

Cobbitty Public School

Annual Report



2018



1580

Introduction

The Annual Report for **2018** is provided to the community of Cobbitty 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.

Dawn Dallas

Principal

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Message from the Principal

As a growing school community we have worked together to ensure that each student has been able to achieve success and growth in their learning. We have continued to provide a challenging and balanced curriculum, where students have opportunities to be involved in a wide range of experiences.

Beyond the classroom we provided students the opportunity to participate in an extensive range of extra-curricular activities in: public speaking, debating, Tournament of Minds, sporting programs, band, choir, dance groups, garden club, environmental studies, Premier's Reading Challenge, Premier's Sporting Challenge and Premier's Spelling Challenge.

Our parents have continued to support our school in many ways: in classrooms, running the uniform pool, in the library, fundraising and at special events. The P&C continue to support school programs making this a cohesive learning community.

Our exceptional and hardworking staff care for every student and ensure that they provide a wide range of quality learning experiences and opportunities. I thank them for their ongoing support as well as their dedication to and care of our students. It is extremely rewarding to work with such a professional and committed team.

Cobbitty Public School is an inclusive and supportive community of critical and creative thinkers who are inspired to reach their full potential. Our school learning environment ensures that students are able to thrive and succeed. I am extremely proud of the achievements that we have made together this year.

I would like to thank our staff and entire school community for their dedication, passion and commitment in continuing to make a difference for our children.

It has been a very rewarding school year. I am very proud to be your Principal and look forward to working with you to ensure that Cobbitty continues to be an outstanding and dynamic school in 2019!

School background

School vision statement

Together as a supportive, inclusive, respectful community we will provide holistic and enriching teaching and learning programs which empower all students to:

- learn and build knowledge to continually progress within an ever changing world;
- grow through opportunity, communication, self-direction and reflection; and
- succeed as creative, innovative, inspiring and collaborative problem solvers.

School context

Cobbitty Public School is located in a growing semi-rural setting south west of Sydney. We are committed to providing comprehensive and diverse quality learning opportunities for all students in a positive, safe and supportive environment.

Students are highly engaged and proud to be associated with the rich cultural heritage of their school. Students enjoy a diversity of programs and extra-curricula activities.

Our staff is a combination of both new scheme teachers and experienced teachers, all working collaboratively to form a dedicated team of educators who care deeply about the needs of each child. The staff has high expectations for all students.

We have a highly involved, supportive community, including an active P&C, who value staff dedication and strive to ensure their children are receiving every possible opportunity for individual success.

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.

In the domain of Learning our focus has been on ensuring that every student makes measurable learning progress while developing future focussed and resilient lifelong learners who are self-directed and who think critically and creatively when facing challenges.

Our continued work in the area of new curriculum development and implementation, has included the development of whole English and Mathematics Scope and Sequences, ensuring that staff are continuing to align teaching and learning with the New South Wales Syllabus for the Australian Curriculum, in a consistent approach that differentiates for student learning need.

Through structured teacher collaboration and instructional leadership practices, we have continued to develop the use of assessment data to monitor student achievement and identify gaps in learning to inform planning for groups and individuals.

In the domain of Teaching distributed instructional leadership practices have been implemented to develop a culture of effective, evidence-based teaching and ongoing improvement.

Throughout 2018 all teachers engaged in relevant, future focused professional learning that is shaped by research, evidence and feedback to build their capabilities. Teams have worked collaboratively to ensure high expectations of student learning; and as members of stage teams evaluate and respond to the effectiveness of classroom programs. Teachers have also worked collaboratively to develop expertise in the use of data analysis as an integral part of being reflective practitioners. They have developed expertise in the use of data to make informed decisions to plan ongoing learning experiences.

In the domain of Leading, the school plan has continued to drive continuous whole school improvement with the three strategic directions evident in school activities and decision making practices.

Instructional leadership has continued to be a focus and the leadership team have engaged in intensive professional learning to increase instructional leadership skills to sustain a culture of effective, evidence-based teaching and ongoing improvement.

A leadership culture has been maintained. All members of the school community are recognised as leaders and all available expertise is accessed to meet the needs of students. Teachers across the school enthusiastically undertake leadership roles and high levels of community involvement across the school have been maintained.

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

Literacy & Numeracy

Purpose

To ensure improved learning outcomes and continuous high levels of learning growth for all student in literacy and numeracy through ongoing improvement in pedagogy.

Overall summary of progress

In 2018, Cobbitty Public School has continued its committed approach to the development of quality teaching and learning programs in English and Mathematics.

