

Cobar Public School

Annual Report

2017



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Introduction

The Annual Report for 2017 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.

Jonathan Harvey

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 section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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. Presented here are the results of this assessment

Learning Domain:

Learning Culture – Sustaining and Growing

Wellbeing – Sustaining and Growing

Curriculum – Sustaining and Growing

Assessment – Sustaining and Growing

Reporting – Sustaining and Growing

Student Performance Measures – Delivering

Teaching:

Effective Classroom Practice – Delivering

data Skills and Use – Sustaining and Growing

Professional Standards – Sustaining and Growing

Learning and Development – Sustaining and Growing

Leading:

Educational Leadership – Delivering

School Planning, Implementation and Reporting – Sustaining and Growing

School Resources – Excelling

Management Practices and Processes – Sustaining and Growing

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Significant progress was achieved over the three years of this planning cycle. Year to year student achievement level varied however overall there was a demonstrable improvement in student learning outcomes Kindergarten to Year 2.

Staff continue to demonstrate their professionalism and willing to challenge themselves to meet the learning needs of all students.

Changes to the format of the planning templates during the planning period, the difficult release order of the of the SEF and planning documents combined with the functionality difficulties of SPaRO have all significantly impacted the workload of this school and detracted from the benefits the digitisation of the process should bring.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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).	Funds from a number of sources including Equity funds and Initiative funding were used to support this improvement measure. It is not possible to state an exact figure.	7 Aspects were evaluated through Early Action for Success with data recorded for Kindergarten to Year 2. Of the total of 21 Aspects, this improvement measure was achieved in 10 of the Aspects. A further 3 Aspects saw 70–80% of student achieve expected outcomes. Of particular note are the results for Year 1 students where Aboriginal students outperformed non–Aboriginal students in 6 of the 7 Aspects.
100% of teaching programs include evidence of at least 1 formal adjustment and 5 minor adjustments made as a result of individual student data analysis.	Funds from a number of sources including Equity funds and Initiative funding were used to support this improvement measure. It is not possible to state an exact figure.	This improvement measure was consistently achieved over all years of this planning cycle. There is a strong understanding amongst staff of the importance of identifying students requiring differentiation. The Learning and Support team have supported teachers to identify need and implement adjustments. All teachers have been trained in differentiating curriculum. NCCD data informs this process and between this data and teaching programs it is evident that teachers are consistently identifying and addressing student needs.

Next Steps

This is the final year of this planning cycle. As priorities, and budgets, have shifted, the next planning cycle will reflect these shifts. The next plan will continue to guide our work to improve student learning outcomes.

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

In line with mandatory requirements all school staff are now working with Performance Development Plans. A school wide plan for the implementation and management of this process had previously been developed for teaching staff and in 2017 this was extended to include non-teaching staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff members work with Performance Development Plans incorporating school, system and personal professional goals.	Funds from a number of sources including Equity funds and Initiative funding were used to support this improvement measure. It is not possible to state an exact figure.	This improvement measure has been achieved. all teaching and non-teaching staff work with a PDP. Strong processes for the implementation and monitoring of PDPs are embedded and the use of PDPs is now normal practice for our staff.
90% of parents and community express satisfaction with the school's TPL processes in Survey Monkey survey delivered in Term 4.	Funds from a number of sources including Equity funds and Initiative funding were used to support this improvement measure. It is not possible to state an exact figure.	It has been difficult to engage parents in the surveying process. A limited number of parents completed the survey, and although a satisfaction level of over 90% was achieved, the sample group can not be described as large enough to be representative.

Next Steps

This is the final year of this planning cycle. As priorities, and budgets, have shifted, the next planning cycle will reflect these shifts. The next plan will continue to guide our work to improve student learning outcomes.

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

Whilst survey results indicate an over 90% level of satisfaction, the sample size is not large enough to be considered representative.

It has been a difficult process to engage parents in the survey process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of parents and community express satisfaction with the school's planning and evaluation processes in Survey Monkey survey delivered in Term 4.	Funds from a number of sources including Equity funds and Initiative funding were used to support	It has been difficult to engage parents in the surveying process. A limited number of parents completed the survey, and although a satisfaction level of over 90% was achieved, the sample group can not be described as large enough to be representative.

Next Steps

This is the final year of this planning cycle. As priorities, and budgets, have shifted, the next planning cycle will reflect these shifts. The next plan will continue to guide our work to improve student learning outcomes.

