

Cooma Public School Annual Report



2018



1628

Introduction

The Annual Report for **2018** is provided to the community of Cooma Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Wendy Attwood

Principal

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School background

School vision statement

Working together to improve student outcomes in a safe and inclusive environment.

School context

Cooma Public School has an excellent location in the centre of town. The school has a proud history of providing quality education on the Monaro since 1863. We are a comprehensive, state, primary school which provides a range of learning experiences for our 260 students.

We are committed to preparing our students for life beyond school by providing challenging and enriching learning opportunities and supporting all students to achieve their best.

The staff work consistently to develop a deep understanding of the students and to instill a sense of pride in their efforts and achievements. We provide a safe, friendly environment that promotes creativity, collaboration and communication. Innovative and flexible teaching and learning programs allow us to meet the needs of all students.

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

We have a highly supportive community which has high expectations of the educational programs provided for the students. The staff highly values the collaborative relationship that exists between school and community.

We have an active P&C that contribute significantly to the success of educational programs and initiatives.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

In the domain of Learning, the focus has been using evidenced based teaching practices. Cooma Public School is sustaining and growing in this area.

We entered our second year of the Early Action for Success initiative in 2018. An impact of our engagement of this initiative are evidence based practices in literacy and numeracy to improve student results. The focus was ensuring that all students were achieving growth throughout the year. Reflective practices embedded into school routines ensured that teachers were supported to adapt practice in order to meet the learning needs of all students.

The wellbeing of students is a priority for all members of our community. Our whole school approach to wellbeing has clearly defined behavioural expectations, which have created a positive teaching and learning environment for both students and staff.

Teaching

In the domain of Teaching, the focus has been on strengthening classroom practice through collaboration and developing a whole school approach to classroom management. Cooma Public School is sustaining and growing in this area.

A focus has been on teacher collaboration in English and Mathematics. Teachers engaged in professional learning which

focused on strengthening curriculum knowledge and using data effectively to inform evidence based teaching and learning programs.

In PBL, our school focussed on implementing classroom modules to strengthen the school wide approach. Twice termly analysis of wellbeing data enabled us to strategically plan interventions to support student wellbeing. This data analysis was undertaken by the PBL team and shared with the whole school.

Leading

In the domain of Leading, the focus has been to harness professional learning opportunities to develop the leadership capacity of staff. Cooma Public School is sustaining and growing in this area.

The school has a strong commitment to the development of leadership skills for staff and has provided opportunities for capacity building through instructional leadership and our participation in the building Numeracy leadership initiative.

The leadership team makes strategic and deliberate use of its partnerships with external agencies to improve student wellbeing and learning. Management practices and processes have been responsive to new Department of Education initiatives such as SAP finance and other LMBR systems, with staff taking extensive training in these new platforms.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality Curriculum

Purpose

To develop innovative practice for engaged and creative learners

Overall summary of progress

All Early Stage 1 and Stage 1 teachers participated in L3 – Language Learning and Literacy professional learning. This ensured that all teachers were tracking and monitoring student achievement systematically. Teachers were also engaged in meaningful conversations focussing on student growth. Teachers routinely analysed their student growth in Literacy and adjusted their teaching and learning programs accordingly.

Stage 2 and 3 teachers participated in professional learning supporting their capacity to design quality teaching and learning experiences in English. Teachers engaged in collaborative conversations within school and across schools. A consistent approach to planning a quality English session was introduced.

Cooma Public School continued to be part of the self-funded Early Action for Success initiative. An instructional leader K–3 was employed to support effective differentiation and targeted intervention in both literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers using learning data to inform practice evidenced by Teaching and Learning Programs	QTSS – staffing allocation \$11,000	All K–2 Teachers engaged with PLAN 2 to track and monitor student achievement. Stage 2 and Stage 3 teachers were familiarised with PLAN 2 and received professional learning on using this platform to support student growth.
Aboriginal and Torres Strait Islander student targets reflect State Priorities	\$15,000	All 3 to 6 teachers were engaged in professional learning to design quality English learning experiences. A consistent approach to planning was identified to support all learners.
15% of students in top 2 bands of Literacy and Numeracy in NAPLAN	\$8000 S–BAR – Socio– Economic Background	We have continued to work towards achieving this target with a focus on strengthening teacher capacity and a collaborative approach to analysing student achievement data.

