

# Cook School Annual Report



2017

## Introduction

The Annual Report for **2017** is provided to the community of **Cook 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.

Dave Hobson B Ed. in Special Education, Hons.

Principal

### School contact details

Cook School  
Rawson Ave  
Loftus, 2232  
www.cook-s.schools.nsw.edu.au  
cook-s.School@det.nsw.edu.au  
8539 7155

### Message from the Principal

2017 was another successful year for the whole Cook School community. We gained a third K–6 class, bringing our total enrolment capacity to 42. Significant building works took place on the site, and we now have some new playground areas for students to use. Many of the new school policies and procedures that had been carefully planned over the past two years were implemented, and we began to look toward the next school planning cycle.

Our 2015–2017 School Plan had set genuinely high standards for us to work as a team to implement, and we are pleased with the significant growth and progress we have made as a school.

Key achievements of 2017 include:

- 6 of our students successfully transitioning back to referring schools upon completion of the Cook School program;
- 6 of our students successfully continuing their studies at alternate education settings;
- 23% reduction in student suspension from 2014 levels;
- 73.6% reduction in spending on short term staff relief from 2013 levels;
- 94% of Cook School staff indicating in the 2017 People Matter survey that they are highly engaged in their work, contribute more than what would normally be required and have a great sense of personal accomplishment in their position. These results are some of the highest in NSW. In fact, all responses were between 18 and 36% higher than NSW averages for employee performance and satisfaction;
- Cook School receiving a large grant from Toyota, through SchoolsPlus in order to expand upon the work we started with our pilot Occupational Therapy program in 2016;
- The forming of a partnership with University of Technology, Sydney to study the Occupational Therapy program, and successfully gaining a SERAP approval to conduct research and produce an academic paper for publication;
- Cook School receiving a grant from Tradies, Gymea to build an outdoor exercise facility for our High School students.

Our staff are exemplary. Every day they demonstrate peerless dedication, innovation and resilience. I am honoured to work alongside them. Together we are committed to providing a safe, high achieving, inclusive environment, where all students are nurtured and encouraged to achieve their personal best in all they do, through the implementation of personalised learning plans that incorporate quality teaching practices. I would like to also thank our dedicated and vibrant school community for their ongoing support – parents and carers, referring home schools, community members and organisations, our school services team, support agencies and PCYC, and most of all our students, who give us the desire to continually improve what we do.

Dave Hobson

Principal – Cook School

## School background

### School vision statement

***"Cook School strives to create confident, respectful and responsible students that contribute positively to their community, through the provision of a quality education that is supportive, engaging and consistent."***

Cook School is committed to improving educational and post school outcomes for students that have not experienced success in a mainstream schooling environment. Our specialist staff are committed to enabling students to break down the barriers to their learning as well as closely supporting their referring schools by upskilling staff and assisting learning support teams to better cater for a wide variety of student support needs. Cook School actively supports families by linking them with appropriate support networks and agencies through NSW Health.

### School context

Cook School is a NSW DoE facility established in 2002 to provide support for students who have been identified by their mainstream school as those who could benefit from the intensive educational and social support of a specialist setting.

Cook School runs two distinct specialist programs. There are a maximum of 21 places for students in Years K–6 that present with a diagnosed mental health support need, and a maximum of 21 places for students in Years 7–10 who typically demonstrate challenging behaviours in the classroom. Student enrolment takes place via an external selection panel. The school aims to deliver a program designed to help students learn to better manage their approach to learning and successfully integrate back into regular schools.

Cook School sets challenging, yet attainable goals for all students. The emphasis is to provide students with a safe and caring environment in which they can access quality teaching and learning and be supported in making positive informed choices. Cook School operates on an integration model, with students initially attending four days and integrating into home schools or work placements one day per week. Students engage in the program at Cook School from four, to a maximum of six school terms.

## 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.

Cook School staff have discussed the revised School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Improvement processes and projects from each of our Strategic Directions were mapped against the School Excellence Framework (SEF2) in each of the domains of Learning, Teaching and Leading.

In the **Learning** domain of the School Excellence Framework the most significant growth from our 2017 self–assessment was in the area of *'Wellbeing'*. Cook School aims to implement an effective whole–school approach to wellbeing that has clearly defined behavioural expectations creating a positive teaching and learning environment. Initial evidence of impact of these projects and measures include increased attendance and a **23% per capita reduction in suspensions compared to 2014 figures**.