All teaching staff included in their Professional Learning Plan (PDP) a goal to embed problem solving in Mathematics programs with a focus on challenging high achieving students. This goal was achieved by all classroom teachers through numerous professional learning sessions targeting the development of a variety of problem solving tasks that are open ended, encouraging students to foster communicating and reasoning skills. Tasks were co-planned as a stage, encompassing all strands of Mathematics, during collaborative planning sessions with the intention to challenge students according to their own academic ability as well as encourage them to become critical and creative thinkers by reflecting upon their own learning and that of their peers.

Throughout 2018, staff participated in various opportunities for self reflection, allowing it to become a regular component of the collaboration time and embedded into their daily teaching practice.

Our executive staff have engaged in professional learning in relation to "Intentional Talk" which has encouraged effective coaching conversations among classroom teachers, the instructional leader and supervisors within the collaborative planning sessions.

In addition to the collaborative planning sessions, all staff have worked in partnership with our Instructional Leader who has provided in-class support through demonstration lessons and coaching in a team teaching environment based on the lessons that have been co-planned as a stage. Staff reflect upon the effectiveness of the lessons using a range of collected evidence to gather information about student learning. This evidence is not only used to track student learning but to drive future planning allowing classroom teachers to have a very clear understanding of where to next for their students.

A variety of new pedagogies are now embedded into current Mathematics programs across all stages. We have had a focus on developing whole number sense through the implementation of number talks across the school. During these short, explicit lessons students are given the opportunity to share ideas with each other about how to mentally solve number problems, provoking a deep understanding of how numbers work and encouraging flexible thinking.

We have also ensured a consistent approach to the teaching of arithmetic strategies across all stages through daily explicit instruction of addition and subtraction where students are given opportunities to participate in targeted activities that cater for their individual learning progression, yet challenging their thinking. Students are working towards self regulating their own learning by identifying their strengths as well as areas where additional support is needed.

In the stand of Number, classroom teachers experimented with visible learning through the implementation of Learning Goals and Success Criteria across the school. This supported explicit lessons by making learning transparent and purposeful for all students and resulted in students gaining a deep understanding of what they were learning and why it was being learnt.

A revised Mathematics Scope & Sequence has been successfully developed this year. Staff have been involved in the development of an explicit outline of the expected content to be implemented across every stage for each term in 2019. This will ensure a consistent approach to the teaching of Mathematics across the school and foster collaborative planning in Mathematics across all stages in all content strands.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher performance and development demonstrates sustained growth in teacher	• Instructional leader support and collaborative planning time.	Teachers developed individualised professional development plans explicitly targeted to build their capacity to cater for learner diversity and improved

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
capacity against the Professional Standards for Teachers.	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$24000.00) 	<p>learning success in literacy and numeracy. Stage supervisors met with stage members to create, modify, monitor and finalise PDPs, reviewing goals and determining directions for professional growth in subsequent years. All teaching staff included a goal for development of their expertise in numeracy instruction. Staff were able to access professional learning and in-class Instructional Leader support at the point of need. The Instructional Leader facilitated stage-based collaboration sessions for the creation of learning goals, numeracy lessons and relevant assessment tasks. In-class support time was used to provide demonstration lessons of innovative new practices, observations of teacher performance and support for students. The result was improved pedagogy and practices in teaching programs and classrooms. For future development of the PDP's we will consider how the whole school goal can be effectively achieved for support staff.</p>
No more than 5% of students in Years 3 and 5 achieving below the national minimum standards across all areas of NAPLAN	<ul style="list-style-type: none"> • Instructional leader support and collaborative planning time. • Quality Teaching, Successful Students (QTSS) (\$24217.00) 	<p>In 2018 Cobbitty Public School participated in NAPLAN online. NAPLAN results may contain a greater than expected variance given that some schools completed online tests while others completed paper tests.</p> <p>In Mathematics, staff and students were supported by the Instructional Leader to ensure that numeracy instruction was differentiated and delivered to each student at the point of need. Specific learning goals and differentiated success criteria were developed to support student success.</p> <p>In English, stage leaders received professional learning in the delivery and differentiation of learning programs in reading and writing using quality texts. The leaders supported their stage teams in the implementation of this professional learning.</p> <p>Student progress was entered into PLAN each term, and teachers modified and differentiated teaching programs to address the learning needs of students.</p> <p>In 2018, on average 5.5% of students in Year 3 and 6.3% of students in Year 5 achieved below the national minimum standards across all areas of NAPLAN.</p>
A 10% growth of students achieving in the top two performance bands across all areas of NAPLAN in Years 3 and 5.	Professional Learning (\$4000.00)	<p>In 2018 Cobbitty Public School participated in NAPLAN online. NAPLAN results may contain a greater than expected variance given that some schools completed online tests while others completed paper tests.</p> <p>In 2018, 32.88% of student achieved in the top two performance bands. In 2017 this number was 32.89%.</p>
Overall student learning in literacy and numeracy shows growth above state average		<p>In 2018 Cobbitty Public School participated in NAPLAN online. NAPLAN results may contain a greater than expected variance given that some</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
(NAPLAN)		<p>schools completed online tests while others completed paper tests.</p> <p>1n 2018, on average students in Year 5 showed growth above state average in Reading, Grammar, Punctuation. growth was slightly below stage average in Numeracy, Spelling and Writing.</p>
90% of all students achieving at or above grade expectations on internal school performance measures	Professional Learning (\$4000.00)	In 2018, 94% of students achieved at or above grade expectations on internal school performance measures.

