Aboriginal students performing in the top two NAPLAN bands from the school's 2015 results. Overall numeracy results across the school have continued to improve with a reduction in the percentage of students at or below National Minimum Standards.	\$92000 (Employment of additional SLSO's)
Improved student engagement (as evidenced by Support Plan data).	Support Plan data indicates a high level of student engagement across the school. Differentiated teaching and learning programs enable all students to experience success in all areas of the curriculum. The continuation of enrichment activities and lunchtime interest groups have engaged students during play times. PBL processes in the school are embedded and new staff are trained.	\$4000 (enrichment) \$2800 (PBL)
Improved use of classroom assessments and Standardised Testing procedures.	During 2016 a review of the school assessment schedule was undertaken and a K-6 assessment program developed in line with the NSW Curriculum. Assessments in numeracy were completed on students by the Learning and Support Team and results collated to provide individual student information as well as year, stage and school-wide data to inform future teaching focus areas. K-6 Professional development in the use of PLAN software and understanding of the numeracy continuum for all staff was planned during 2016. This will remain a focus area in 2017 as the school implements the Early Action for Success program and the predicted significant staff turnover occurs.	\$6000 (Professional Learning Funds)

Next Steps

Additional staff will be utilised again in 2017 to enable smaller classes of students and targeted intervention will also continue for students across the school. The Early Action for Success program will encourage rigorous data collection and analysis using PLAN to guide further instruction and maintain consistent tracking and monitoring of students across

all aspects of numeracy. Teachers will continue to expand their knowledge in best practice with the engagement of a Deputy Principal – Instructional Leader. With the anticipated changes in staff in 2017, new strengths and skills will be brought to the Cowra Public School teaching team and strategic directions will be formulated in collaboration with the school community in readiness for the next three year planning phase.



Strategic Direction 2

The school will deliver quality teaching and learning programs to equip students with the necessary English skills to be active and informed citizens who contribute positively to their community.

Purpose

To improve student learning outcomes in English through the development and delivery of consistent, high quality teaching practice in the areas of reading and viewing, writing, speaking and listening, spelling, punctuation and grammar.

Overall summary of progress

The staff has worked hard throughout 2016 to meet the milestones in developing quality teaching and learning programs in English. This strategic direction is ongoing and focus areas have been identified for implementation in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved NAPLAN results (for Indigenous and non-Indigenous students).	The school's NAPLAN results for 2016 show that in Reading, 20% of Year 3 Aboriginal students and 42.9% of Year 5 Aboriginal students were placed in the top two bands. This demonstrates an increase of 30.4% of Year 5 students performing in the top two bands from the 2015 data.	\$92000 (employment of SLSO's)
Development of high quality teaching and learning programs in English.	Stage meetings were conducted regularly throughout 2016 to develop teaching and learning programs in line with the NSW Australian Curriculum, showing explicit differentiation for student needs. High quality English programs were developed and made available on the school server for all staff to access.	\$6400 (L3 ongoing professional learning)
Improved use of classroom assessments (both formative and summative) to track and monitor student progress and achievement	During 2016 a review of the school assessment schedule was undertaken and a K-6 assessment program developed in line with the NSW Curriculum. Best Start, PAT-R, Gail Brown, Oral Reading Fluency (ORF) and Benchmarking assessments were completed on students by the Learning and Support Team and results collated to provide individual student information as well as year, stage and school-wide data to inform future teaching focus areas. K-6 Professional development in the use of PLAN software and understanding of the literacy continuum for all staff was planned during 2016. This will remain a focus area in 2017 as the school implements the Early Action for Success program and the predicted significant staff turnover occurs.	\$4500 (purchase of assessment resources)

Next Steps

In 2017, a focus on improvement in the teaching of English will continue as a matter of priority across all stages. Staff will continue to access L3 training and the MiniLit program will operate as it has in 2016 with significant School Learning Support Officer (SLSO) support. Early Action for Success will assist with rigorous tracking and monitoring of students and data collection and analysis will form the basis of whole school planning.

Strategic Direction 3

Develop whole school community organisational practices, which enable all students to be highly engaged academically, socially and creatively.