Projects that fell largely in this domain include our:

- Sensory project which aims to address our younger cohort's learning requirements by assisting the development of sensory regulation through a strong partnership with an Occupational Therapist embedded into the school environment and primary school classes;
- Reintegration project, which seeks to build efficient, evidence–based structures for integration back into home

schools, as well as upskilling staff from referring schools;

- Clinic Project, which provides wraparound supports for student wellbeing by linking families with appropriate health services, and lastly our;
- PBL Project, which whilst developed during 2016, was implemented at the commencement of 2017. PBL has informed our new wellbeing procedures and is providing a clear framework in the more explicit teaching of expectations of student behaviour.

In the **Teaching** domain of the School Excellence Framework our most significant areas of growth were '*Effective Classroom Practice*' and '*Learning and Development*'.

During 2016, our Curriculum Project commenced the transformation of our High School teaching methodology, we cancelled distance education and began developing our own high-interest self-contained lessons. This has continued to expand and be refined in 2017, with every lesson being evaluated post-instruction. Student engagement has improved significantly, evidenced by a decline in executive referrals for disruptive behaviour in the classroom. Students have been vocal about their preference for the new style of curriculum delivery, which they view as better preparation for meeting the challenges of integration. Staff have indicated that they feel more engaged by the curriculum content and empowered in the classroom. In fact, in the 2017 People Matter NSW Public Sector Employee Survey, 100% of staff responded that they contribute more than what would generally be required and that our organisation strives to achieve customer/client satisfaction. 91% of respondents strongly believe that we focus on improving the work we do and make necessary improvements to meet our future challenges.

Our Quality Teaching and Learning project has sought to meet the '*Learning and Development*' element of the Teaching domain by introducing mentoring processes to build teacher capacity and establish effective frameworks for teacher performance and development.

Our PBL project is also capturing rich data related to student ability to manage low-level frustrations and behaviours in order to better design personalised goals and interventions. At the end of 2016, 92% of teaching staff reported that they believe they have received enough training to be equipped to fully implement PBL during 2017. This was borne out as PBL implementation was systematic, organised and consistent across both our Primary and High School. Expectation matrixes were devised and explicitly taught to students in a structured format each week. Our new merit structure has been successful, with several students already achieving the medal of achievement.

In the **Leading** domain of the School Excellence Framework the '*School planning, implementation and reporting*' and '*Management practices and processes*' elements saw the most growth during 2017. Processes for strategically managing financial and human resources were further developed and the school's financial situation has improved accordingly. ICT equipment and teaching resources were equitably distributed throughout the school and a thorough audit of literacy and numeracy resources was undertaken to minimise duplication and identify gaps in service provision.

The school also sought new revenue streams for equipment and playground upgrades through the local community. Efficiency improvements in the school timetable, along with rotation of teaching duties and upskilling of staff has enabled **expenditure on short term casual relief staffing to fall by 73.6%** from 2013 levels. In the 2017 People Matter survey, **94% of Cook School staff reported a high level of engagement with their work – this response was one of the highest in NSW.** 91% of respondents agreed that Cook School leaders effectively manage change and provide clear direction for the future of the organisation.

The school now has a long term road-map for resource acquisition and site upgrade, which is currently under implementation. The development of purposeful leadership roles has also been a feature of the school, with staff teams, led by teachers, each assuming ownership for implementing a whole-school project.

Across the 14 elements of the School Excellence Framework, Cook School demonstrated a significant improvement in five during 2017. This self-assessment process against identified benchmarks will further assist the school to devise the strategic priorities in our 2018–2020 School Plan leading to significant 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

Student learning is meaningful, personalised, connected and engaging for all students.

### Purpose

To provide a learning environment that has high expectations for student achievement. Students will be productively engaged in tasks that are relevant to assessed needs and continually challenged to meet personal academic and social goals. Students will value educational opportunities and work collaboratively with staff to engender a school wide culture of respect and success.

### Overall summary of progress

During 2017, under this strategic direction Cook School focused on 5 key projects: Positive Behaviour for Learning (PBL), Assessment, Barista, Sensory and Integrated Computer Technology (ICT).