Next Steps

In 2019, the Cobbitty Public School revised Mathematics Scope and Sequence will be implemented across the school. Support will be provided to plan using the scope and sequence during collaboration time allowing time for co-planning, co-teaching and –co-reflection across all strands of Mathematics.

A part of this process will include authentic and enriching stage based assessment tasks that allow for consistency of teacher judgement resulting in more accurate analysis of student learning to be undertaken. Learning Goals and Success Criteria will be introduced across all Mathematical strands and embedded into teaching programs. Students will be explicitly taught how to assess their own work and that of their peers against the Learning Goal and Success Criteria in order to provide helpful feedback to peers. Teachers will engage in ongoing professional learning around how to embed formative assessment to provide authentic and relevant evidence to track improvement of learning outcomes.

Working Mathematically will continue to be a vital component of all Mathematics programs with a continued focus on embedding enriching problem solving tasks into teaching and learning programs. Number Talks will remain a daily element to promote flexibility thinking with numbers.

Collaborative planning sessions will have a more intense focus and will ensure the use of triangulated data to track student learning and drive future planning. A large focus during the collaborative planning sessions will be the transition to the National Numeracy Progressions. All staff will engage in professional learning building their capacity to plan and program using the progressions and differentiate for all students accordingly.

In 2019, teachers will continue to collaborate and revise the English Scope and Sequence document. Weekly collaboration sessions will include opportunities for professional learning and support in the implementation of initiatives to improve teacher practice. There will be a particular focus upon a whole-school program for assessment, instruction and differentiation in Spelling.

Learning Goals and Success Criteria will be introduced across all English strands and embedded into teaching programs. Students will be explicitly taught how to assess their own work and that of their peers against the Learning Goal and Success Criteria in order to provide helpful feedback to peers. Teachers will engage in ongoing professional learning around how to embed formative assessment to provide authentic and relevant evidence to track improvement of learning outcomes.

Collaborative planning sessions will include professional learning around the National Literacy Progression. All staff will engage in professional learning, building their capacity to plan and program using the progressions to monitor and differentiate learning for all students.



Strategic Direction 2

Future Focussed Learning

Purpose

To develop future focussed and resilient life long learners who are self-directed and who think critically and creatively when facing challenges and contributing positively to the world.

Overall summary of progress

Throughout 2018, Cobbitty Public School began the process of implementing Visible Learning as a part of teaching and learning school wide. This was initiated through the immersion of all classroom teachers in Professional Learning around Learning Goals and Success Criteria. Following professional learning sessions, teachers worked in stage teams to breakdown the Mathematics syllabus and begin creating effective Learning Goals and Success Criteria. In line with research and professional learning, teachers also cleared the front of their classrooms, leaving only their whiteboards. This allowed space at the front, left hand side of all K–6 classrooms for Learning Goals and Success Criteria. This ensured students are able to easily locate their Learning Goal and Success Criteria and consistency of language as they move into different classrooms and through each Stage.

Stage teams also worked alongside the Instructional Leader in fortnightly Collaborative Planning sessions. Teachers were exposed to additional readings by Dylan Williams that aligned with TPL sessions on formative assessment and worked to incorporate Learning Goals and Success Criteria within Number Talks, Problem Solving and Taking Off With Numeracy (TOWN) sessions.

A school wide focus in 2018 was to facilitate students critical and creative thinking, problem solving and collaboration. This was initiated with the embedding of Critical and Creative Thinking (CCT) into teaching and learning programs. Students across all Stages were allocated one hour per week of CCT time where they worked with the 'Seven Thinking Dispositions', as well as ten minutes daily to complete a CCT 'crunch' task. These sessions and tasks worked effectively to stimulate students minds to think critically and creatively and apply this thinking across all facets of their daily lives. Throughout collaborative planning sessions teachers also worked to develop problem solving tasks that were imbedded into teaching and learning programs daily. Students would work individually or in pairs on tasks that would allow them to think for themselves and be increasingly resilient when faced with challenging tasks.

