

Cooma Public School Annual Report



2017



1628

Introduction

The Annual Report for **2017** 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.

Wendy Attwood

Principal

School contact details

Cooma Public School

Commissioner St

Cooma, 2630

www.cooma-p.schools.nsw.edu.au

cooma-p.School@det.nsw.edu.au

6452 1933

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 260 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 instil 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.

At CPS we offer a variety of extracurricular activities including band, debating, robotics and Latin.

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. 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.

Learning

In the domain of Learning, the focus has been curriculum and wellbeing. Cooma Public School is delivering in this area.

An instructional leader was employed as part of the Early Action for Success initiative. Student achievement has been enhanced the impact of professional learning of staff in using data effectively to monitor student achievement and in for teaching and learning programs.

The school developed a greater understanding and ability to identify the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Our school has continued their Positive Behaviour for Learning journey to improve the consistency and understanding of appropriate behaviours expected whilst using data to drive key decision making.

Teaching

In the domain of Teaching, the focus has been learning and development and effective classroom practice. Cooma Public School is delivering in this area.

Collaborative practice has been a practice developed to revise teaching practices and learning programs. Whole staff meetings are scheduled so that continual monitoring of student outcomes and planning around the teaching and learning cycle are completed.

Teachers have many opportunities to reflect on their own teaching and have the support of colleagues reflecting with them to enhance student outcomes. Teachers regularly use student performance data to evaluate the effectiveness of

their own teaching and understand the needs of their students.

Leading

In the domain of Leading, the focus has been educational leadership practice. Cooma Public School is sustaining and growing in this area.

One of our priorities was to provide leadership opportunities at all levels throughout the school. Staff leadership capacity is developing through a range of leading roles supported by experienced staff and executive. The school remains committed to leadership opportunities arising for staff and students who are interested in furthering their skills.

Strong links are apparent with outside agencies, key educational providers, other schools and organisations which support the school's programs which enhance student outcomes.

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

Quality Curriculum

Purpose

Innovative practice for engaged and creative learners

Overall summary of progress

All Early Stage 1 and Stage 1 teachers have been engaged in ongoing professional learning in L3 – Language Learning and Literacy. This initiative has supported teachers in tracking and monitoring student achievement in a comprehensive and systematic way. Teacher practice has also strengthened in regards to the delivery and implementation of the L3 strategy.

Stage 2 and Stage 3 teachers have completed professional learning in Focus on Reading (FoR) Phase 2. Teachers effectively monitor student growth in Reading using PLAN. Comprehension strategies are included in our English scope and sequence document to support the explicit teaching of these related skills.

Cooma Public School joined the Early Action for Success (EAFS) initiative. We employed an Instructional Leader K–3 to support effective differentiation and targeted interventions in literacy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Whole school scope and sequence, unit plans and assessment schedule.		In 2017, school developed English and Mathematics scope and sequence documents were used to support the design of effective teaching and learning programs. Teachers collaborated in curriculum planning in History and Geography. Scope and sequence documents developed and trialled.
Students articulating their learning goals.	QTSS – staffing allocation	Lesson intentions are displayed in all classrooms and results are evidenced in student work samples.
All staff are engaging with the PDF to improve individual pedagogy.		Implemented the Performance and Development Framework through the ongoing development of a performance and development culture across the school.
Evidence of data collection and its effective use in the teaching and learning cycle and development of quality learning programs.	RAM – Socio–Economic Background	Tracking all students using the Literacy and Numeracy Continuums. Using data to inform planning K–6. Engagement of Instructional Leader K–3

Next Steps

- * Focus on Numeracy as part of the EAFS initiative with the Building Numeracy initiative.
- * 3–6 Professional learning focussing on Quality English block
- * Strengthen whole school practice in lesson observation and feedback strategies to improve student results
- * Professional learning on Learning Progressions in English and Mathematics
- * Develop consistency of approach to school planning in Key Learning Areas
- * Ongoing professional learning in L3 for all K–2 school staff

Strategic Direction 2

Quality Connections

Purpose

Effective partnerships for social and emotional wellbeing

Overall summary of progress

Student wellbeing continues to be a focus at Cooma Public School. Learning and Support team procedures support teachers in personalising and differentiating teaching and learning strategies to support all learners.