#### PBL Project

Positive Behaviour for Learning (PBL) was implemented across the school from Term 1 of 2017. Explicit lessons on appropriate behaviours in all school contexts, classroom and outdoors were taught weekly to all students. Expectations of students behaviour were made clear to all stakeholders, and a new structured student wellbeing system was put into place, replacing the old level system. Home connections were strengthened with parents being invited into the school for Cook School Medal Assemblies, whereby students who had demonstrated consistently positive behaviour for a minimum of 56 school days were publicly acknowledged for their efforts. New data tracking systems for student incidents were piloted to better track progress over the course of the intervention. Staff received extensive training opportunities on trauma-informed practice and this informed pastoral and restorative systems.

#### Assessment Project

The school continued to utilise ACER PAT assessments and we were able to collect comparative results for both literacy and numeracy, from a cohort that had been enrolled in our program for more than 12 months. Staff liaised with our academic partner from the University of Technology, Sydney to receive training on a suite of new evidence-based literacy assessments for both diagnostic and benchmarking purposes. Comparative results from the ACER PAT Assessments indicate a significant growth in student literacy and numeracy outcomes across the 12 month period. New procedures are now in place to better collect this data from a continually rolling student enrolment cycle.

#### Barista Project

The Barista program is now embedded daily within the High School timetable with all enrolled students between Years 7–10 receiving ongoing opportunities to gain work related Café skills.

#### Sensory Project

The Sensory Project received a significant funding boost courtesy of a large donation from Toyota Australia through SchoolsPlus. \$82,000 per year for four consecutive years has been donated to Cook School in order to continue our groundbreaking work with an embedded Occupational Therapist. Two other schools (Bates Drive School and Minerva School) have also been funded for this project through SchoolsPlus, and we are working as a consortium. A Senior Education Lecturer from the University of Technology, Sydney has joined the project in order to research the effect on our student population of explicitly teaching self-regulation strategies and improved literacy performance, and a SERAP approval to conduct the research and publish the findings in peer-refereed journals has been obtained.

Additionally, new active and passive playground areas are in place, flexible learning furniture has been purchased and installed in all K–6 classrooms, staff developments days have been devoted to building understand of sensory processing disorders and occupational therapy interventions, and Gynea Tradies made a substantial donation of \$27,000 toward the building of an outdoor gymnasium for our high school students. Our school counsellor also established a therapeutic outdoor education / gardening club during student lunchtimes.

## Integrated Computer Technology Project

Significant upgrades were made to the school's technology resources during 2017. 21 new desktop computers were purchased and installed for student use across the school. Due to a generous donation from Verona School, we have been able to install an additional three interactive projectors and whiteboards into classrooms, ensuring that all classes now have one for use. Significant upgrades were made to the school's network with a new switch and hub installed into the primary school.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff clearly understand and implement Positive Behaviour for Learning strategies and procedures.	Staff Development Days Certificates/Printing/Medals/Signs – \$12,128 Parent Morning Teas – \$200	All staff members completed the four day PBL training. PBL was implemented in the school at the commencement of the 2017 school year. Further staff development time was spent during Term 2 and Term 4 refining processes. PBL is now in place across the whole school and all staff are implementing strategies and procedures
90% of students experience a > 30% reduction in executive behaviour referrals during a 12 month period.	Student incentives and rewards – \$961 Resources and consumables – \$2,236 Occupational Therapist – \$37,000 SchoolsPlus Funding	There has been a 23% reduction in student suspensions since the previous school planning cycle. All enrolled students have demonstrated a reduction in behaviour referrals. Frequency, intensity and duration of inappropriate behaviours has declined as students learn to better utilise self-regulation strategies and techniques.
100% of students demonstrate a measurable improvement in Literacy and Numeracy competencies during a 12 month period.	ACER PAT Assessment Suite – \$2,700 Literacy and Numeracy Resources – \$4,410 Academic Research Partner (UTS) – \$12,000 SchoolsPlus Funding	All students that received interval testing in PAT Early Years Reading, PAT Comprehension, PAT Spelling, PAT Early Years Maths and PAT Maths demonstrated a significant measurable improvement in their associated scale scores.

## Next Steps

During 2018 we will continue to review and refine all documentation and procedures relating to PBL, finalise signage designs and then purchase and install. Cook School Medal assemblies will be further expanded to involve referring school personnel and class presentations.

We will continue to utilise PAT Assessments and additional staff members will be trained in their administration. An ongoing comparative collection of data will be put in place to better monitor student performance upon entry and exit. Further work will be done with our academic partner at UTS around appropriate literacy, numeracy and wellbeing assessments and their interpretation for the purposes of obtaining more accurate levelled and diagnostic student performance data.