Purpose

To build whole school organisation effectiveness ensuring school wide high quality teaching practice to improve students' social and emotional well-being and provide opportunities for creative involvement.

Overall summary of progress

The school has continued to develop strong community partnerships within the local community and these partnerships have enabled many academic, social and creative opportunities for the students. Enrichment programs in music, Aboriginal language, dance and art have been highly successful and student engagement in these activities is high.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number and variety of additional programs available to students eg. band, choir, sporting teams, Aboriginal Language, enrichment, athletics etc. and improve student participation rates in these programs.	<p>In 2016 Enrichment Days were planned to target specific skills and areas for a greater number of students. The highly successful Cowra Public School Band program was continued along with the Primary and Infants Choirs. The Wiradjuri Language classes were extended to include Stage 1 students and the online software program 'Mathletics' was purchased for Stage 3 extension mathematics groups.</p> <p>The school participated locally in Cowra's Festival of International Understanding and ANZAC march, along with additional community events including poetry competitions and recycled art competitions.</p> <p>Developing and maintaining partnerships with the local Aboriginal community has been facilitated through attendance at Aboriginal Education Consultative Group (AECG) meetings by Principal, Aboriginal Education Officer, Learning and Support Teacher and other available staff on a regular basis. In 2016, the school committed to sending a staff member to attend the regional AECG meeting. Connections to the local community were also enhanced through the Wiradjuri language program and NAIDOC public speaking competition, of which Cowra Public School was again represented at the State finals and involvement of elders in local excursions.</p>	<p>\$17000 (employment of music teacher)</p> <p>\$3100 (Mathletics)</p> <p>\$600 (community activities)</p> <p>\$2200 (casual relief)</p> <p>\$8100 (Wiradjuri language)</p> <p>\$1600 (NAIDOC)</p>
Develop a Kindegarten transition program as a result of collaboration with early childhood educators which results in increased Kindergarten enrolments.	In 2016 Cowra Public School continued to maintain strong connections to the local early childhood centres and hosted pre-school visits to the school where students participated in library, sport and classroom experiences. The Principal and Community Engagement Officer also visited local pre-schools and provided information booklets about Cowra Public School to prospective families. Kindergarten staff attended the Carinya Pre-School Information Night and spoke about the quality learning environment at Cowra Public School. Kindergarten teachers liaised with pre-schools and early intervention in relation to students enrolling in	\$2400 (transition programs)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Develop a Kindegarten transition program as a result of collaboration with early childhood educators wich results in increased Kindergarten enrolments.	the following year. The Year 6 Transition to High School program was also undertaken with other local primary schools. A parent information evening was held for students enrolling in the following year and students were invited to attend the Year 6/Year 7 Social. Links between Cowra Public and Cowra High School continue to strengthen through such programs.	

Next Steps

Community partnerships are an ongoing focus for Cowra Public School. In 2017, the school will be working to consolidate relationships with community groups including Cowra Local AECG, Cowra Bus, scripture groups, local early childhood providers, Cowra High School, Mulyan Public School, Cowra Small Schools and Cowra Shire Council. Ensuring that Cowra Public School maintains it's high profile within the Cowra community is important for future enrolment prospects and the school will work actively to promote and celebrate its achievements within the community. Avenues for further involvement of the community within the school context will be explored with the Cowra Public School Fete (run by the P&C) and Talent Quest a proven successful avenue for this. Re-establishing the Lachlan Valley Learning Community is also planned for 2017 with he aim of strengthening partnerships between all the Cowra and Canowindra public schools.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The school receives a fulltime Aboriginal Education Officer (AEO) as part of the staffing component to support Aboriginal students' learning in the classrooms. Additional funds were used in 2016 to implement the Wiradjuri Language program across all classes in the school as well as participation in NAIDOC week activities day at Cowra Public School and the NAIDOC Public Speaking Competition (at local, regional and state level).	<ul style="list-style-type: none"> Aboriginal background loading (\$14 000.00)
Low level adjustment for disability	Oral Reading Fluency results show positive gains in student fluency levels across Stage 1. Targeted early intervention through SLSO support and MiniLit has demonstrated gains in student comprehension and reading fluency skills.	<ul style="list-style-type: none"> Low level adjustment for disability (\$42 436.00)
Socio-economic background	Students requiring additional learning support needs show improved results benefited from targeted assistance with their learning. L3 is now embedded in all Early Stage One and Stage 1 teaching programs. Teacher's skills in implementing L3 have dramatically increased. Data shows improvement in K/1 reading levels. School and eisteddfod performances produced a positive response from parents and community members and the community feedback regarding the Cowra Public School Band is positive. A high interest in Cowra Public School's band program highlights the opportunities available in public schools for creative arts pursuits.	<ul style="list-style-type: none"> Socio-economic background (\$286 117.00)
Support for beginning teachers	During 2016, beginning teacher funds enabled the release of staff to assist with mentoring less experienced teachers. This was done through teacher observation, professional dialogue and the subsequent refining of best practice. Two staff members were successful in gaining their Accreditation at Proficiency level in 2016.	<ul style="list-style-type: none"> Support for beginning teachers (\$17 459.00)



Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	175	169	185	196
Girls	162	158	151	185

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	95.2	95.5	93.7
1	94.6	96.2	93.9	94.2
2	94	96	96.8	93.5
3	93.3	94.8	96.1	95.4
4	93.7	94.7	95.3	93
5	92.9	94.7	93	92.3
6	94.4	94.1	93.2	92.8
All Years	94	95.1	94.7	93.6
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

The attendance figures for Cowra Public School have declined in 2016. Students who have consistent non-attendance issues at Cowra Public School are monitored according to Department of Education (DoE) policy and referred to the Home School Liaison Officer (HSLO) for management and intervention if required.

Class sizes

Class	Total
KR	17
KM	15
KC	14
KW	16
G1	22
S1	22
R1	22
M1	27
A2	33
C2	30
JM2	31
H3	25
G3	25
M3	25
K3	25

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	5
Classroom Teacher(s)	14.69
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	0
School Administration & Support Staff	6.05
Other Positions	3.63

*Full Time Equivalent

In 2016, five members of the workforce identified as being of Aboriginal or Torres Strait Islander descent.

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	4

Professional learning and teacher accreditation

The teaching staff at Cowra Public School participated in a number of professional learning activities designed to build the capabilities of staff to achieve some of the key priorities as set out in the 2015–2017 School Plan. In addition, staff have been involved in professional development programs that have built the skills and knowledge of early career teachers, current teachers and aspiring and current school leaders.

Permanent Beginning Teachers were provided with additional release time which included mentoring and attendance at professional development courses.

Whole staff professional learning included Positive Behaviour for Learning (PBL) practices, Code of Conduct, Non-Crisis Intervention Training, Child Protection update, CPR training and engaging with the NSW Australian curriculum. Individual staff engaged in professional learning with a focus on stage/grade requirements including Best Start, L3 Training, PBL Coaching, Personalised Learning Pathways, Principal Network Days, PPA Meetings, Autism Workshop, 3D Printing and Coding Workshops and Road Safety Education.

Two staff members achieved their Teacher's Accreditation at Proficiency level during 2016.

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

Financial information

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

Income	\$
Balance brought forward	548 113.68
Global funds	273 864.70
Tied funds	690 034.07
School & community sources	142 324.50
Interest	9 989.82
Trust receipts	9 868.43
Canteen	0.00
Total income	1 674 195.20
Expenditure	
Teaching & learning	
Key learning areas	96 963.82
Excursions	41 240.92
Extracurricular dissections	68 527.05
Library	4 214.92
Training & development	0.00
Tied funds	718 707.61
Short term relief	85 358.81
Administration & office	64 799.64
School-operated canteen	0.00
Utilities	72 837.44
Maintenance	28 419.41
Trust accounts	9 868.43
Capital programs	0.00
Total expenditure	1 190 938.05
Balance carried forward	483 257.15

