

# Cowra Public School

## Annual Report



2017



1671

## Introduction

The Annual Report for **2017** 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

## School contact details

Cowra Public School

Vaux St

Cowra, 2794

[www.cowra-p.schools.nsw.edu.au](http://www.cowra-p.schools.nsw.edu.au)

[cowra-p.School@det.nsw.edu.au](mailto:cowra-p.School@det.nsw.edu.au)

6342 2400

## Message from the Principal

2017 has been a wonderful year at Cowra Public School. I would like to congratulate each and every student on the conscientious effort they have put into their learning, every single day. I am pleased to see how engaged, focused and interested our students are in their learning and this is evidenced by the high quality work produced which the teachers and students are extremely proud of. I am pleased to see the growth that each student has made throughout the year and look forward to watching this continue in 2018 and beyond.

2017 has seen many great achievements for the children of Cowra Public School. Our students continue to shine in all areas from the academic to the sporting, and from the cultural to the artistic. Students have had a wide range of opportunities across the spectrum of the curriculum including academic tests through the University of NSW, Schools Spectacular, Talent Quest, Eisteddfods, Operation Art, NAIDOC week celebrations, Public Speaking, excursions, sporting events with opportunities for District, Regional and State representation, swimming, Bike Day, Youth Day forums, and so on. I am immensely proud and grateful to the staff who give so much of their time to enable many of these extra activities to occur and I would like to thank them for their tireless efforts and dedication to the students in our school.

In addition to the teaching staff, I would like to acknowledge the work of our administration staff, school counsellor, Student Learning Support Officers, General Assistant, our cleaners, our canteen manager, all of our scripture teachers and our hard-working P&C who each, in their own unique way, make Cowra Public School the fantastic school that it is. Their combined experience and genuine desire to see each and every child in our school reach their full potential is truly appreciated. Our school is blessed with wonderful happy children, dedicated staff, and enthusiastic parents and community members who all work together to achieve the best we can for our school.

Next year our school moves into a new three-year planning cycle and I am very excited to see the new directions our school will be taking as we strive to improve outcomes and provide every child and every educator, every opportunity, every day. I am excited to welcome new staff to Cowra Public School, but also sad to say goodbye to several members of our team. Earlier this year we farewelled Mrs Marilyn Crossley who retired after 30 years as our School Administration Manager. Mrs Lynda Ryan also retired from full-time teaching at the end of Term 1. Next year Miss Jess Gardoll will be heading off to teach at Dubbo West Public School and Mr Don Reid will be retiring after a long and distinguished career as our Senior Psychologist and school counsellor. Mrs Mary Myles will also be taking leave before retiring in 2018, having been at Cowra Public School for the past 17 years. These staff members have contributed enormously in their time at Cowra Public School and we wish them all the best for the future.

As the year draws to a close, we must also farewell our Year 6 students. They have been excellent school leaders and wonderful role models to all students at Cowra Public School and we will miss them as they move on and begin the next chapter in their educational journey. We wish them all the very best and know that they will continue to make their families and the Cowra Public School community proud.

# 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. From 2017, as an Early Action for Success (EAFS) school, an Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes for all students in Kindergarten to Year 3.

## 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.

Across the domain of **Learning**, Cowra Public School's focus has been on quality teaching and professional practice which is evident in every learning environment. All students are provided with opportunities to connect, succeed and thrive, relevant to their stages of learning and development. In the domain of learning, significant gains have been made in strengthening our approach to quality teaching and assessment to meet the needs of all learners. Differentiating curriculum delivery has remained a focus and consistent monitoring of school-based assessment data has ensured assessment informs teaching. The school has continued to provide a range of extra-curricular activities, to broaden student development and enhance engagement. Key transition points have been highlighted, and extended programs offered, to students and families moving into Kindergarten and transitioning from Year 6 to Year 7. Student reports were updated and provide greater detail around individual student achievement and growth.

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. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. There is a particular emphasis on improved teaching methods in literacy and numeracy, with professional learning activities centred on building teachers' understandings of effective teaching strategies in these areas. As an Early Action for Success school, Instructional Leaders have worked with K-3 teachers to improve teaching methods in literacy and numeracy. The rigorous collection of continuum data associated with this program has ensured teachers have developed their skills in analysing and using student assessment data to understand the learning needs of students and to plan for future learning.

In the domain of **Leading**, Cowra Public School has developed productive relationships with external agencies such as business and community organisations to improve educational opportunities for students. 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. A variety of evidence supports increased community engagement, with parents having the opportunity to engage in a wide range of school activities and provide feedback on future school directions.