Next Steps

- * Continued focus on developing a consistent approach to teaching English and Mathematics K–6
- * Introduce learning walks to improve collaborative practice with a focus on increasing student achievement
- * Extend the use of PLAN 2 in Stages 2 and 3 to support student growth
- * Increase the opportunities for staff to engage in deep conversations about student data that support analysis and identification of future directions.

Strategic Direction 2

Quality Connections

Purpose

To strengthen effective partnerships for social and emotional wellbeing

Overall summary of progress

The partnerships to support student wellbeing have strengthened during 2018. A Wellbeing Health Inreach Nurse (WHIN) joined our school community and works as an integral part of our Learning and Support Team. This initiative has strengthened levels of parent engagement and has impacted positively on student engagement and well being.

Staff have developed confidence when communicating with parents and community members and students are becoming more aware of their social environment. The Learning and Support team continues to be pivotal in monitoring and maintaining best practice for all students. This year we introduced professional learning focussing on trauma informed practice with the Berry Street Education Model.

Transition programs are continually reviewed and refined to ensure students moving on are supported and parents are well informed about the new environment that their child is transitioning to.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of identified students have a PLP	\$5000	<p>100% of students requiring a personalised learning plan have one.</p> <p>Aboriginal students, students with additional learning needs and Out of Home Care students are all supported in their learning and wellbeing with a PLP.</p> <p>The Learning and Support team facilitates the development of these plans by supporting teachers with professional learning opportunities as well as linking key stakeholders to work together to inform the development of plans.</p>
Increased use of transition data to inform practice	\$5000	<p>A key focus this year was on strengthening transition from the primary school setting to high school.</p> <p>Identified students participated in additional familiarisation experiences. Students established relationships with key personnel at high school and all students were able to articulate their increased confidence in starting at a new setting.</p> <p>We strengthened our transitions between years with early identification of students who would benefit from additional support. This involved a collaborative approach with parents, staff, students and agencies.</p>
Decreased referrals for negative behaviours	\$5000	<p>We continued to evolve the process for collecting data providing details of specific behaviour incidents.</p> <p>This data was analysed and used to inform the refinement of school practices to support wellbeing.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decreased referrals for negative behaviours		This process enabled our staff to begin to have conversations based on identified student need. From here, actions were taken to support all students in connecting, succeeding and thriving.

Next Steps

- * Continued professional learning for all staff in the Berry Street Education Model.
- * Strengthen the whole school approach for explicitly teaching social and emotional learning.
- * Strengthen collaborative partnerships across the school community by seeking regular feedback on school initiatives and programs
- * Continue to review the collection and analysis of data in regards to student wellbeing and use this to inform our approach and practice.

Strategic Direction 3

Quality Capacity

Purpose

To build leadership capacity across the learning community through organisational effectiveness

Overall summary of progress

Strengthening communication between our school and community was a focus for 2018.

Professional learning is aligned with the school plan and its impact on the quality of teaching and student learning outcomes is evaluated regularly. The school leadership team is focussed on continuous improvement of teaching and learning.

We are developing explicit systems for teacher collaboration and feedback that sustain quality teaching practice. The school leadership team supports a culture of high expectations that has resulted in whole school improvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Community satisfaction is measured throughout the year.	\$1000	Wellbeing surveys were completed at the end of the year. Feedback was also received informally from our Facebook page and anecdotal comments and correspondence from our community was received throughout the year.
Staff articulate their role and contribution to school planning processes.	\$5000 Whole School Staff Meetings	All staff, both teaching and non-teaching participated in professional learning throughout the year that was directly related to school planning. Professional learning was targeted and strategically linked to the school plan and reflected in staff Performance and Development Plans. Teacher feedback included that professional learning was most beneficial to improving student outcomes when teachers were provided with the opportunities to learn and work together.
Growth targets are identifiable for individual students in teaching and learning programs.	Stage Meetings	Stage meetings were targeted as a platform in which staff could collaborate and analyse student data. This ensured that all staff were provided with key opportunities throughout the school year to engage with their teams with a focus on collecting data strategically to support student learning.