Positive Behaviour for Learning is well established across K–6 and supports all students to engage positively with school. Teachers received ongoing professional learning related to this strategy. School internal coaching supports teacher consistency of implementation of the key elements of PBL. Deep analysis of data has contributed to strengthening our whole school approach by identifying focus areas for growth and improvement.

Parents and community are highly engaged with supporting the learning at Cooma Public School. Opportunities for parental engagement with learning plans include parent teacher interviews, review meetings and Learning and support meetings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Implementations of plans and recommendations with adjustments and accommodations being made.	RAM – Low level adjustment for disability	Increased parent understanding and support for Personalised Learning Plans for identified students. Learning plans are and adjustments are reviewed regularly and adapted to meet current student needs.
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)	RAM – Low level adjustment for disability	Learning and Support Team operates in line with policy requirements. All staff provide data to the LST.
Meeting minutes, plans developed and implemented.	RAM – Low level adjustment for disability	Learning and Support Team minutes from meetings are available to all staff. Learning plans are communicated in a systematic way to all staff ensuring consistency of implementation. This maximises the opportunities for recommendations to be implemented across all school settings.

Next Steps

- * Strengthen collaborative partnerships across the school community by seeking regular feedback on key school initiatives and programs
- * Develop a whole school approach to developing cultural competency within our local context
- * Improve the transfer of information at key transition points to ensure continuity of student growth and support future development.
- * Implement a whole school strategy for explicitly teaching Social and Emotional Learning

Strategic Direction 3

Quality Capacity

Purpose

Building leadership capacity across the learning community through organisational effectiveness.

Overall summary of progress

In 2017, opportunities and initiatives for student leadership were strengthened. The SRC continued to develop and its second year of operation. Extra curricular experiences also engaged an larger number of students..

Staff have engaged with leadership opportunities across the wider school context.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students engaging with leadership opportunities throughout the school.	RAM – Socio-economic background	2017 saw the introduction of Latin as an extra curricula activity. The SRC engaged all students across the school with its grounds improvement initiative. All classes were allocated an area of school garden to look after.
Teachers engaging with leadership opportunities throughout the school.	RAM – Socio-economic background Quality Teaching Successful Students.	The engagement of an Instructional leader K-3 as part of the EAfS strategy. Teachers leading curriculum implementation in KLA's.
Parents and community members engaged in a wide range of school related activities.		Parents and Community are engaged with all school events and we have high attendance from our families at various events throughout the year. Community volunteering across our school is varied. Volunteers are involved with breakfast club, Multilit, school banking and general classroom assistance.

Next Steps

- * Introduce student lead conferences
- * Strengthen staff engagement with school planning processes using the Performance and Development Framework
- * Continue to develop opportunities for staff leadership through the Performance and Development Framework process
- * Increase opportunities for community and students to provide feedback on school initiatives and programs

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9274	<p>Our Aboriginal background loading was used to support teacher professional learning in L3. 100% of our K–2 teachers engaged with the professional learning model of L3. All teachers used L3 pedagogy in their classrooms..</p> <p>All students have a Personalised Learning Plans and are making progress across the literacy and numeracy continuums.</p> <p>Parents are encouraged to be involved with the PLP development, implementation and monitoring.</p>
English language proficiency	\$2014	<p>Our English language proficiency funding was used to support the L3 professional learning. The L3 pedagogy is embedded in classroom practice K–2 at Cooma Public School.</p>
Low level adjustment for disability	\$119440	<p>Engagement of :</p> <ul style="list-style-type: none"> * Learning and Support Teacher * Instructional Leader * School Learning and Support Officers(SLSO's) <p>SLSO's were employed to support students within classrooms in English. Teachers resourced the SLSO's with strategies to support adjustments for students with additional learning needs.</p> <p>Teachers developed Personalised Learning Plans for students with a focus on additional learning needs and behaviour.</p> <p>Teachers and support staff completed professional learning in Managing of Actual or Potential Aggression(MAPA).</p> <p>Teachers participated in professional learning in the Berry Street Education Model(BSEM). This professional learning supports teachers to approach the classroom with a trauma informed perspective..</p>
Quality Teaching, Successful Students (QTSS)	Staffing Allocation	<p>Engagement of Instructional Leader as part of the Early Action for Success strategy.</p>
Socio–economic background	\$80125	<p>Engagement of Instructional Leader as part of the Early Action for Success strategy.</p> <p>Professional learning for the Positive Behaviour for Learning Team to support students in accessing curriculum.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	120	131	137	150
Girls	101	119	114	115

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.8	95	91.5	94
1	95.6	93.5	92.6	94
2	94.8	93.9	92.3	93.8
3	95.5	93.5	94.7	94.1
4	95.1	94.4	94.1	93.6
5	94.6	93.5	95.2	94.9
6	95.1	92.5	92.3	94.7
All Years	95.1	93.8	93.1	94.1
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

Students are encouraged to attend school at all times and parents must explain absences on every occasion. If no explanation of an absence is provided, parents are emailed asking for an explanation.