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

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

In 2017 Cowra Public School commenced the first year of a three year program called "Early Action for Success". A full-time and part-time Instructional Leader were employed to work alongside K–3 teachers in delivering explicit and targeted teaching across all aspects of numeracy. Collection of data and the tracking and monitoring of students across the Numeracy Continuum has been systematic and teachers have received ongoing professional support and guidance. Professional dialogue, modelling of best practice and data informed programming have become embedded across the school. Teachers across all stages are using PLAN to record student achievement against the numeracy continuum.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved NAPLAN results (for Indigenous and non-Indigenous students).	Employment of additional SLSO's (\$180 000)	<p>NAPLAN results for 2017 show that the percentage of Year 3 aboriginal students performing in the top two bands in numeracy rose to 30% with a continuing trend in the reduction of students at or below National Minimum Standards.</p> <p>In Year 5, the areas of data, measurement and geometry proved to be an area of strength, however overall numeracy performance levels were slightly lower than the previous year. Improving Aboriginal student learning outcomes will continue to be a priority across the school as we move into a new school planning cycle in 2018.</p>
Improved student engagement (as evidenced by Support Plan data).	<p>PBL implementation (\$1750)</p> <p>PBL training – casual relief (\$3500)</p> <p>Lunchtime Dance Classes (\$6300)</p>	<p>During 2017 the school switched over from Support Plan to Sentral. Sentral 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.</p> <p>The continuation of lunchtime interest groups have engaged students during play times. PBL processes in the school are embedded. Training of new staff is an area that needs addressing, moving into 2018.</p>
Improved classroom assessments results (both formative and summative) and Standardised Testing Results, including Pat–M (2017)	Teacher professional learning (\$2500)	<p>Staff implemented the K–6 assessment program developed in line with the NSW Curriculum. PAT–M 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.</p> <p>Professional development in the use of PLAN software and priority in 2017 as Early Action for Success data collection was a focus for teachers in K–3.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students are achieving at expected cluster on the numeracy continuum	Employment of additional SLSO's (\$180 000)	In 2017, the Numeracy Continuum and PLAN data were used to track and monitor achievement and growth of all students in K-3 as a requirement of Early Action for Success. Data showed good levels of growth in numeracy although it remains a targeted area for 2018. All staff will be trained in Building Blocks for Numeracy in 2018 as part of a whole school push to build teacher capacity in the teaching of numeracy.

## Next Steps

Numeracy will continue to be a focus of development for teachers in 2018 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 target numeracy support for teachers in Kindergarten to Year 3. Additional School Learning Support Officers (SLSO's) have also been engaged to support the school focus on numeracy skills across all stages. The school has completed an Expression of Interest in being involved in the 'Building Numeracy Leadership' initiative and if successful, will utilise this as the basis for a whole school professional learning focus.





## 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

In 2017 Cowra Public School commenced the first year of a three year program called "Early Action for Success". A full-time and part-time Instructional Leader were employed to work alongside K–3 teachers in delivering explicit and targeted teaching across all aspects of literacy. Collection of data and the tracking and monitoring of students across the Literacy Continuum has been systematic and teachers have received ongoing professional support and guidance. Professional dialogue, modelling of best practice and data informed programming have become embedded across the school. Teachers across all stages are using PLAN to record student achievement against the literacy continuum.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved NAPLAN results (for Indigenous and non-Indigenous students).	Employment of additional SLSO's (\$180 000)	<p>NAPLAN results for 2017 show that the percentage of Year 3 Aboriginal students performing in the top two bands increased in reading (30%), spelling (44.4%), grammar and punctuation (22.2%) compared to 2016 results. Year 5 results were not as strong, however improvements in the percentage of Aboriginal students in the top two bands in spelling did increase to 14.3%.</p> <p>Improving Aboriginal student learning outcomes will continue to be a priority across the school as we move into a new school planning cycle in 2018.</p>
Development of high quality teaching and learning programs in English.	<p>L3 training for new staff and ongoing professional learning for trained staff (\$26 500)</p> <p>Reading Recovery new staff training (\$1500)</p>	<p>Staff meetings were conducted in 2017 with a focus on developing teaching programs with explicit differentiation for student needs.</p> <p>High quality English programs were developed and made available on the school server for all staff to access (corporate programming) and resources shared across stages.</p> <p>The school committed significant professional learning funds to ensure all Early Stage 1 and Stage 1 teachers were trained in Language, Learning and Literacy (L3). Learning support structures and programs including Minilit were implemented and student progress was tracked using PLAN data.</p>
Improved use of classroom assessments (both formative and summative) to track and monitor student progress and achievement	Teacher professional learning (\$2,500)	Staff implemented the 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.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved use of classroom assessments (both formative and summative) to track and monitor student progress and achievement		Professional development in the use of PLAN software and understanding of the literacy continuum for all staff remained a priority in 2017 as Early Action for Success data collection was a focus for teachers in K–3.
80% of students are achieving at expected cluster on the literacy continuum	Employment of additional SLSO's (\$180 000)	In 2017 the literacy continuum and PLAN data was used to track and monitor achievement and growth of all students in K–3 as a requirement of Early Action for Success. Data showed stronger results in reading with approximately 65% of students achieving at expected cluster on the literacy continuum. This trend was similar across all stages in the school. 2018 targets will focus on continuing growth across all aspects of the literacy continuum with Instructional Leader support extending to Stage 2 and 3 teachers.