The development of flexible learning spaces also commenced in 2018, aiming to cater learning experiences to the needs of all students. The school Principal and a teacher representative attended the Futures Learning Unit to gain knowledge and up skill classroom teachers on the Learning Modes. As a result, technology, classroom space and furniture was adjusted to allow for the learning modes to work effectively within the Cobbitty Public School setting. Classrooms across Years 3 – 6 were provided with a set of Chrome books, sufficient Wi-Fi and PC Lock cabinets. This access to technology allowed for students to readily access the internet to engage effectively in inquiry, problem solving and collaborative learning tasks. Flexible furniture and seating was also purchased as well as the opening up of space within classrooms. This allowed for students to work effectively across a range of learning modes by easily creating areas that allowed for collaboration, discussion, demonstrations, experiential or independent work. Beyond the classroom, an outdoor learning space was established where teachers can take learning into the vegetable garden, onto the sensory equipment or into the outdoor classroom.

While aiming to develop students that recognise their role as contributing citizens within their school and broader community, Cobbitty Public School took part in a number of community initiatives. These included, the donation of hampers through the Anglicare Christmas Drive, a visit to the elderly at the Carrington Retirement Village and the raising of funds for the McGrath Foundation and Dilly Drought Drive. Stage Three students also joined the junior Aboriginal Education Consultative Group (AECG), where they worked with Aboriginal elders and students within the Macarthur community and participated in an Aboriginal bush walk at the Mount Annan Botanical Gardens. These experiences allowed students the opportunity to see their role as active, global citizens.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School data indicates improvement in student engagement, attendance and improved learning outcomes in all Key Learning Areas.		Anecdotal data shows high levels of student engagements across all key learning areas. In 2018 attendance rates at Cobbitty Public School exceeded the State average.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students participate in sustainability and community/global well being initiatives	\$15,000	In 2018, 100% of students participated in well being initiatives. These included environmental initiatives and fundraising events to support medical research and the well being of individuals and groups within society. For example the McGrath Foundation, Anglicare Toys and Tucker Drive and the Dilly Drought Drive. Environmental learning space developed with an upgrade of weather shed and school garden area.
Surveys reflect high levels of satisfaction amongst students, parents and staff in the provision of an engaging and flexible learning environment.	\$28,000	School learning spaces enhanced with purchase of flexible learning equipment. School evaluation surveys showed a high level of satisfaction from students, parents and staff in the availability of engaging and flexible learning spaces.
100% of students can effectively articulate learning goals	\$2500	A consistent approach and shared expectations for the implementation of learning goals have been developed through teacher professional learning. Consistent implementation of learning goals in classes K–6 commenced in Term 4. Many students can effectively articulate learning goals.

Next Steps

In 2019, Learning Goals and Success Criteria will be implemented for all strands of Mathematics across all Stages. Collaborative planning sessions will shift to focus on formative assessment and feedback, as well as peer and self assessment to help drive students learning and future planning. This will see students explicitly taught how to assess themselves and their peers against Learning Goals and Success Criteria in order to give and receive feedback about their learning. Within collaborative planning sessions, teams will begin dissecting the English Syllabus with the hope of also implementing Learning Goals and Success Criteria within English in semester two.

The Critical and Creative Thinking (CCT) program and Problem Solving will continue to be integrated into teaching and learning programs. CCT lessons, daily crunches and Problem solving tasks will take place daily within classrooms with students driving the investigations and learning.

Flexible learning spaces will continue being developed with the introduction of iPad sets and PC Lock cabinets in all K – 2 classrooms. Teachers will also be given the opportunity to purchase additional furniture for their classrooms that cater to the Learning Modes. The outdoor learning space will continue to be developed with the conversion of the weather shed into a classroom with running water, electricity, storage space and rolled doors to lock it up securely.

Outdoor learning spaces will continue to be developed and opportunities for students to take place in environmental and wellbeing projects beyond our immediate school community will be explored.



Strategic Direction 3

Wellbeing

Purpose

To provide an inclusive, safe and supportive learning environment where all student experience success and benefit from positive relationships within and beyond the school.

Overall summary of progress

In 2018, Cobbitty Public School has continued to support the wellbeing of staff, students and the community. The continued success of the Positive Behaviour for Learning (PBL) program has assisted in bringing together the whole school community to develop a safe and supportive learning environment. Expectations have been discussed at class and stage levels across the school, as well as the development of a consistent approach to dealing with behaviours by all members of staff. Two staff members attended the PBL TeachMeet to discuss progress at our school and develop a network of support amongst other schools. All staff participated in professional learning around the use of fast and frequent tokens for positive reinforcement, which were utilised throughout the school. All students and staff are committed to the school Anti Bullying Pledge.

A playground social skills program (Kindy Corner) has continued to be developed to reduce anxiety, and increase engagement with play at break times. Supported by staff and Year 6 monitors, it has provided opportunities for students to develop friendships with students who have common ways of thinking and encouraged the appropriate expression of wants and needs. Toys and games were kindly donated to enhance the program by members of the school community.