Revised surveys and implementation and engagement strategies will be employed for the next round of surveys used to inform school planning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$110,203	Aboriginal students continue to achieve at levels similar to non-Aboriginal students. In some year groups and subject areas, Aboriginal students out perform non-Aboriginal students. This variance is the result of all students being individuals and being subject to factors which influence individuals. Aboriginal students are represented in the student leadership team, participate in the same music, debating, dance and other groups and activities as non-Aboriginal students. The Yarning Circle continues to be an area where respect for self and others, care for the environment and the maintenance of culture occurs. The use of language continues to expand with both staff and students incorporating numerous words and phrases into daily conversation and routines.
English language proficiency	\$8,630	Five student were supported through individual and small group intervention. These students have gone on to achieve at a stage appropriate level.
Low level adjustment for disability	\$161,487 total \$132,046 fixed staffing \$29,441 flexible funding	The flexible funding component was used to employ extra Learning And Support Teacher (LaST) time. Data collection over a number of years, from a number of sources, has shown that there is a high level of individual support need amongst students. With this in mind extra LaST time was used to gather further data, consult with parents and complete Access Request applications. This has resulted in the allocation of a second Multi-Categorical class to commence in 2018.
Quality Teaching, Successful Students (QTSS)	\$18,994	This funding was combined with other sources to release one Assistant Principal from a teaching load and to provide an extra two hours per week release to two other Assistant Principals. As a result, the school has been able to implement successful processes around the Performance and Development Framework for teaching and Non-Teaching staff; the Schools Excellence Framework as well as ensuring compliance with the Registration of Schools process.
Socio-economic background	\$154,273	A significant proportion of this funding was used to support the learning needs of students in Kindergarten to Year 2 through the employment of an Interventionist to support the work of the Instructional Leader. The impact of this work has been reported on in the Strategic Directions section of this report.
Support for beginning teachers	\$13,127	This funding enabled the release from class of the beginning teacher so they could: observe colleagues' lessons, plan lessons, meet with their supervisor. Feedback indicates that this process was valued and successful.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	153	141	131	133
Girls	130	130	126	137

The enrolment profile is trending downwards. As the 3 main mines have moved to a "7 on, 7 off" roster, fewer families are choosing to relocate to Cobar. This trend is combined with the ongoing reduction in the workforce size at all 3 mines and the flow on effect this has on mine support industries which in turn are reducing their workforces. This flows on to the wider business community and has resulted in the closure of numerous businesses, with the resulting loss of school aged children. This is a significant concern for the community and it is expected that this trend will continue.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.7	90.8	90.5	90
1	94.2	91.5	91.1	90.3
2	92.1	94.7	90.3	91.7
3	91.8	92.1	93	90.9
4	92.5	92.9	90.7	92.3
5	92.5	91.3	92.6	89.7
6	90.1	92.4	89.5	91.6
All Years	92.1	92.3	91.2	91
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

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.

The school refers all students with less than 85% attendance to the school's Learning and Support Team. The team decides on a course of action which may include referral to the Home School Liaison Officer and the commencement of a Personalised Attendance Plan. The causation of low attendance is assessed and the school offers support to students and parents as appropriate on an individual basis. Chronic non-attendance is not a wide spread issue in the school and tends to affect students for whom high mobility between schools is a factor. In 2017 the mobility rate for students at Cobar Public School

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.23
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.64
Other Positions	0

*Full Time Equivalent

Two teaching and one non-teaching staff identify as Aboriginal.

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

1 teacher is 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 18th and 19th 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

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Fewer than 10% of families choose to pay the voluntary school contribution.

The school continues to retain as many funds as possible to pay for above entitlement staffing including Interventionists and temporary staff to reduce teaching loads for all Assistant Principals.

Receipts	\$
Balance brought forward	518,258
Global funds	419,160
Tied funds	437,768
School & community sources	73,688
Interest	6,704
Trust receipts	19,306
Canteen	0
Total Receipts	956,625
Payments	
Teaching & learning	
Key Learning Areas	60,310
Excursions	26,526
Extracurricular dissections	21,765
Library	5,107
Training & Development	18,157
Tied Funds Payments	293,642
Short Term Relief	8,289
Administration & Office	43,408
Canteen Payments	0
Utilities	44,867
Maintenance	15,675
Trust Payments	42,363
Capital Programs	28,025
Total Payments	608,134
Balance carried forward	866,749

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	916,749
Appropriation	883,010
Sale of Goods and Services	0
Grants and Contributions	33,194
Gain and Loss	0
Other Revenue	0
Investment Income	545
Expenses	-262,507
Recurrent Expenses	-262,507
Employee Related	-165,790
Operating Expenses	-96,717
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	654,241
Balance Carried Forward	654,241

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	2,142,819
Base Per Capita	39,802
Base Location	147,633
Other Base	1,955,384
Equity Total	434,593
Equity Aboriginal	110,203
Equity Socio economic	154,273
Equity Language	8,630
Equity Disability	161,487
Targeted Total	215,845
Other Total	174,809
Grand Total	2,968,066

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Literacy NAPLAN data reflects the work being undertaken in the early years through the Early Action for Success strategy. The preceding statement is true for those students who have been enrolled at Cobar Public School for a period greater than 1 school year. Unfortunately, numerous students in the year 3 cohort have experienced school mobility and the impact of this is seen in results which are lower than for those students who commenced their schooling at Cobar Public School.

Value added data for students in Year 5 continues to demonstrate strong growth for students who have undertaken all of their schooling at Cobar Public School. The numerous individual student continue to out-perform average student growth.