## Next Steps

As we move into a new planning cycle in 2018, a focus on improvement in the teaching of English will be a priority across all stages. Staff will continue to access L3 training and significant School Learning Support Officer (SLSO) support will continue to be provided in K–3 classrooms. Early Action for Success data reporting requirements will ensure that the rigorous tracking and monitoring of students will be maintained and data collection and analysis will form the basis of whole school planning. Plans to engage an Instructional Leader in Stage 2 and 3 to support teachers in the delivery of a high quality, balanced literacy program are well underway for 2018 and writing has been identified as an area requiring significant intervention and support.





### 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)	Funds Expended (Resources)	Progress achieved this year
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.	Wiradjuri Language (\$16,000) Music Teacher – School Band (\$20,000) Dance Teacher (\$6,300) Mathletics for Stage 3 (\$3,400) Schools Spectacular (\$3,500 – casual relief) Eisteddfod Participation (\$500) NAIDOC Week (\$1000) Community Events (\$600) Sporting Activities (\$5,500 – casual relief) Excursions (\$2,000) Operation Art (\$500)	<p>In 2017, the highly successful Cowra Public School Band program was continued along with the Primary and Infants Choirs. Wiradjuri Language classes were extended to include all students from Kindergarten to Year 6 and the online software program 'Mathletics' was purchased for all Stage 3 students.</p> <p>The school participated locally in Cowra's Festival of International Understanding with the guest nation being Belarus, the ANZAC march, and other community events including art, writing 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.</p> <p>Connections with the local community were also enhanced through the Wiradjuri language program and NAIDOC public speaking competition, of which Cowra Public School was the winning school at the State finals. New relationships have been built with the Cowra Information and Neighbourhood Centre and students have visited fortnightly in class groups, to present an item as part of their community morning teas. Cowra Public School joined with other local schools and organisations to acknowledge White Ribbon Day. Attendance and engagement of students at all of these events was pleasing.</p>
Develop a Kindergarten transition program which results in sustained Kindergarten enrolments for 2018 and beyond.	Transition program (\$2,500)	In 2017, 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 a range of school experiences. The Principal and Transition Coordinator also visited local pre-schools and provided information booklets about Cowra Public

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Develop a Kindergarten transition program which results in sustained Kindergarten enrolments for 2018 and beyond.		School to prospective families. Kindergarten staff attended the Pre-School Information Night and spoke about the quality learning environment at the school and visited each of the four pre-schools in Cowra to meet students and provide some sample lessons. Kindergarten teachers liaised with pre-schools and early intervention in relation to future students. A parent information evening was held for students enrolling in the following year and was very well attended. Kindergarten enrolments for 2018 have increased from the previous year and three Kinder classes will be maintained for 2018.