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

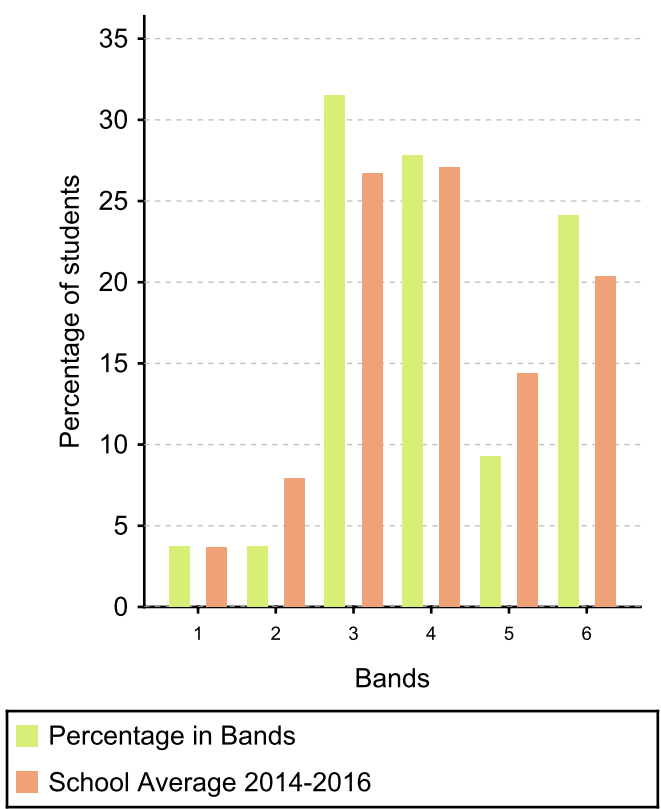
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Students in Year 3 and Year 5 continue to demonstrate sound achievement in NAPLAN assessment in Literacy.

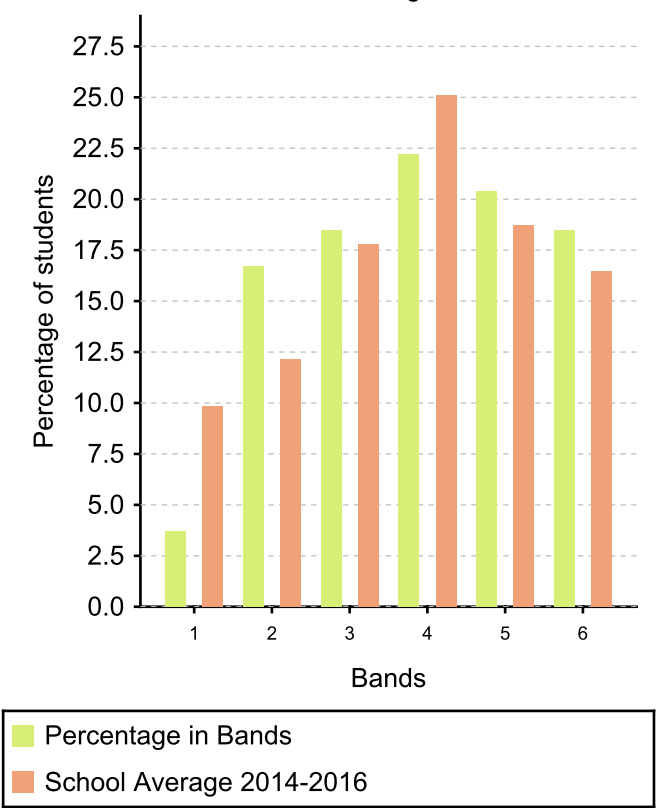
In Reading, 38.9% of Students in Year 3 performed in the top two bands and there was a significant reduction in the number of students performed at or below National Minimum Standards. Similar results were achieved in the areas of Year 3 Writing and Spelling. In Year 5, Reading showed an increase of students performing in the top two bands to 37.3% and 38.4% in Grammar and Punctuation. The percentage of students at minimum standard also showed a downward trend.

To further develop the capacity of students in Literacy, an Instructional Leader under the Early Action for Success program will be employed during 2017, to target literacy support for teachers in Kindergarten to Year 2. Additional School Learning Support Officers (SLSO's) will be employed to support the school focus on reading across all stages.