7 students participated in the Macarthur Aboriginal Kids Activity Day. This enabled students to connect to their culture, promote reconciliation and enhance physical health. Two of our students became part of the Aboriginal Education Consultative Group (AECG), giving them the chance to provide input and ideas on issues relating to Aboriginal education, develop leadership, communication and public speaking skills and engage in education and their local community.

The development of existing and new community partnerships has assisted in our school working together with parents/carers to support student wellbeing and achievement. This was evidenced through the training of parents/carers in Lessons in Phonics Instruction (LIPI) to assist with student literacy development and classroom visits/discussions by parents/carers to enhance the learning opportunities for students. We utilised outside agencies such as Camden Men's Shed, to support the development of a shaded playground area and Narellan Bunnings, to support the school with painting of the playground.

A reading buddy program enabled older students to participate in shared reading activities with younger students. The aim of the program was to improve reading and comprehension skills by extending student vocabulary and overall learning success. 138 students from across the school benefitted from the program, developing social skills and fostering a love of reading in all those who participated.

The development of a whole school mentoring program has been initiated with staff meeting to develop preliminary shared expectations and implementation procedures. This program will continue to be developed and implemented in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
95%of students report a sense of belonging, expectations for success and advocacy at school		<p>Discussion groups were held with students at stage level. Students reported a strong sense of belonging. All students demonstrated ownership over the school expectations of being safe, respectful learners., creating a sense of belonging and expectations for continued success.</p> <p>Parent surveys showed that parents see a strong sense of belonging and positive relationships existing across the school. Parents report that they feel welcome and involved as partners to support learning.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers implementing resilience programs in classrooms consistently.	\$360	The Bounce Back program, which supports wellbeing, resilience and social/emotional learning was purchased for staff to use across the school. The program was trialled within a few classes and concepts introduced at stage assemblies.
100% of student actively engage in peer / buddy programs.	\$1000	100% of students were actively engaged in peer / buddy programs during Harmony Day activities and collaborative games afternoons coordinated by the Student Representative Council. 138 students across the school were involved in the buddy reading program to support students in developing positive relationships while consolidating reading skills.
100% of students report that they can identify and access an adult mentor at school.		Teacher/Student mentor program discussed with staff . Timeline and core expectations developed for program implementation.
5% increase each year in community participation as contributors to school programs / initiatives		Additional opportunities were provided for parents and carers to contribute to school programs / initiatives. 2 parents engaged with classes during Harmony Day activities. 110 parents/carers attended the 'Meet the Teacher' evening to engage classroom teachers and support the school community. Database created outlining areas of expertise within the community that would support school programs / initiatives.

Next Steps

In 2019, a school wide mentoring program will be finalised and implemented with each student in Years 2–6 matched to an adult mentor. We will continue to monitor, evaluate and provide feedback to support positive relationships across the school and ensure that every child is known, valued and cared for.

In 2019, staff will be surveyed regarding student wellbeing and student ownership. Knowledge and advice from the Student Wellbeing Hub will be utilised to support staff in enhancing wellbeing across the school.

In 2019, we will support the implementation of the Bounce Back program, designed to promote positive mental health, wellbeing and resilience for students and teachers to build safe and supportive class and school learning environments.

The Positive Behaviour for Learning (PBL) program will continue to be developed across the school with a focus on the classroom environment. Lessons will continue to be taught and revised in class and at stage assemblies. Staff will continue to be upskilled in the pedagogy and relevance to support student welfare. A Film Pond production will be developed to showcase expectations for new students.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$15,289	Strategies were implemented to improve the learning outcomes for Aboriginal students in literacy and numeracy and increase the profile of Aboriginal education.
English language proficiency	\$12,925	Additional Classroom Teacher days and School Learning and Support Officer hours are funded to support classroom programs and EAL/D programs.
Low level adjustment for disability	\$99,187	A learning and Support teacher was employed (0.7) to provide intensive support to students requiring learning adjustments. School Learning and Support Officers were employed to implement daily literacy intervention programs.
Quality Teaching, Successful Students (QTSS)	\$48,517	The Quality Teaching, Successful Students (QTSS) initiative provided an additional staffing resource allocation (0.466) to improve the quality of teaching in all classrooms. This resource was used to support collaborative practices in the school to allow teachers to: jointly plan and observe each other's lessons, jointly develop units of work and assessment tasks, work together to assess and analyse student data. Mentoring and coaching practices were supported to facilitate the provision of constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management.
Socio-economic background	\$26,513	Additional Classroom Teacher days and School Learning and Support Officer hours are funded to support classroom programs and individual students with additional learning needs who do not have targeted funding.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	132	130	140	146
Girls	123	120	134	143