## Next Steps

Developing community partnerships is an ongoing focus for Cowra Public School. In 2018, the school will be working to further strengthen relationships with Cowra Local AECG, local early childhood providers, Cowra High School, the local primary schools, Early Childhood Centres, Cowra Neighbourhood Centre and external agencies such as Early Intervention. Ensuring the school maintains a high profile within the Cowra community is important for future enrolment prospects and the school will work actively to promote and celebrate its achievements. Avenues for further involvement of the community within the school context will be explored with plans underway for a whole school musical and the establishment of a Wellbeing Hub within the school. Re-establishing the Lachlan Valley Learning Community is an ongoing focus with the aim to build and strengthen partnerships between all the Cowra and Canowindra public schools.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$96,562	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 2017 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 (local, regional and state level).
<b>Low level adjustment for disability</b>	\$193,016	The school receives a fulltime Learning and Support Teacher (LaST) and a part-time LaST as part of the staffing component to support student learning. The remaining \$40,655 was allocated towards targeted early intervention through SLSO support and MiniLit. This has resulted in gains in student comprehension and reading fluency skills. Numeracy support in primary classes was also provided using flexible funding.
<b>Socio-economic background</b>	\$391,788	In 2017, students requiring additional learning support benefited from targeted assistance with their learning. L3 is embedded in all Early Stage 1 and Stage 1 classrooms and each class received School Learning Support Officer (SLSO) support during L3 sessions and data showed improvement in Stage 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 encouraging. Cowra Public School's band program, lunchtime dance lessons, choir and Schools Spectacular entries highlight the opportunities available in public schools for creative arts pursuits. Funds were expended on improving technology access with additional wireless access points, interactive whiteboards and laptops purchased for student use.
<b>Support for beginning teachers</b>	\$84,763	In 2017, beginning teacher funds enabled beginning permanent and temporary teachers the time to attend professional learning, observe other teachers, engage in professional dialogue with their mentors and begin working on their teacher accreditation. Weekly beginning teacher meetings were timetabled and a Beginning Teacher's Induction Program was carried out where staff listened to guest speakers including personnel within the school (SAM, Reading Recovery teacher, itinerant hearing and vision teacher) and outside of the school (speech therapist, counsellor). Health and safety, how to apply for leave, how to write a job application and programming were all areas that were covered and mentor teacher's supported staff effectively.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	169	185	196	199
Girls	158	151	185	197

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.2	95.5	93.7	92.7
1	96.2	93.9	94.2	92.2
2	96	96.8	93.5	93.7
3	94.8	96.1	95.4	93.7
4	94.7	95.3	93	92.9
5	94.7	93	92.3	93.1
6	94.1	93.2	92.8	91.4
All Years	95.1	94.7	93.6	92.8
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

The attendance figures for Cowra Public School have declined in 2017. 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.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	18.51
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	6.05
Other Positions	0

\*Full Time Equivalent

In 2017, 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 and temporary 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, Managing Actual and Potential Aggression Response Team training, Child Protection update, CPR training, 8 Ways Aboriginal Pedagogy and Google Classroom. Individual staff engaged in professional learning with a focus on stage requirements including Best Start, L3 Training, Instructional Leader Network Days, National Future Schools Expo, PBL Coaching, Principal Network Days, PPA Meetings, Autism Workshop, STEM/STEAM Thinking Classroom Workshop and Road Safety Education.

Eleven staff members started working on their Teacher's Accreditation at Proficiency level during 2017.

## 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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>483,257</b>
Global funds	357,343
Tied funds	707,762
School & community sources	60,324
Interest	6,105
Trust receipts	5,980
Canteen	0
<b>Total Receipts</b>	<b>1,137,515</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	13,218
Excursions	28,682
Extracurricular dissections	46,487
Library	2,973
Training & Development	0
Tied Funds Payments	446,191
Short Term Relief	89,100
Administration & Office	42,543
Canteen Payments	0
Utilities	30,633
Maintenance	26,986
Trust Payments	5,980
Capital Programs	0
<b>Total Payments</b>	<b>732,793</b>
<b>Balance carried forward</b>	<b>887,979</b>

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 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	951,160
Appropriation	901,636
Sale of Goods and Services	2,221
Grants and Contributions	46,965
Gain and Loss	0
Other Revenue	0
Investment Income	338
<b>Expenses</b>	-303,455
Recurrent Expenses	-303,455
Employee Related	-190,165
Operating Expenses	-113,290
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	647,705
<b>Balance Carried Forward</b>	647,705

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.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,624,169
Base Per Capita	60,330
Base Location	7,521
Other Base	2,556,318
<b>Equity Total</b>	681,366
Equity Aboriginal	96,562
Equity Socio economic	391,788
Equity Language	0
Equity Disability	193,016
<b>Targeted Total</b>	374,235
<b>Other Total</b>	891,315
<b>Grand Total</b>	4,571,085

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.