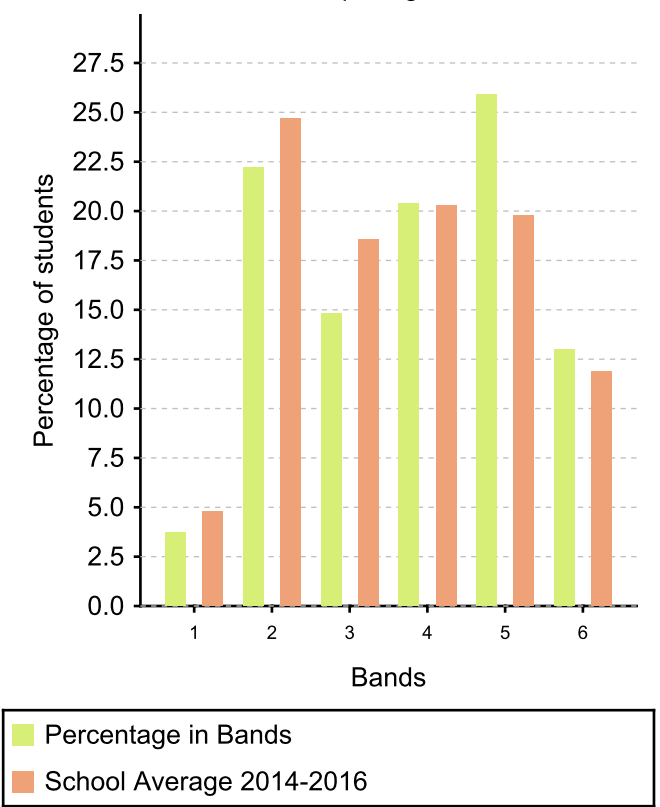
Percentage in bands:
Year 3 Grammar & Punctuation



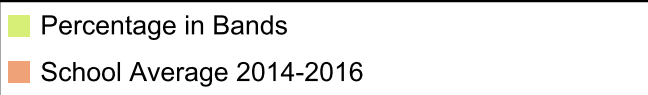
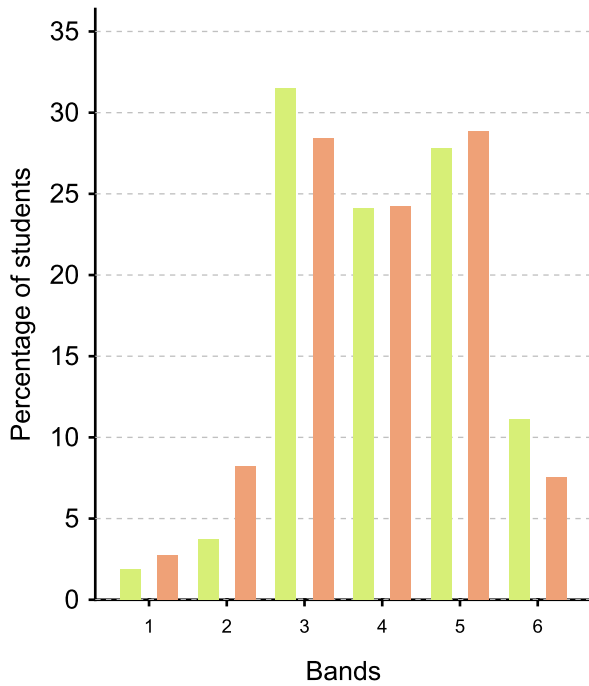
Percentage in bands:
Year 3 Reading



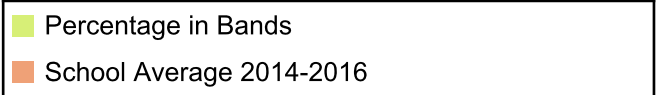
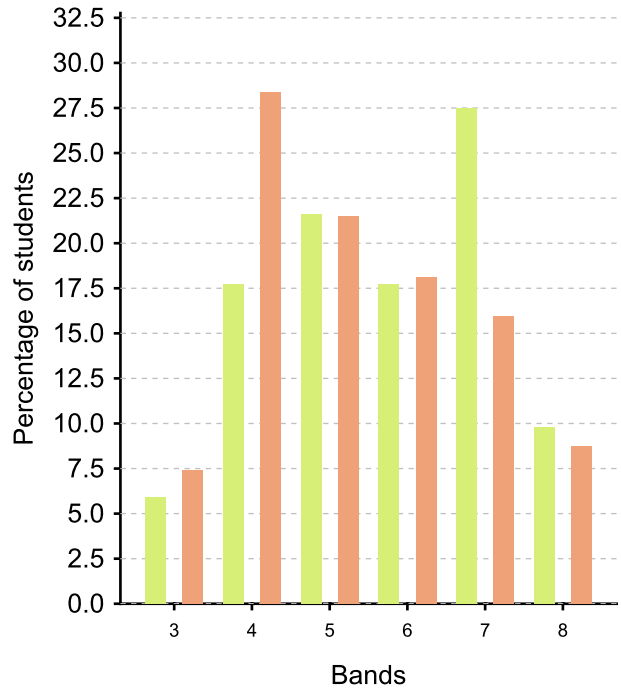
Percentage in bands:
Year 3 Spelling