The school works closely with parents when attendance does become a concern. We provide support for students having difficulty in coming to school. Referrals are made to the Learning and Support Team if required. These referrals are managed on a case by case basis.

Persistent absenteeism will be referred to the Home School Liaison Officer (HSLO) for further follow up.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	9.27
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.42
Other Positions	1

*Full Time Equivalent

No staff identify as Aboriginal or Torres Strait Islander.

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	19

Professional learning and teacher accreditation

Professional Learning at Cooma Public School is comprehensive and strategic. All teaching and administration staff undertook mandatory and targeted professional learning. Professional learning for staff is linked to our school plan and also informed by teacher's individualised goals in their Performance and Development plans.

Professional Learning Undertaken included:

- * EAfS Instructional Leader training
- * Focus on Reading
- * Berry Street Education Model
- * L3
- * Focus on Reading
- * Positive Behaviour for Learning
- * Accreditation at Higher Levels
- * Classroom Management
- * Online NAPLAN training
- * LMBR
- * Bridges out of Poverty

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.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

Receipts	\$
Balance brought forward	287,655
Global funds	139,098
Tied funds	111,321
School & community sources	29,520
Interest	2,031
Trust receipts	1,518
Canteen	0
Total Receipts	283,488
Payments	
Teaching & learning	
Key Learning Areas	62,130
Excursions	19,994
Extracurricular dissections	14,080
Library	642
Training & Development	2,458
Tied Funds Payments	71,346
Short Term Relief	31,010
Administration & Office	21,587
Canteen Payments	0
Utilities	20,790
Maintenance	25,806
Trust Payments	6,144
Capital Programs	30,437
Total Payments	306,425
Balance carried forward	264,718

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	647,931
Appropriation	514,199
Sale of Goods and Services	939
Grants and Contributions	132,355
Gain and Loss	0
Other Revenue	0
Investment Income	438
Expenses	-449,643
Recurrent Expenses	-449,643
Employee Related	-193,628
Operating Expenses	-256,016
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	198,288
Balance Carried Forward	198,288

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>

Delete text not required.

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	1,753,936
Base Per Capita	40,725
Base Location	18,223
Other Base	1,694,988
Equity Total	210,853
Equity Aboriginal	9,274
Equity Socio economic	80,125
Equity Language	2,014
Equity Disability	119,440
Targeted Total	578,691
Other Total	166,753
Grand Total	2,710,233

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.

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 Year 3 – Reading, 14.9% of students received Band 5 and 17.6% of students received Band 6.

In Numeracy, 24.3% of Year 3 students received Band 5 and 8.1% of students received Band 6.

In Year 5 – Reading, 13.8% of students received Band 5 and 3.4% of students received Band 6.

In Numeracy, 13.6% of Year 5 students received Band 5 and 2.3% of students received Band 6.



Parent/caregiver, student, teacher satisfaction

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

Staff students and families responded in various ways throughout 2017, including focus groups, feedback on initiatives and programs and surveys.

Student feedback

Our student focus groups indicated the following areas of strength:

- * classroom environment including learning experiences.
- * approachable teachers
- * opportunity for extra curricula activities

Student identified future areas for growth included:

- * improving the playground and school grounds
- * Increased access to technology
- * more equipment available at recess and lunchtime in the playground

Parent feedback included:

Strengths of CPS

- * Approachable office staff
- * communication between home and school

Areas for improvement:

- * school grounds
- * Increased opportunity for information on their child's progress at school



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.

Every Aboriginal student in our school has a personalised learning plan that is developed in consultation with the student, the parent/family and the teacher.



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. Our classrooms promote intercultural understanding and respect for diversity. Teachers provide a differentiated curriculum to support students from diverse backgrounds

Cooma Public School has a trained ARCO officer.