The Barista program will continue as is within the school, refining processes as necessary.

The Sensory Project will be further expanded in the 2018–2020 School Plan as the 'SchoolsPlus Project', this will comprise the Occupational Therapy Support, research component, partnership with other specialist settings and the embedding of sensory breaks and occupational therapy based regulation techniques into class programs. Significant portions of funding will be spent on the upgrade of outdoor areas within the school (eg sunshades over active and passive areas), appropriate play equipment, and student sensory toolkits.

Next steps for the school's technology inventory are to update and expand our fleet of mobile devices and iPads, as well as invest significantly in staff training in current STEM programs.

## Strategic Direction 2

Successful student transition through collaborative case management.

### Purpose

To work collaboratively with a wide range of relevant multi-disciplinary stakeholders in order to ensure successful student transition to school, vocational training, workplace or alternate pathway. Students will develop confidence in their abilities and be well prepared to meet the challenges of their transition setting.

### Overall summary of progress

During 2017, under this strategic direction Cook School focused on 3 key projects: Reintegration, Work and Community Access, and Cook School Clinic.

#### Reintegration Project

During 2017 a key focus was to further support the professional development of School Learning Support Officers (SLSOs) in order to strengthen supports to mainstream referring schools. We also established a 12 monthly integration meeting with primary schools and their executive to assist in the development of comprehensive wider school plans to support the reintegration process. Lines of communication between High Schools and Cook School personnel were improved through weekly email updates, ensuring that school visits could be more purposeful and schools were more prepared for the arrival of supporting Cook School staff. Our 'Centre of Excellence' program commenced with staff members from several referring schools visiting Cook School classes to look at programs, curriculum adjustments and management techniques. Executive supported the Woronora River and Port Hacking LAST network by delivering professional learning on improving whole school wellbeing systems. In all, Cook School supported 34 different mainstream schools throughout 2017.

#### Work and Community Access Project

Students and staff members took part in WorkCover General Construction training. Year 10 students took part in weekly work experience activities in the automotive, hospitality and construction industries. Senior students met with careers advisors from their referring schools. Selected students took part in 5 week Certificate II Bricklaying course. Exiting senior students worked with an external employment agency (APM) to support transition to the workplace. We also strengthened our connection with the Support Teacher Transition, and took part in 'Ticket 2 Work' program.

#### Cook School Clinic Project

School Clinics were held each term with personnel relevant to each particular student case. Our Network Specialist Facilitator is now chairing all clinics. In addition to NSW Health personnel, as of 2017, the Family Referral Service now have a position at the clinics. Feedback following each clinic has assisted to refine the process. Clinic participants have been selected for Term 1, 2018. The Cook School counsellor established a specialist EDBD School Counsellor network, which has received fantastic support across the Ultimo Operational Directorate. This network met twice in 2017 and has planned their professional development for Term 1, 2018.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All integrating students successfully return to their mainstream schools with an improved ability to manage their own behaviours and engage in the teaching and learning process.	Staffing for reviews and integration support – \$7,200	The 6 students that had progressed through the Cook School integration pathway returned successfully to their referring school. These mainstream schools have been very positive about the students' ability to better cope with the demands of a mainstream setting.
Cook School Clinic established and operational each term, delivering coordinated service provision to improve outcomes for students and families with complex support needs.	Clinic Costs – \$400 Counsellor release	Cook School held two clinics each term during 2017. Each clinic assisted in the delivery of coordinated service provision to students and families with complex support needs. Very positive feedback was received at each one.

## Next Steps

Further review of reintegration procedures will take place during 2018, with an aim of improving the process and supports for all stakeholders. We are also hoping to trial a pilot support program for early career teachers in positive education practices and trauma-informed care, to be delivered at Cook School.

Project leaders will liaise with local businesses to build database of potential work experience placements. Students to engage in 'Get into VET' courses throughout 2018. Cook School Work Readiness documentation will be developed and procedures will be piloted. The school will also engage further in the Ticket 2 Work program.

The structure of our clinics will also be reviewed as meetings can at times have too many participants. Our wellbeing team will look at models from other settings on complex case management.

### Strategic Direction 3

Staff are high performing collaborative and innovative.