Student enrolment as of 21 March 2018 was 289. Enrolment numbers are growing steadily. We anticipate that student numbers at Cobbitty Public School will continue to increase due to the level of housing development in the area.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	94.5	96.1	94.5
1	95.6	94	95.6	94.1
2	95.4	95.4	94.8	94.4
3	95.8	95.3	95.8	94.6
4	96.3	95.5	94.1	94.1
5	95	93.9	94.3	93.6
6	92.5	94.4	93.8	94.2
All Years	95.3	94.8	95	94.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

In 2018, the attendance rates of our students were above those of both state and region. The school has in place comprehensive attendance procedures which are implemented consistently across the school. Student attendance data is reviewed on a regular basis and follow up action implemented as needed. Regular proactive communication, following unexplained absences, is initiated with parents to ensure regular

student attendance.

Class sizes

Class	Total
DR9	21
DR6	20
KR4	23
FR8	19
FR2	19
KR6	23
OS14311	29
OS15825	28
OS60619107	29
CR5	26
ER2	26
CR8	28

Structure of classes

Students were organised into 12 mainstream classes. The classes were formed as stage appropriate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.47
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Cobbitty Public School currently 1 member of staff of indigenous heritage.

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	35.3

Professional learning and teacher accreditation

All teaching staff have engaged with the professional teaching standards and are using the standards as a tool to identify their Performance and Development Plan (PDP) goals. All teaching staff have developed an individual Performance and Development Plan and have engaged in a range of professional learning initiatives throughout the year. The focus of professional learning has been on building the capability of staff to achieve some of our key priorities as set out in our School Plan and creating a culture of teacher quality, feedback and growth for all.

The school receives funds from the Department of Education (DoE) to provide for teacher release from class, and course fees. Professional learning is related to areas identified in the School Plan and DoE mandatory training. 100% of teachers participated in professional learning throughout the year. Below are some of the professional learning activities undertaken by staff during 2018.

Compliance Training for CPR, Asthma, Anaphylaxis and Emergency Care.

Child Protection Training

Code of Conduct and Work Health and Safety compliance training

Positive Behaviour for Learning (PBL) curriculum

Mathematics – problem solving, number talks, data collection and analysis

Reading – comprehension, differentiating to cater for higher achieving students, quality texts

Consistency in teacher judgement – assessing achievement in literacy and numeracy

Writing – developing a balanced and explicit writing program

Visible Learning – developing a school approach

Professional learning in maintaining 'Targeting Early Numeracy' (TEN) and 'Taking off with Numeracy' (TOWN) programs

Future focused learning classrooms – modes of learning

NESA– quality programming practices – developing a consistent approach

Literacy and Numeracy progressions

Teacher Performance Management and Improvement

Instructional leadership

One new scheme teacher achieved NSW Education Standards Authority (NESA) accreditation during 2018. Six new scheme teachers are currently maintaining.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	257,580
Revenue	2,645,641
Appropriation	2,424,387
Sale of Goods and Services	7,825
Grants and Contributions	208,605
Gain and Loss	0
Other Revenue	0
Investment Income	4,824
Expenses	-2,507,713
Recurrent Expenses	-2,507,713
Employee Related	-2,145,659
Operating Expenses	-362,053
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	137,928
Balance Carried Forward	395,508

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement. This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Cobbitty Public School received funding from the NSW Government, allocated by the NSW Department of Education. The school also receives funding for targeted resources and programs from the Parents & Citizens Association (P&C). School finances are managed with due diligence and appropriate financial responsibility.

Budgeting priorities are determined by the school executive team, in line with the school plan, the learning needs presented by our students and NSW Department of Education priorities to maximize student achievement and effective school operations. The Principal and School Administrative Manager (SAM) continue to monitor budget accrual and spending in line with NSW Department of Education policies and procedures.

Annual funding was committed against Equity loadings as allocated to our school by the NSW government and spent in keeping with these priorities.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,083,290
Base Per Capita	52,983
Base Location	0
Other Base	2,030,307
Equity Total	153,915
Equity Aboriginal	15,289
Equity Socio economic	26,513
Equity Language	12,925
Equity Disability	99,187
Targeted Total	66,245
Other Total	50,876
Grand Total	2,354,325

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.

From 2018 to 2020 NAPLAN is moving from a paper

test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 Cobbitty Public School participated in the NAPLAN online program. All Literacy assessment excluding the Year 3 Writing assessment were completed online. The NAPLAN Literacy assessments were conducted in May with 40 Year 3 students and 38 Year 5 students participating.