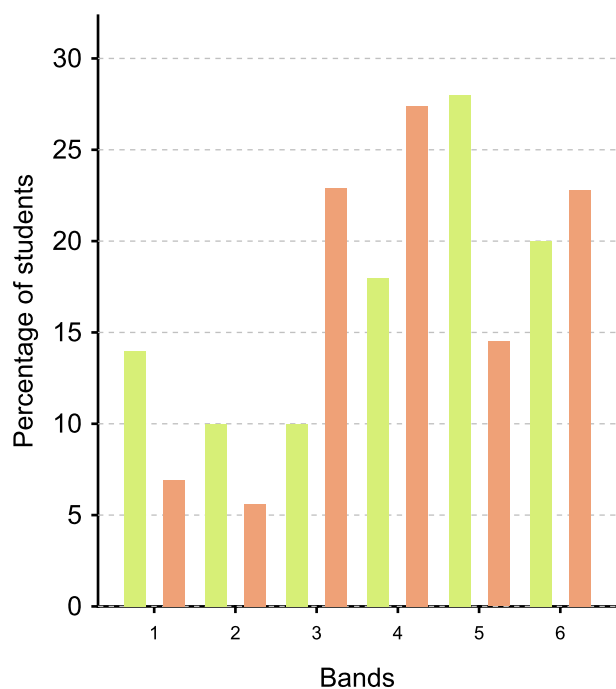
## School performance

### 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.

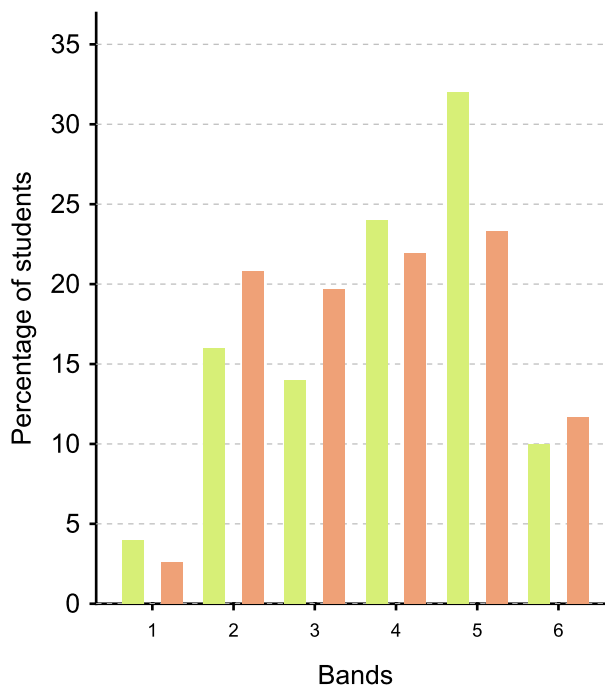
Students in Year 3 and Year 5 continue to demonstrate sound achievement and growth in NAPLAN assessment in Literacy. In 2017 there was a steady increase in the number of Year 3 students performing in the top two bands in the areas of reading, spelling and grammar and punctuation, with grammar increasing by 15% to 48%. In Year 5, the school's average scaled growth in spelling showed more than 12 points above the state average. 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 was employed throughout 2017 to target literacy support for teachers in Kindergarten to Year 3. Additional School Learning Support Officers (SLSO's) have also been employed to support the school focus on writing across all stages.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



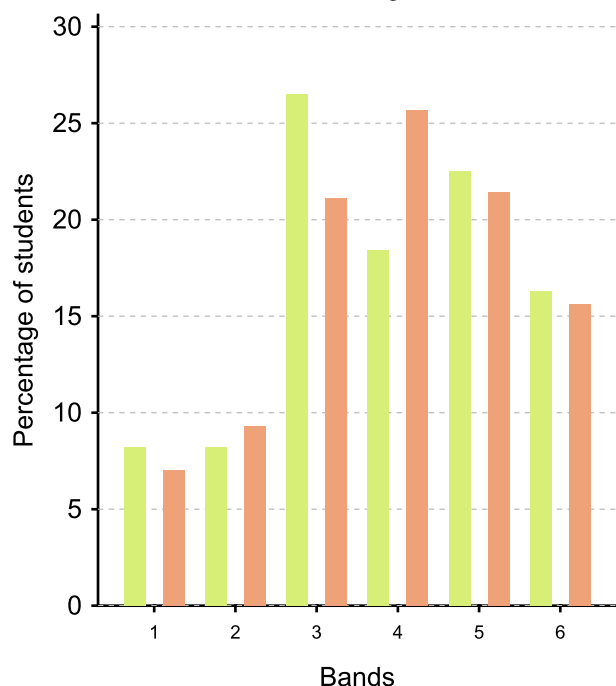
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