### Purpose

Our teachers will consistently demonstrate best practice in curriculum delivery, equipping students with the skills required to be 21st Century learners. Through effective support structures, whole school organisation and reflective planning, staff will be prepared to deliver an exceptional schooling experience for students. Management structures will be transparent, value inclusivity and build leadership density across the school community.

### Overall summary of progress

During 2017, under this strategic direction Cook School focused on 3 key projects: Policy and Welfare Framework, Quality Teaching and Learning, and Curriculum.

#### Policy and Welfare Framework

Under this project a 'Staff calendar, documentation requirements and timelines' handbook was developed. This handbook set out all expectations of staff with regards to fulfilling NESA programming requirements, as well as laying out all school based expectations for teacher support and supervision. Sample proformas and guidelines were also developed so that all staff have a thorough understanding of administrative duties and timelines for completion. Several staff members also took part in Mental Health First Aid training to better understand the student cohort, as well as support their own wellbeing. Supporting documentation developed under this project has also been beneficial for the school's reporting requirements for the DoE AZT. Staff also attended professional learning on Trauma Informed Practice from CARA House and Sustaining the Professional and Private Self, presented by the School Services Director, Anne Reddie.

#### Quality Teaching and Learning Project

All teaching staff set goals in line with their personal interests and the school plan and actively sought out professional learning both within and external to the school in order to meet goals. All staff met with the Principal three times over the course of the annual PDP cycle. A draft package for staff detailing documentation expectations, timelines and NESA requirements was developed by our Assistant Principal and put in place. Specialist teachers were also brought into the school to assist with the development of a music program, and staff received professional development in its delivery, through a team teaching approach. The school also established a literacy committee to address the formation of a whole school literacy strategy.

#### Curriculum Project

During 2017 we significantly expanded curriculum opportunities for our high school students through the employment of specialist teachers to assist with the development of appropriate units of work and program development. An evaluation procedure was put in place, whereby every single lesson taught to our Years 7–10 cohort is formally evaluated post-delivery and written feedback given to the staff member that prepared the lesson. The impact of this has been that further curriculum adjustments have been made to both difficulty of the work as well as the amount of content in order to cater to a wider range of abilities within the classroom. Student engagement in lessons in the high school has significantly improved as a result. Significant funds have been expended on resources and equipment to support curriculum delivery in the high school. In the primary school staff focused on developing a whole school PDHPE approach aligned with PBL and the Zones of Regulation Program. Staff also began work on a whole school approach to the teaching of reading.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff engaged in quality professional development and reaching professional goals tailored to meet the needs of the students in the school.	Teacher Professional Learning – \$16,300	Staff meeting goals in their Personal Development Plans and aligning these to teaching standards and school priorities. Staff are accessing a wide range of professional learning activities, detailed later in this report.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff aligned to the goals within the school plan and actively supporting its successful implementation.	Staff Staff Development Days Project Teams	All staff have actively supported the implementation of the school plan through leadership of, or involvement in identified projects under the 2015–2017 Cook School Plan.
Increasing level of teaching staff demonstrating confidence in Australian Curriculum delivery.	Teacher Professional Learning – \$16,300 Literacy and Numeracy Resources – \$4,410	Significant expansion of K–10 teaching resources following review. Staff engaged in quality professional development in curriculum delivery.

## Next Steps

Staff to work with personnel from UTS on emerging trends and evidence-based in the teaching of literacy. The school will also utilise the services of a speech therapist in examining the impact of expressive and receptive language disorders in the acquisition of literacy skills and progression through the continuums.

Staff to identify key areas of involvement in the implementation of the 2018–2020 Cook School Plan.

Staff to develop a whole school approach to curriculum development and delivery in the primary school to better allow for student transition between classes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4,950	The bulk of these funds were combined with the Socio–Economic Background loading and expended toward the acquisition of new computers for student use in each classroom. Every student in every class now has individual access to up to date ICT to support their studies in all curriculum areas. This expenditure was in line with the processes set out in Strategic Direction 1 of the 2015–2017 Cook School Plan.
<b>Socio–economic background</b>	\$14,184	The bulk of these funds were combined with the Aboriginal Background loading and expended toward the acquisition of new computers for student use in each classroom. Every student in every class now has individual access to up to date ICT to support their studies in all curriculum areas.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	21	19	20	26
Girls	4	4	2	8

Cook School's enrolment is capped at 42 students in accordance with the NSW DoE requirements of a 1:7 teacher to student staffing ratio for specialist settings catering for student with emotional disturbance or behaviour disorders. As enrolment is processed by School Services, through the Ultimo Operational Directorate's EDBD panel, according to need, actual student numbers can fluctuate significantly throughout the year. The above table shows a record of the number of students enrolled at the school on the day the census data was taken. A total of 44 students were enrolled at some time throughout 2017.