Next Steps

- * Whole school professional learning on collecting, analysing and evaluating data effectively
- * Refinement of teaching and learning programs to reflect data collection points in our whole school assessment schedules.
- * Continue to develop systematic approach to collect feedback from the community and embed this information in school planning
- * Continue to use the school plan to provide impetus for teacher development and leadership opportunities

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7,600	<p>Our Aboriginal background loading was used to support teacher professional learning in L3. 100% of our K–2 teachers engaged with the professional learning model of L3. All teachers used L3 pedagogy in their classrooms.</p> <p>All students have a Personalised Learning Plan and are making progress across the literacy and numeracy progressions.</p> <p>Parents are encouraged to be involved with PLP development, implementation and monitoring.</p> <p>Two staff completed the Stronger Smarter Leadership professional learning. The two staff lead a personalised leadership project with a focus on strengthening community connections.</p>
English language proficiency	\$1,373	<p>Our English language proficiency funding was used to support L3 professional learning. The L3 pedagogy is embedded in K–2 classroom practice at Cooma Public School.</p>
Low level adjustment for disability	\$144, 493	<p>Engagement of:</p> <ul style="list-style-type: none"> * Learning and Support teacher * Instructional Leader * School Learning and Support Officers(SLSO's) <p>All students requiring adjustments and accommodations are catered for at both the class level and through the Learning and Support Team.</p> <p>The Learning and Support teacher is funded through this initiative to provide specialist support to students and specialist advice to teachers.</p> <p>SLSO's were employed to support students with additional learning needs. Teachers resourced the SLSO's with strategies to support adjustments for identified students.</p> <p>Teachers developed Personalised Learning Plans for students with a focus on additional learning needs and behaviour.</p> <p>Teachers and support staff completed professional learning in Managing of Actual or Potential Aggression(MAPA).</p> <p>All staff, including non teaching participated in professional learning in the Berry Street Education Model. This professional learning will support the development of a whole school approach to teaching students with a trauma informed perspective.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Staffing Allocation</p>	<p>Engagement of an Instructional Leader as part of the Early Action for Success strategy.</p> <p>Staff are more confident in using PLAN 2 to support student growth.</p> <p>Teachers engaging in collaborative conversations focussed on capacity and improvement has been a positive outcome of this initiative. This has resulted in a growth in teacher efficacy.</p>
<p>Socio-economic background</p>	<p>\$92, 739</p>	<p>Engagement of an Instructional Leader as part of the Early Action for Success strategy.</p> <p>Employment of a specialist music teacher to support the development of the school band.</p> <p>Professional Learning in Positive Behaviour for Learning(PBL). This professional learning strengthened our school coaching team. The coaching team worked with K-6 staff at including explicit teaching of PBL focus lessons in classrooms.</p>
<p>Support for beginning teachers</p>	<p>\$6,893</p>	<p>1 beginning teacher was released from class each fortnight to engage in a range of activities to support their professional growth. These activities included:</p> <ul style="list-style-type: none"> * mentoring * professional learning * lesson observation *peer coaching * classroom management * support with achieving accreditation <p>The teacher also attended external professional learning focussing on behaviour management.</p> <p>The teacher achieved accreditation at proficient at the end of 2018</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	131	137	150	151
Girls	119	114	115	108

The student enrolment has remained consistent over the past two years.

We have had a small number of families move from Cooma to other locations and we have had a small number of families move to the area which has contributed to us maintaining enrolments.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95	91.5	94	94.2
1	93.5	92.6	94	92.7
2	93.9	92.3	93.8	92.9
3	93.5	94.7	94.1	93.1
4	94.4	94.1	93.6	94.2
5	93.5	95.2	94.9	93.2
6	92.5	92.3	94.7	88.3
All Years	93.8	93.1	94.1	92.7
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

Students are encouraged to attend school at all times and parents must explain absences on every occasion. If no explanation of an absence is provided, parents are emailed asking for an explanation. Teachers implement programs and practices to address attendance issues when they arise and provide clear information to

students and parents regarding attendance requirements and the consequences of unsatisfactory attendance.