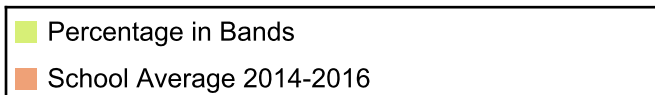
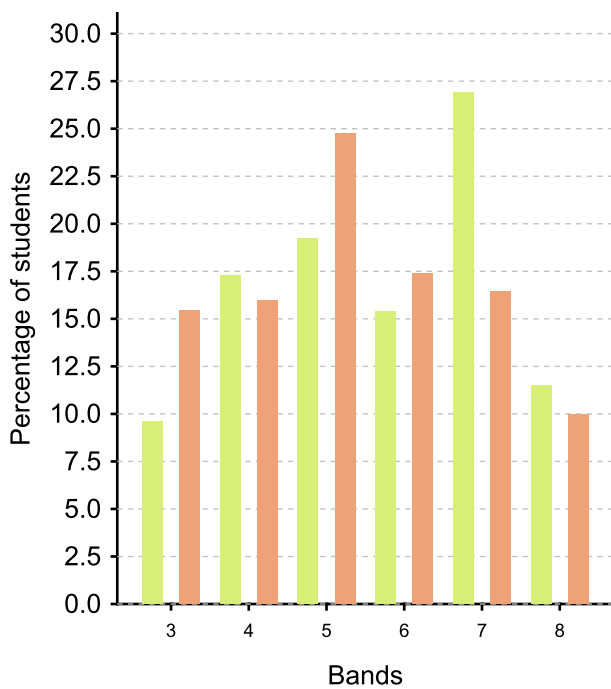
Percentage in bands:
Year 3 Writing



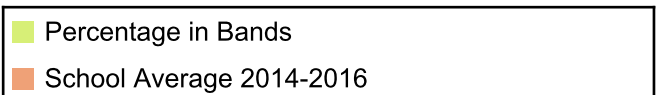
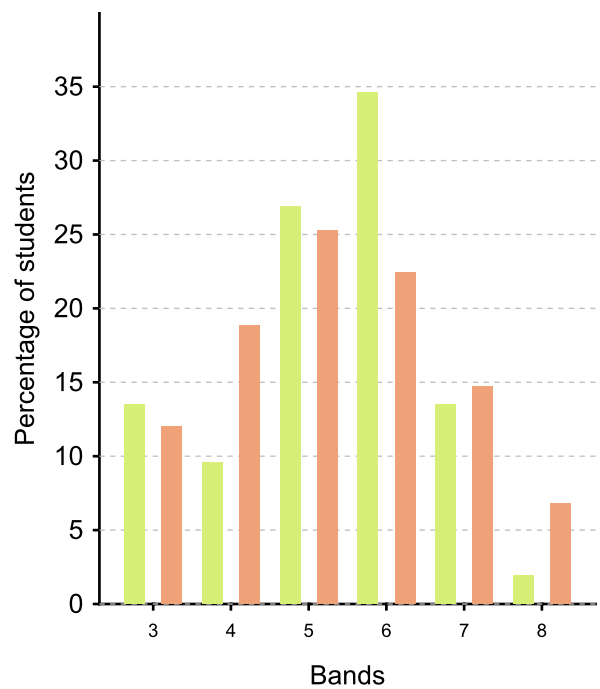
Percentage in bands:
Year 5 Reading