All Numeracy assessment were completed online. The NAPLAN Numeracy assessments were conducted in May with 40 Year 3 students and 38 Year 5 students participating.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018, 3 Aboriginal students in Year and 3 Aboriginal students in Year 5 participated in NAPLAN. 33.3% of Aboriginal students achieved results in the top 2 bands of NAPLAN in Reading and Numeracy.

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and staff members about the school. Their responses are presented below.

- A strong sense of belonging and positive relationships exist across the school. Parents report that they feel welcome and involved as partners to support learning.
- Students report that they value the variety of opportunities available to them at Cobbitty Public School, including such things as Critical and Creative Thinking programs, CAPA groups, Tournament of Minds, Environment Club and Sport.
- Staff reported that they feel valued as members of the school community and that the school is

committed to ongoing collaboration and improvement.

- Students reported that they value the resources available to support learning and that they increase their engagement at school.
- Parents reported that they value the way resources are targeted to support learning programs and improve the school learning environment.
- Parents reported that they value the way that behaviour expectations are explicitly, consistently and supportively applied across the school

Policy requirements

Aboriginal education

In 2018, strategies were implemented to improve the learning outcomes for Aboriginal students in literacy and numeracy and increase the profile of Aboriginal Education. Aboriginal Personalised Learning Plan (PLP) proformas were redesigned to enhance student ownership of goals and were completed for each student, in consultation with parents. PLPs outlined individual learning goals and the strategies to be implemented and monitored throughout the year to achieve these objectives. This collaboration continued to enhance partnerships between home and school. Students in Years 3–6 participated in a variety of activities during the Macarthur Aboriginal Kids (MAK) Day at the Australian Botanical Gardens, Mount Annan.

Multicultural and anti-racism education

Cobbitty Public School promotes and ensures an inclusive school community and a non discriminatory learning and working environment. Our school has trained anti-racism contact officers (ARCO). The school encourages participation of parents and community members from diverse backgrounds in all aspects of school life.

This year all students K–6 celebrated Harmony Day by taking part in a number of activities in line with the theme 'Everyone Belongs'. Guest speakers from our school community participated in activities to share their own cultural experiences including; games, dance and traditional celebrations.

In 2018 English as an Additional Language or Dialect support was provided through Equity funding. Support was provided to students using both team teaching and small group withdrawal. A New Arrivals Program (NAP) was implemented to provide intensive English support to newly arrived students to develop English language skills and increase participation in learning with peers in regular classes.

Other school programs

External Competitions

In 2018, Cobbitty Public School students entered a

number of external competitions and received outstanding results. Students entered the International Competitions and Assessments in Schools conducted by the University of New South Wales in six different categories. Achievements in each category include:

Mathematics: 2 Distinctions, 8 Credits

English: 1 Distinction, 1 Credit, 1 Merit

Writing: 2 Credits

Spelling: 1 Distinction, 1 Merit

Science: 1 Distinction, 3 Credits, 2 Merits

Digital Technologies: 2 Distinctions, 3 Credits

Tournament of Minds

14 students represented Cobbitty Public School in the Tournament of Minds competition held at the University of Western Sydney. Both teams performed well and received positive feedback from the judges especially for the spontaneous challenges.

Critical and Creative Thinking

In line with the Australian Curriculum, all teachers have received training in Critical and Creative Thinking (CCT) strategies and dispositions through an external provider. A specific Release from Face to Face (RFF) program has been implemented throughout the year targeted CCT skills, behaviours and dispositions required for students to think broadly and deeply in all learning areas at school and in their lives beyond school. In addition to this program, all teachers have integrated CCT into their classroom programs and daily routines and students are recognised using the schools merit system for CCT.

Student Representation in Science

Students in Years 3–6 participated in the Cobbitty Public School Science Fair. A range of subject matter was presented across all branches of science. 15 students were selected to attend the University of Wollongong Illawarra Coal Science Fair. 4 students awarded 'Highly Commended' for their projects.

Creative Arts

At Cobbitty Public School in 2018 the Creative Arts has continued to provide students with a creative avenue for expressing themselves. Students across all Stages have been provided with numerous opportunities to immerse themselves in CAPA and school extracurricular programs that allow for self expression, stimulate students imagination, evoke emotional responses and explore movement.

The Cobbitty Public School Concert in Term 3 showcased students learning through weekly Dance sessions. These weekly, one hour sessions run by the Dance2bfit company saw students in Years K–6 work with a choreographer to compose a dance item specific for their class to fit the concert theme of 'A Movie

Spectacular'. Following ten weeks of rehearsals and a whole school dress rehearsal, the Cobbitty School Concert took place at Elderslie High School. This allowed for us to work collaboratively with one of our local High Schools and their student Event Management Team to plan and smoothly run the event. The concert had an audience of 400 people and 18 acts, including the Cobbitty School Band, Dance Groups, the school Choir and individual class items.