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.6
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	5.52
Other Positions	1

*Full Time Equivalent

No staff identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	19

Professional learning and teacher accreditation

All teaching and non-teaching staff engaged in professional learning during the year. Some of these courses were mandatory training, including Child Protection and Emergency Care. Professional learning at Cooma Public School is comprehensive and strategic. Professional learning is linked to our school plan and also informed by staff individual Performance and Development Plans. Professional learning undertaken includes:

- * EAfS Instructional leader training
- * Berry Street Education Model
- * Stronger Smarter Leadership training
- * Positive Behaviour for Learning
- * Classroom management
- * Managing of Actual or Potential Aggression(MAPA)
- * 3-6 Strategy
- * Building Numeracy Leadership

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	198,288
Revenue	3,300,032
Appropriation	3,153,948
Sale of Goods and Services	3,848
Grants and Contributions	140,042
Gain and Loss	0
Other Revenue	0
Investment Income	2,194
Expenses	-3,274,416
Recurrent Expenses	-3,274,416
Employee Related	-2,954,907
Operating Expenses	-319,509
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	25,615
Balance Carried Forward	223,903

Cooma Public School's financial management processes and governance structures meet the Department of Education's financial policy requirements.

Voluntary contributions are \$20 per annum per student.

The school is saving for two projects:

- * Library refurbishment and upgrade and
- * Expanding ICT resources throughout the school.

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	1,945,671
Base Per Capita	54,569
Base Location	20,062
Other Base	1,871,040
Equity Total	246,205
Equity Aboriginal	7,600
Equity Socio economic	92,739
Equity Language	1,373
Equity Disability	144,493
Targeted Total	603,679
Other Total	201,061
Grand Total	2,996,616

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.

Year 3

In Spelling and Writing the percentage of students in the top two bands increased in 2018.

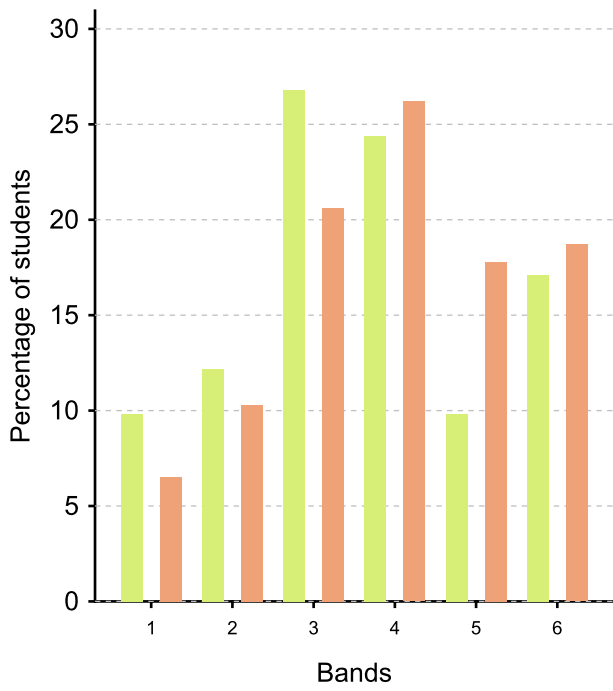
In Reading, 60.4% of students scored in the middle bands. Continued targeted intervention in 2019 will support the growth of these students into the next bands.