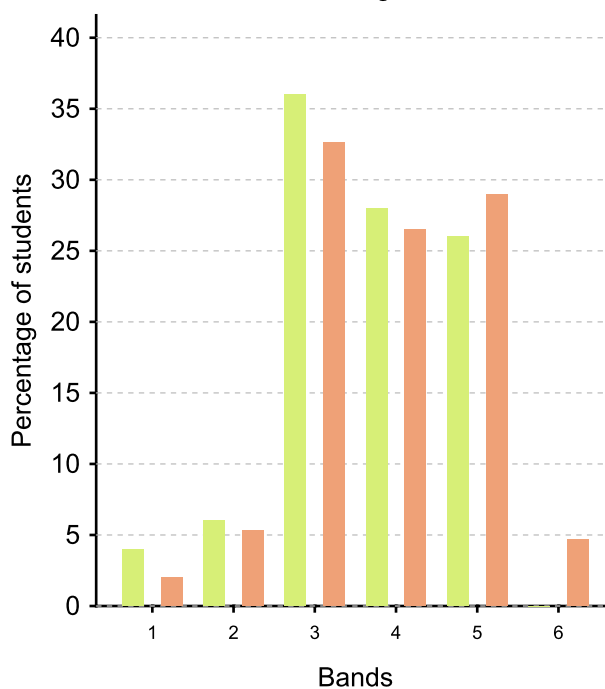
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Reading



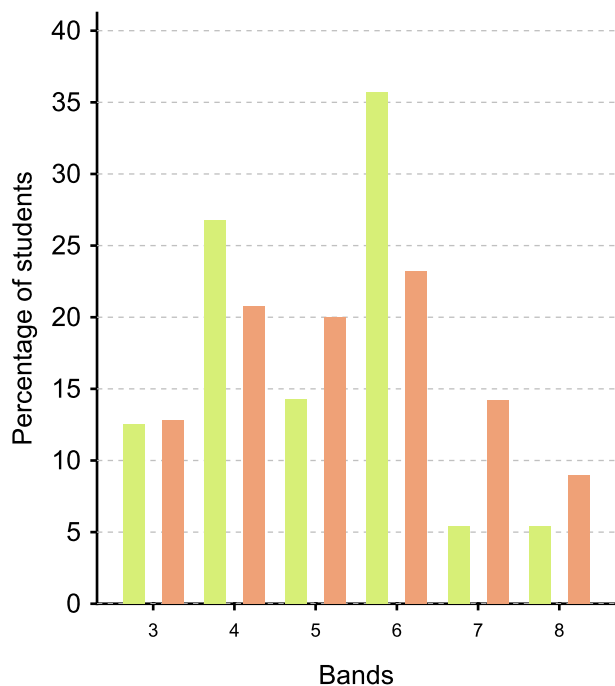
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing