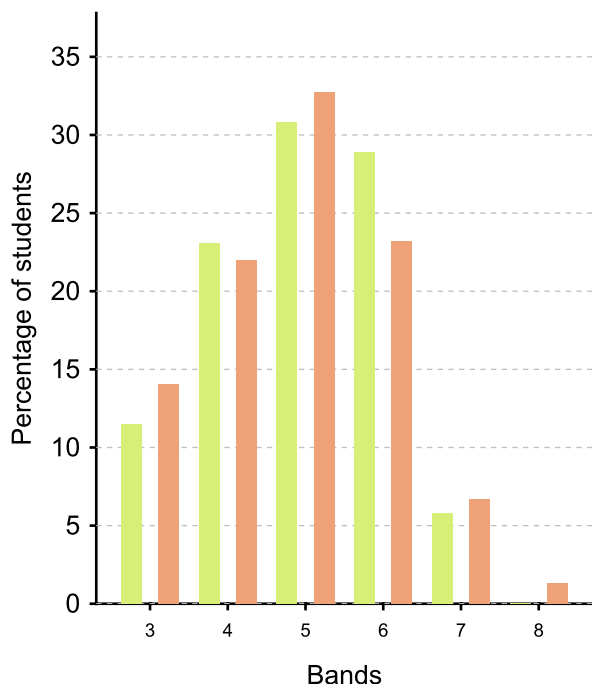
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



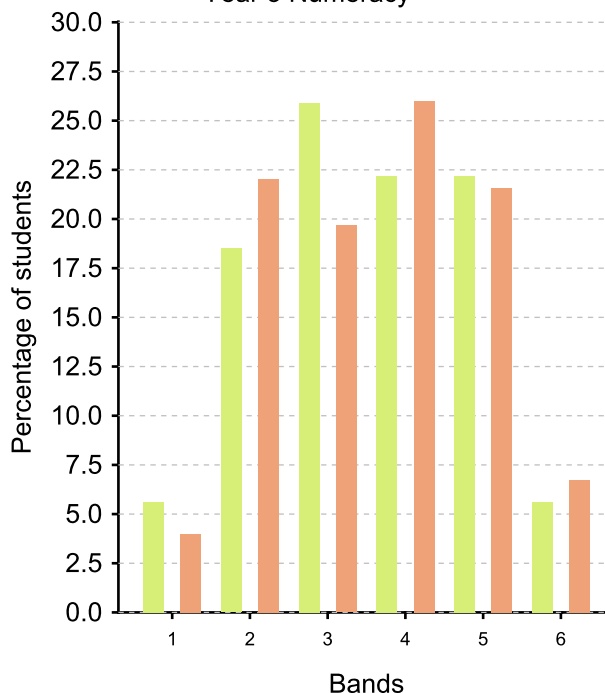
Percentage in Bands
School Average 2014-2016

Students in Year 3 and Year 5 continue to demonstrate sound achievement in NAPLAN assessment in Numeracy.

In Year 3, 27.8% students performed in the top two bands in Numeracy with a continuing trend in the reduction of students at or below National Minimum Standards. In Year 5 24% performed at proficient level in Numeracy and a similar drop in the number of students in Band 1 and 2 was observed.

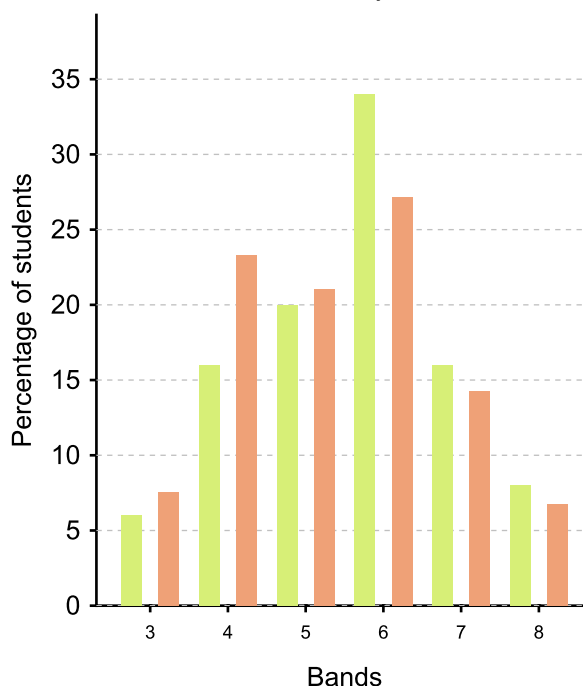
Overall, student achievement in Numeracy shows the increase in students demonstrating Proficiency has risen for both Year 3 and Year 5 students. Numeracy will continue to be a focus of development for teachers in 2017 with targeted professional learning and implementation of in school assessments to extend the available data to inform teaching. To further develop the capacity of students in Numeracy, an Instructional Leader under the Early Action for Success program will be employed during 2017, to target numeracy support for teachers in Kindergarten to Year 2. Additional School Learning Support Officers (SLSO's) will be employed to support the school focus on numeracy skills across all stages.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