Year 5

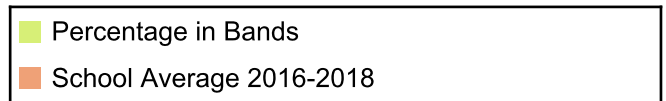
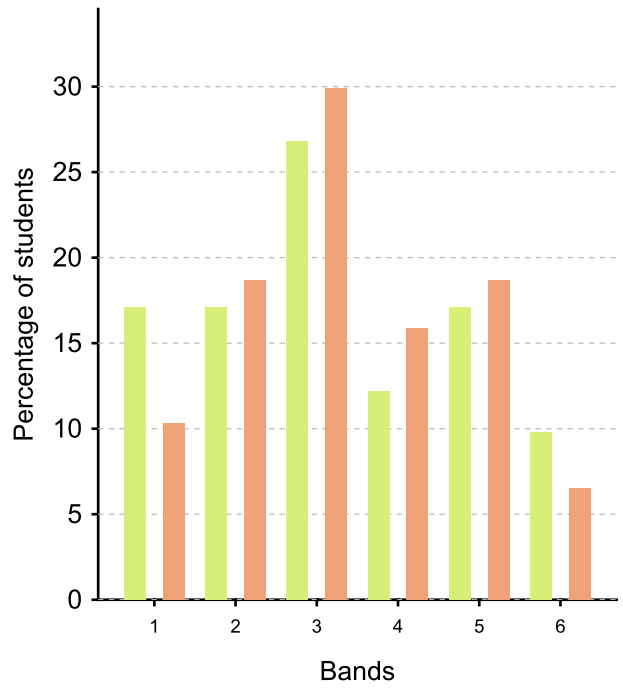
In Reading, the percentage of students in the top two bands increased in 2018.

In Writing, we saw a significant shift in the number of students moving from the bottom two bands to the middle bands. We will continue to strengthen the collaborative analysis and use of data by teachers to support moving students into the next bands.

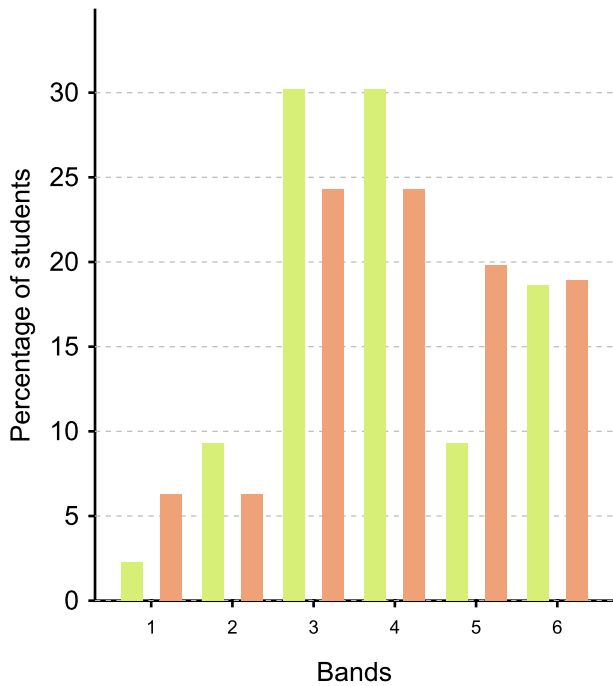
Percentage in bands:
Year 3 Grammar & Punctuation



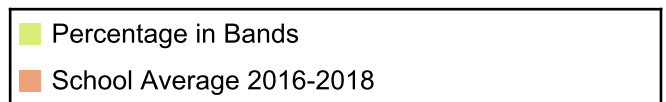
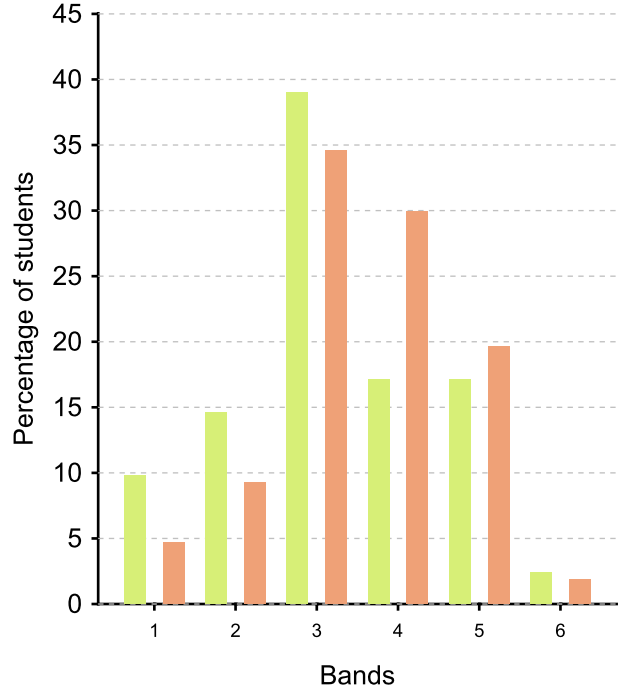
Percentage in bands:
Year 3 Spelling