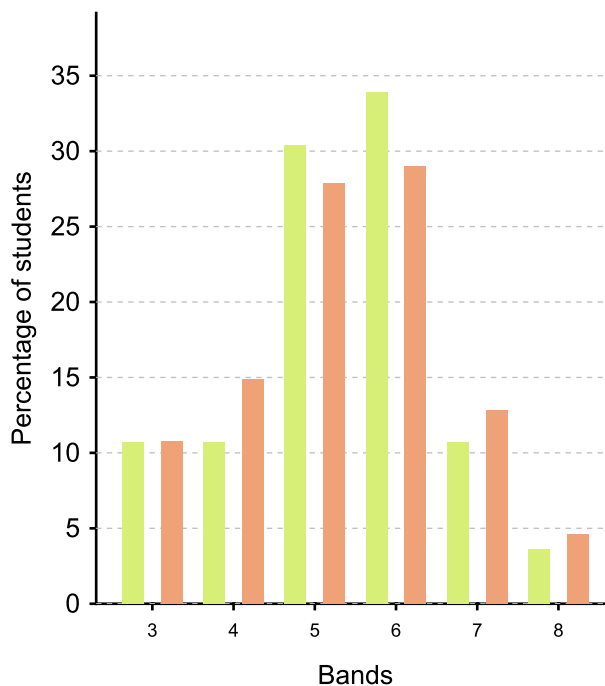


Percentage in Bands  
School Average 2015-2017

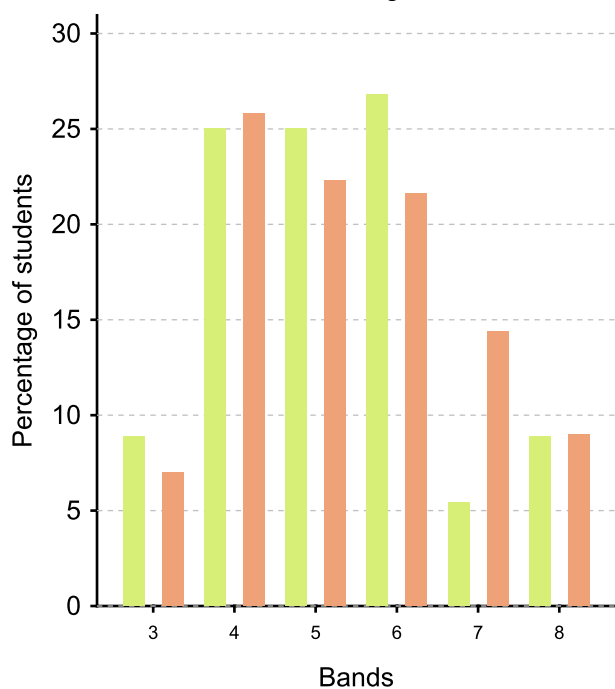
**Percentage in bands:**  
Year 5 Grammar & Punctuation



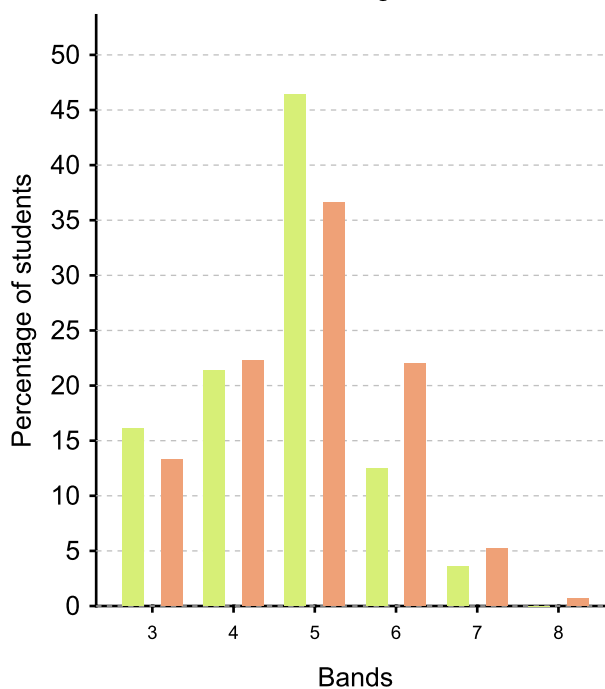
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing

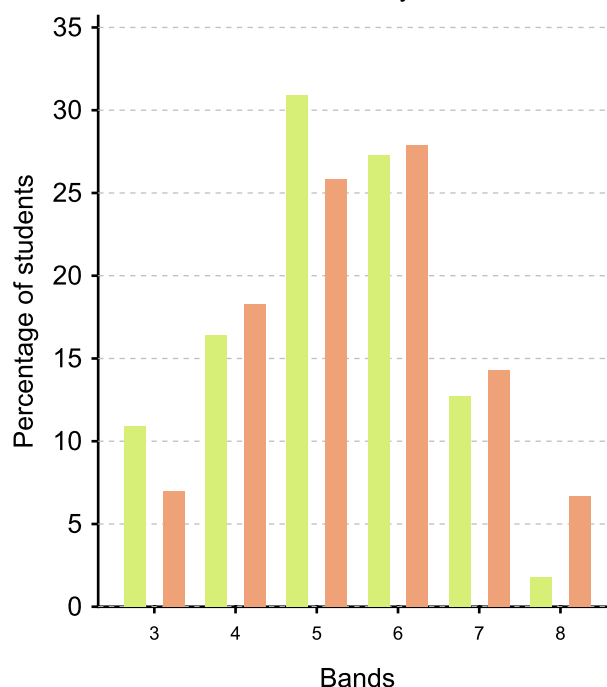


Students in Year 3 and Year 5 continue to demonstrate sound achievement in NAPLAN assessment in Numeracy. In Year 3, the percentage of students performing in the top two bands in Numeracy rose to 30% with a continuing trend in the reduction of students at or below National Minimum Standards. In Year 5, the areas of data, measurement and geometry proved to be an area of strength, however overall numeracy