Students were again given the opportunity to participate in Performance groups. Dance Groups including students in Stage 1 (Junior Dance), Stage 2 (Middle Dance) and Stage 3 (Senior Dance) rehearsed during lunch and recess times with their coordinating teachers. All groups met weekly throughout Terms 2 and 3 to learn and polish items that were performed at the Cobbitty School Concert and the Elderslie High School Dance Spectacular. This year the Senior Dance group had the addition of a professional choreographer and parent working collaboratively with the Senior Dance coordinator to choreograph a dance item. The Cobbitty School Choir consisted of students in Stage 1 (Junior Choir) and Stages 2 and 3 (Senior Choir) who spend lunch and recess times working with the Choir teachers to learning performance items for the Cobbitty School Concert, Easter service and the Cobbitty Christmas Carols evening. The Cobbitty School Band continued in 2018 with two groups; Senior Band and Junior Band. Students from Years 2 to 6 were offered tutorials once a week by an external bandmaster. The Band performed at the Cobbitty School Concert in Term 2 and the Presentation Day Assembly in Term 4.

Students in Stage 3 were again given the opportunity to participate in the Elderslie High School Dance Transition Group where they attended eight rehearsals at Elderslie High School throughout the year. The group of selected students from Cobbitty Public School grew to 9 students who worked collaboratively with teachers and students from Mawarra Public School, Elderslie Public School and Elderslie High School to create a routine to perform at the Elderslie High School Dance Spectacular in Term 3.

Sport

2018 saw students of Cobbitty Public School continuing to demonstrate their sporting abilities across a wide variety of sporting areas. Students competed in the school's Cross Country and Athletics Carnivals with a number of students representing the school at a Zone, Regional and State level. The school swimming carnival saw students from Years 2–6 compete at Picton Aquatic Centre with some students achieving outstanding results and continuing on to compete at the Zone, Regional and State Swimming Carnivals.

Throughout 2018, Cobbitty Public School entered teams in Summer and Winter PSSA Gala Day competitions with some success. The Junior Mixed Oztag team were winners in the Summer PSSA Competition and the Junior Boys Soccer team were winners in the Winter PSSA competition. Cobbitty Public School also entered junior and senior teams for rugby league to compete in the NSW State Knockout competitions. All of the teams that represented Cobbitty

Public School competed with dedication and enthusiasm whilst demonstrating strong sportsmanship qualities.

At an individual level, students achieved some outstanding results with 7 students representing Cobbitty Public school at the Razorback Zone PSSA level in a variety of sporting areas including hockey, rugby union, softball and touch football. A further 3 students successfully trialled for Sydney South West teams and competed in hockey and rugby union. Furthermore, 3 students from Years 3–6 represented Cobbitty Public School at the Interschool Equestrian with some excellent results.

In Term 1, 55 students from Years 2–6 attended a swimming and water safety program at Camden Pool which saw students successfully improve their swimming skills and water safety knowledge. During Term 2, K–6 students were involved in the Dance2befit dance and movement program on a weekly basis. Term 2, also saw 51 students compete at the Sydney South West Orienteering Competition. The day was a great success with 3 teams placing in their events with a 1st, 2nd and 3rd.

Throughout the year all students have participated in the Sporting School program designed to help schools to increase children's participation in sport, and to connect them with community sporting opportunities. We partnered with sporting organisations to deliver programs in football, lacrosse and hockey.

Environmental Education

Throughout 2018, students were provided with opportunities to engage in a variety of school based environmental education activities and learning. During Term 1, students from Early Stage 1 through to Stage 2 participated in an EnvironMentors workshop to enhance their understanding of litter reduction and recycling. Students from Stage 3 maintained weekly paper recycling and Stage 2 students began composting fruit scraps from Munch and Crunch for the compost bin located in the vegetable garden.

Students from across the school volunteered their time during lunch and recess breaks to maintain the vegetable garden and grow a variety of produce. Year 1 and Year 3 students sold a range of foods to school families during pop-up sales. Money from the sales was used to purchase additional materials and seeds for the garden. During the Year 2/3 camp, students painted the raised garden beds to create a bright and colourful area. Students from Stage 2 cared for the chickens and collected the eggs each day.

During Term 3, Bunnings donated a worm farm to the school. Students from Year 1 and Year 3 attended a workshop run by the Bunnings Activities Organisers to set up the worm farm. Stage 2 students maintained the worm farm and regularly collected worm juice for use in the vegetable garden. Classes across the school have made regular use of the weather shed and the area has also been enjoyed by students during lunch and recess breaks. Power and water were connected to the weather shed at the beginning of Term 4 and we are

looking forward to the upcoming instillation of a new water tank in this area. Future plans for the garden area include an application for a Junior Landcare Grant to develop a composting space adjacent to the existing garden.