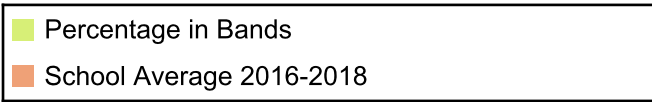
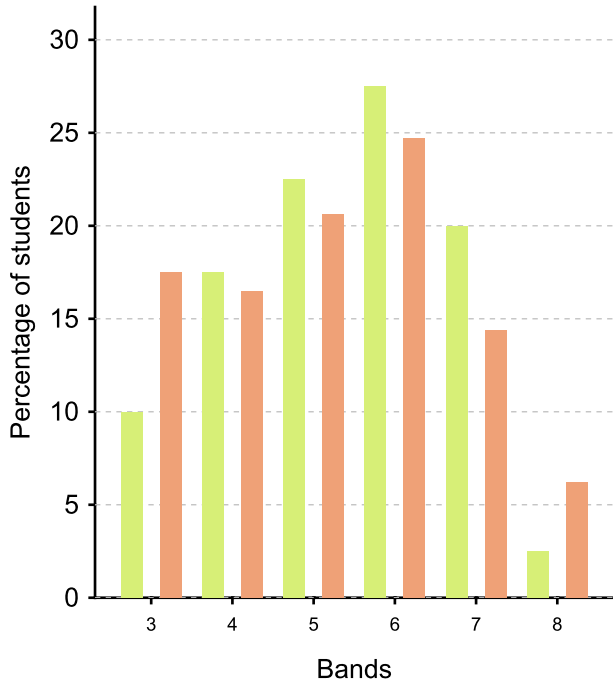
Percentage in bands:
Year 3 Reading



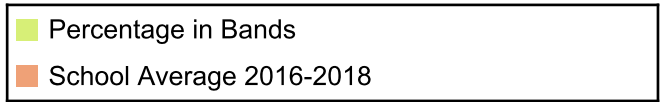
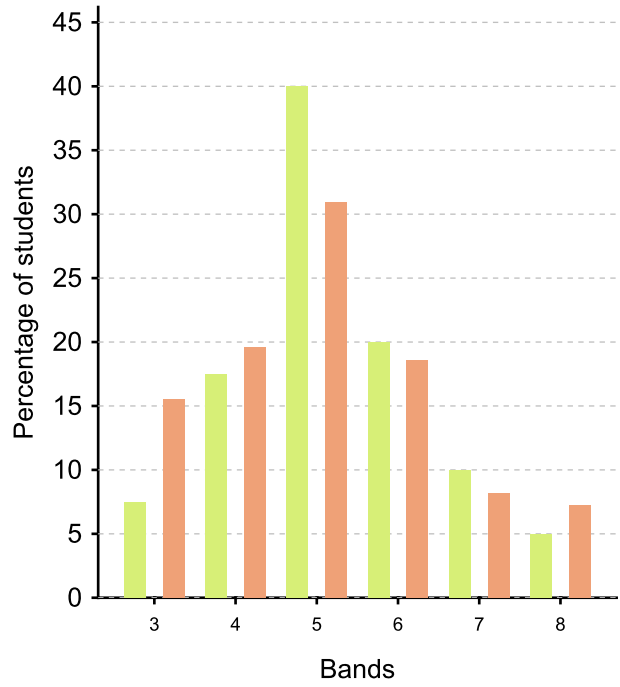
Percentage in bands:
Year 3 Writing