Percentage in Bands:**Year 3 - Grammar & Punctuation**

Band	1	2	3	4	5	6
Percentage of students	11.4	14.3	22.9	14.3	31.4	5.7
School avg 2015-2017	4.8	15.8	22.9	24.0	20.6	12.0

Percentage in Bands:**Year 3 - Reading**

Band	1	2	3	4	5	6
Percentage of students	14.3	5.7	22.9	25.7	20.0	11.4
School avg 2015-2017	9.4	13.5	24.2	18.5	18.9	15.5

Percentage in Bands:**Year 3 - Spelling**

Band	1	2	3	4	5	6
Percentage of students	2.9	20.0	25.7	28.6	20.0	2.9
School avg 2015-2017	3.8	20.4	22.3	26.8	16.6	10.2

Percentage in Bands:**Year 3 - Writing**

Band	1	2	3	4	5	6
Percentage of students	5.7	11.4	25.7	20.0	37.1	0.0
School avg 2015-2017	4.5	9.2	23.9	33.4	25.3	3.7

Percentage in Bands:**Year 5 - Grammar & Punctuation**

Band	3	4	5	6	7	8
Percentage of students	15.8	34.2	10.5	21.1	2.6	15.8
School avg 2015-2017	11.1	27.9	23.9	18.7	9.6	8.8

Percentage in Bands:**Year 5 - Reading**

Band	3	4	5	6	7	8
Percentage of students	12.8	25.6	18.0	20.5	15.4	7.7
School avg 2015-2017	15.9	23.2	19.9	26.5	12.0	2.6

Percentage in Bands:**Year 5 - Spelling**

Band	3	4	5	6	7	8
Percentage of students	13.2	21.1	15.8	26.3	13.2	10.5
School avg 2015-2017	19.6	20.3	19.5	21.7	14.1	4.8

Percentage in Bands:**Year 5 - Writing**

Band	3	4	5	6	7	8
Percentage of students	27.8	5.6	41.7	16.7	8.3	0.0
School avg 2015-2017	17.0	17.1	38.9	20.0	7.0	0.0

Numeracy NAPLAN data reflects the work being undertaken in the early years through the Early Action for Success strategy. The preceding statement is true for those students who have been enrolled at Cobar Public School for a period greater than 1 school year. Unfortunately, numerous students in the year 3 cohort have experienced school mobility and the impact of this is seen in results which are lower than for those students who commenced their schooling at Cobar Public School.

Value added data for students in Year 5 continues to demonstrate strong growth for students who have undertaken all of their schooling at Cobar Public School. The numerous individual student continue to out-perform average student growth.

Percentage in Bands:**Year 3 - Numeracy**

Band	1	2	3	4	5	6
Percentage of students	8.8	20.6	32.4	20.6	14.7	2.9
School avg 2015-2017	2.9	20.0	27.4	23.2	20.8	5.7

Percentage in Bands:**Year 5 - Numeracy**

Band	3	4	5	6	7	8
Percentage of students	7.9	18.4	29.0	31.6	5.3	7.9
School avg 2015-2017	8.9	19.6	33.6	24.0	8.5	5.5

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands, the following highlights can be reported.

Year 3, the percentage of all students in Band 5 in Grammar increased by 18.2%; in Spelling increased by 1.6%; in Writing increased by 21.3%, in Reading increased by 9.7%.

Year 5, the percentage of all students in Band 7 in Reading increased by 6.8%; in Spelling increased by 7.3%.

Year 5, the percentage of all students in Band 8 in Grammar increased by 12.9%; in Spelling increased by 10.5%; in Reading increased by 7.7%, in Numeracy increased by 7.9%.

Year 5, the percentage of Aboriginal students in Band 7 in Reading increased by 5.2%.

Parent/caregiver, student, teacher satisfaction

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

In 2017:

0 parents chose to participate in the parent survey.

14/20 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 7.8/10, Collaboration 8.0/10, Learning culture 7.8/10,

Data informing practice 7.2/10, Teaching strategies 7.6/10,

Technology 6.3/10, Inclusive school 8.2/10, Parent involvement 6.8/10.

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

93 students in Year 4 – 6 participated in the student surveys with results expressed as a percentage.

76% have a high rate of participation in sport, 88% value schooling outcomes, 79% have positive behaviours at school,

85% have positive behaviour, 82% 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 2017 the school Aboriginal Education Committee worked hard to continue the new approach to Aboriginal Education. Our *Wangaaypuwan Dreaming Day* was again 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 a 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.

All teaching programs across the school are re-written this year and the inclusion of 8-Ways pedagogies continues.

The Aboriginal shared learning area, our Yarning Circle continues to be extremely popular with Aboriginal and non-Aboriginal students, with numerous students accessing the area during the lunch break. Students have established their own protocols for use of the area and it is an area of the school playground which is continually calm and well maintained by students.

All staff and students continue to learn a word a week in the Ngiyampaa language and where possible these words are being incorporated into daily use in classrooms and the wider school environment. An example of this is the use of "yama kara", "hello" at staff meetings and at the beginning of each daily student assembly.

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 China, America, Japan, Australia, and Africa as a continent.

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.

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