In addressing the NSW Premier's Priorities which include a 30 per cent increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 2019, Cowra Public School has maintained this area as a focus in 2016.

NAPLAN results for 2016 show that in Reading, 20% of Year 3 Aboriginal students and 42.9% of Year 5 Aboriginal students were placed in the top two bands. This demonstrates an increase of 30.4% of Year 5 students performing in the top two bands from 2015 data.

In Numeracy, 0% of Year 3 students and 16.7% of Year 5 Aboriginal students placed in the top two NAPLAN bands. This indicates an increase of 4.2% of Year 5 Aboriginal students performing in the top two NAPLAN bands from the school's 2015 results.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2016 this was done using survey questionnaires. The responses are presented below.

- All parents surveyed strongly agreed or agreed that the school maintains a focus on literacy and numeracy.
- All parents surveyed strongly agreed or agreed that Cowra Public School is an attractive and well-resourced school.
- All parents strongly agreed or agreed that Cowra Public School is connected to its community and welcomes parental involvement.
- Most parents surveyed strongly agreed or agreed that the school offers challenging programs for its' students.
- Most parents strongly agreed or agreed that Cowra Public School provides enough information about the content covered in each Key Learning Area
- Most students surveyed agreed that Cowra Public School has enough equipment to help them in their learning
- All students surveyed agreed that Cowra Public School has good teachers that help them to learn.

Policy requirements

Aboriginal education

Cowra Public School continues to provide an awareness of aboriginal culture, history and contemporary Aboriginal Australia across all areas of the curriculum. In implementing the Aboriginal Education policy, all students study aboriginal history, culture and current aboriginal Australia in Human Society and its Environment (HSIE), History and Geography and English learning programs, incorporating aboriginal perspectives in all learning areas.

In 2016 Cowra Public School was represented at the local Aboriginal Education Consultative Group (AECG) committee meetings and joined with the other Cowra schools in celebrating NAIDOC week activities. Students from K-6 participated in weekly Wiradjuri Language Classes conducted by an Aboriginal staff member. This year Cowra Public School again entered two teams in the NAIDOC Public Speaking Challenge and were successful in reaching the State finals where they were runners up.

Regular contact and involvement with the Aboriginal Community Liaison Officer enabled close monitoring of attendance of our Aboriginal students. The opportunity for parents to engage in the development of Personalised Learning Pathways resulted in improved learning outcomes for students. Outstanding Aboriginal students were acknowledged for their academic, cultural and leadership success through the annual "Aboriginal Student of the Year" awards on Presentation Day. As a mark of respect, acknowledgement and understanding, students and teachers use the protocols for Welcome to Country in recognising the traditional owners of the land at all assemblies and community gatherings.



Multicultural and anti-racism education

Cowra Public School has maintained a focus on multicultural and anti-racism education in all areas of the curriculum by providing students with learning

experiences which develop the knowledge, skills and attitudes required for a culturally diverse society. Students were exposed to the culture of Tonga through participation in the Cowra Festival of International Understanding – as well as discussions in all key learning areas. Students and staff entered in the Festival Parade and annual window display, with thanks to parents, teachers and students working enthusiastically together. Cowra Public School has a trained Anti-racism Contact Officer (ARCO) and the school-wide Positive Behaviour for Learning (PBL) implementation ensures that all students are aware of their responsibilities and commitment to inclusivity.