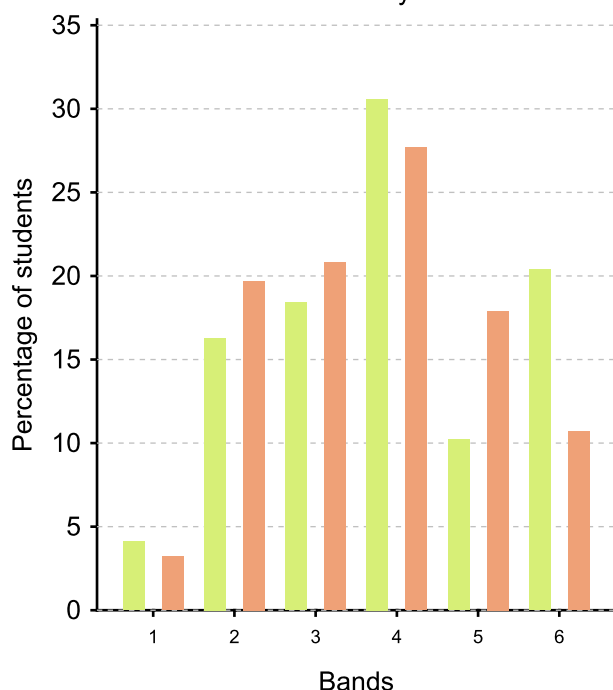
performance levels were slightly lower than the previous year.

Numeracy will continue to be a focus of development for teachers in 2018 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 has been employed during 2017, to target numeracy support for teachers in Kindergarten to Year 3. Additional School Learning Support Officers (SLSO's) have also been engaged to support the school focus on numeracy skills across all stages.

**Percentage in bands:**  
Year 5 Numeracy



**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

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 2017.

NAPLAN results for 2017 show that the percentage of Year 3 Aboriginal students performing in the top two bands increased in reading (30%), spelling (44.4%), grammar and punctuation (22.2%) and numeracy (30%) compared to 2016 results. Year 5 results were not as strong, however improvements in the percentage of Aboriginal students in the top two bands in spelling did increase to 14.3%. Improving Aboriginal student learning outcomes will continue to be a priority across the school as we move into a new school planning cycle in 2018.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 this was done using survey questionnaires. A summary of their responses are presented below.

- All parents surveyed strongly agreed or agreed that Cowra Public School is an attractive and well-resourced school.
- Most parents surveyed strongly agreed or agreed that the school maintains a focus on literacy and numeracy.
- Most parents surveyed strongly agreed or agreed that fair discipline exists within the school.
- 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 a range of extra-curricular programs e.g sport and music.
- Most students surveyed strongly agreed or agreed that Cowra Public School is well resourced and has plenty of play equipment, library books and technology.
- Most students surveyed strongly agreed or agreed that Cowra Public School has good learning programs.
- Most students surveyed strongly agreed or agreed that Cowra Public School encourages them to live a healthy lifestyle.

## Policy requirements

### Aboriginal education

Cowra Public School provides 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. All staff participated in "8 Ways Aboriginal Pedagogy" professional learning during 2017 and Cowra Public School was selected to trial the implementation of Personalised Learning Pathways using the 8 Ways format.

In 2017 Cowra Public School was strongly represented at the local Aboriginal Education Consultative Group (AECG) committee meetings and celebrated NAIDOC week activities. All students participated in weekly Wiradjuri Language Classes conducted by an aboriginal staff member and local community Elder. Cowra Public School entered two teams in the NAIDOC Public Speaking Challenge and Tahlee–Pearl Beckett and Jake Roberts were successful in reaching the State finals where they were named overall winners.

The opportunity for parents to engage in the development of Personalised Learning Pathways resulted in improved learning outcomes for students and Stage 3 staff trialled the new PLP format based on 8 Ways Aboriginal Pedagogy with great success. Outstanding Aboriginal students were acknowledged for their academic, cultural and leadership success through the annual "Aboriginal Student of the Year" awards on Presentation Day. Tahlee–Pearl Beckett and Aunty Esther Cutmore were awarded a Wudhgaragarra Award for 2017. Aunty Esther Cutmore received her award for 'Outstanding Contribution to Educational Achievement by an Elder' and Tahlee–Pearl Beckett received an Encouragement Award for Stage 3. 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 Belarus 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.