### Management of non-attendance

Programs at Cook School are designed to promote school attendance and engagement. Student attendance and engagement can be impacted by a range of factors, which are often mitigated over time by appropriate individualised support. Student attendance rates for 2017 demonstrated further improvement from 2014 levels, particularly with respect to unexplained absences. Parents or carers of students in the High School program are usually contacted each day a student is absent, and a digital attendance marking system generates reports based on attendance patterns and punctuality, notifying executive staff of attendance concerns. Home School Liaison Officers and Learning and Wellbeing personnel are engaged for students whose attendance patterns become of concern. Due to the short term placement of students at Cook School, longitudinal tracking of attendance does not provide data of statistical significance.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	33	0	0
Employment	33	0	0
TAFE entry	33	0	0
University Entry	0	0	0
Other	0	0	0
Unknown	0	0	0

The Cook School program finishes at the end of Year 10. At the close of 2017, 66% graduating Year 10 students transitioned from Cook School into an employment pathway. The remaining 33% of graduating Year 10 students have engaged in TAFE programs.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	5.54
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	7.82
Other Positions	0.2

\*Full Time Equivalent

At present there are no staff members at Cook School that identify as having Aboriginal or Torres Strait Islander heritage.

## Workforce retention

During 2017 a substantive Assistant Principal took a secondment to another setting. This position has been temporarily filled for the duration of the secondment. A temporary class had its duration extended for the year, continuing the temporary positions of an extra teacher and school learning support officer. A class teacher took a secondment to a School Services position. A third K–6 ED class was established and a permanent SLSO was appointed, and a new SAM was appointed to the school via merit selection.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	40
Postgraduate degree	60

## Professional learning and teacher accreditation

Two teachers are maintaining accreditation at the 'Proficient Level', the remainder of teaching staff will move into the new system of NESA accreditation in 2018.

Staff at Cook School completed extensive professional learning during 2017. There were three whole school staff development days and four after school 'twilight' sessions. The majority of staff indicated these opportunities were highly beneficial to their practice. Professional learning was aligned to Strategic Directions and covered topics such as the use of ACER PAT Assessments, Vicarious Trauma and sustaining the professional and private self, Positive Behaviour for Learning implementation and matrix development, a whole school literacy audit and professional learning of evidence-based practice in literacy teaching strategies, Child Protection, Bushfire Awareness, Code of Conduct, Cardio-Pulmonary Resuscitation, Anaphylaxis response training, Trauma Informed Practice with Cara House, and our community of schools (Bates Drive and Minerva schools) SchoolsPlus Project launch with our Occupational therapist and tertiary research partners.

All staff were trained in MAPA (Management of Actual or Potential Aggression) and several staff members also took part in Mental Health First Aid Training.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

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

	2017 Actual (\$)
<b>Opening Balance</b>	60,897
<b>Revenue</b>	1,979,973
Appropriation	1,820,509
Sale of Goods and Services	555
Grants and Contributions	157,539
Gain and Loss	0
Other Revenue	0
Investment Income	1,370
<b>Expenses</b>	-1,818,478
Recurrent Expenses	-1,818,478
Employee Related	-1,663,487
Operating Expenses	-154,991
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	161,495
<b>Balance Carried Forward</b>	222,392

Cook School has a Finance Committee comprising the SAM, SAO, Principal and Assistant Principals. Purchases are brought before a weekly budget meeting for approval.

Further details concerning the statement can be obtained by contacting the school.

## Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	360,313
Base Per Capita	12,269
Base Location	0
Other Base	348,044
<b>Equity Total</b>	19,134
Equity Aboriginal	4,950
Equity Socio economic	14,184
Equity Language	0
Equity Disability	0
<b>Targeted Total</b>	1,145,844
<b>Other Total</b>	104,789
<b>Grand Total</b>	1,630,080

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.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of stakeholders about the school. Their responses are presented below. During 2017, the school sought opinions of parents, community members and teachers about the school. Respondents were asked to respond on a 5 point continuum from 'Strongly Agree' to 'Strongly Disagree' to the following statements.

1. I feel Cook School is committed to my child's learning.
2. The school is connected to its community.
3. I find it easy to contact the school and discuss concerns relating to my child
4. I think staff are proactive in contacting me to address concerns regarding students
5. The students are the school's main concern
6. The school has effective behaviour/social programs
7. The school has effective wellbeing programs
8. The school teaches and promotes positive values
9. The school offers appropriate and supportive programs
10. The school maintains a focus on literacy and

numeracy

11. The school provides a case management approach
12. There is good student access to technology programs and resources.
13. Teachers provide extra support to students who need it
14. The school's connection to the OT and University is valuable for my child
15. The school promotes a healthy lifestyle.

We are proud to say that for all questions the overwhelming majority of respondents answered with 'Strongly Agree'.

The only question that had some responses that indicated 'Neither' was question 11, 'The school provides a case management approach', with a few respondents indicating that they weren't sure what the question meant.

Some parents/carers also made comments on the page, such as '*(Student) has had a very positive year at Cook School. He has learnt more this year than in his previous six years of schooling. A great result! Thank you, Cook School.*' and '*(Student)'s life has changed due to his year at Cook. He is much more confident and ready for High School.*'

Several parents have also praised the work of the Occupational Therapy program, funded through SchoolsPlus and requested an expansion of it.

Staff have also had opportunity to reflect on their work environment at Cook, in particular through the annual public service '**People Matter**' survey. In every single category, Cook School staff indicated that they were highly engaged with their work and extremely supportive of the direction of the school. In fact, **in all areas positive responses were consistently between 12 and 25% higher than other schools in the network and 18–36% higher than the rest of NSW.**

Of note, 100% of staff indicated that their job 'gives a feeling of personal accomplishment', 100% stated they are 'motivated to contribute more than what would normally be required at work', 91% indicated that they believe the school executive 'provide clear direction for the future of the organisation', 91% indicated that the school executive 'effectively lead and manage change', 82% strongly agreed that they feel listened to and employee innovation is encouraged. 91% believe that we 'focus on improving the work that we do', and that we are 'making the necessary improvements to meet our future challenges'. 82% of staff believe that they can 'Keep work stress to an acceptable level', and 91% indicated that they receive support from other members of the team.

The results of this survey were so outstanding that personnel analysing the results at NSW DoE State Office have made contact with the school principal to enquire how things are going so well, and request further information as to the schools practices to share with other schools.

## Policy requirements

### Aboriginal education

The Department of Education's Aboriginal Education policy aims to provide for all students an increased knowledge and understanding of Aboriginal Australia through the inclusion of Aboriginal histories, cultures and languages in educational programs. Aboriginal education and training is core business for all staff. The national curriculum has identified the study of Aboriginal and Torres Strait Islanders histories and cultures as a cross curricula priority to include the three concepts of Country, People and Cultures. At Cook School, all students who identify as ATSI have a personalised learning and support plan (PLASP).

Additionally, Aboriginal Education is embedded in cross curriculum content within units of work and through participation in specific events and initiatives such as NAIDOC Week celebrations. An Aboriginal Educator visited during NAIDOC week celebrations and conducted several activities which explored indigenous culture and celebrations.

As in previous years, students at Cook School researched and produced Aboriginal inspired art works, which reflected a respect and understanding of Aboriginal art and culture. Students designed and constructed Aboriginal inspired murals in the primary school.

A highlight of the year was the awarding of a Deadly Kids Award to a Year 6 student for his consistent effort and achievement at both Cook School and his referring school. This was a proud moment for the student and his family who were in attendance at the awards ceremony.

All Aboriginal background funding provided through our 2017 RAM allocation was expended on PLASPs and the upgrade of classroom computers for student use.

### Multicultural and anti-racism education

Cook School promotes an inclusive learning environment where students and their families from all cultural backgrounds are supported.

Teaching and learning at Cook School is culturally sensitive and inclusive for all students. Learning programs include topics and experiences that are significant and relevant to our students to increase engagement and connectedness to education and the community.

The centrepiece for our celebration of multiculturalism and cultural diversity was our Harmony Day celebration in March, where all students took part in activities celebrating the 2017 Harmony Day theme, 'Strength in Harmony'.

The Cook School community are proud to be culturally diverse. Wherever possible, staff and students are encouraged to be aware and accepting of all cultures

and people.

The school has an Anti-Racism Contact Officer as well as strict policies on discrimination and bullying.