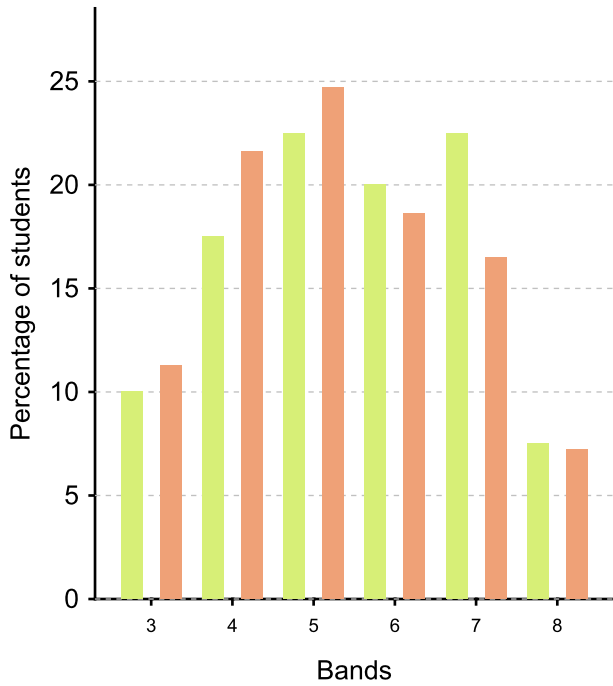
Percentage in bands:
Year 5 Grammar & Punctuation



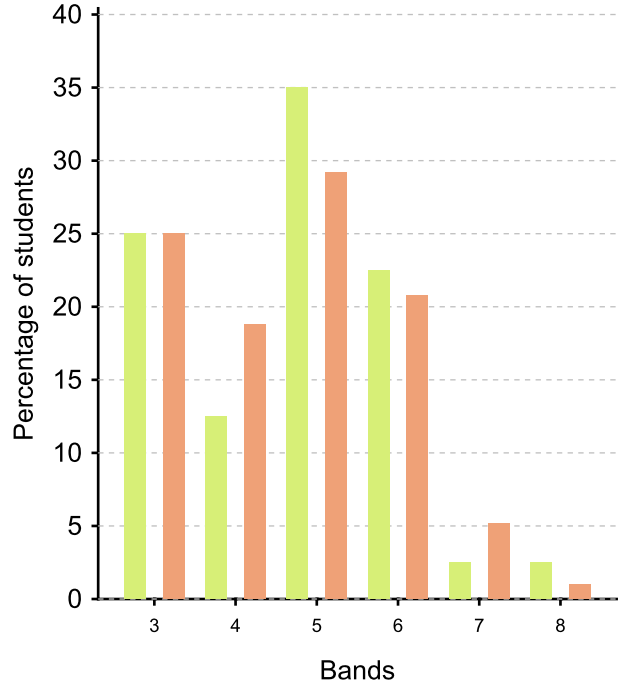
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Year 3

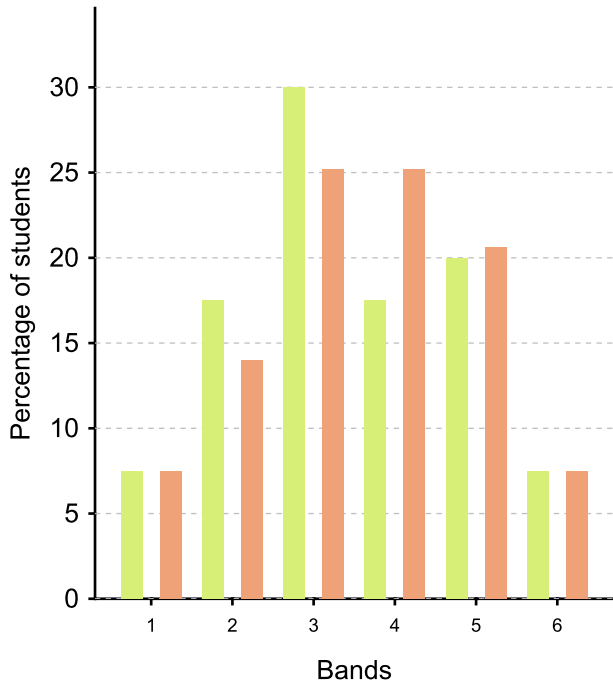
In Numeracy the percentage of students in the top two bands increased in 2018.

Year 5

In Numeracy the percentage of students in the top two

bands increased in 2018.

Percentage in bands:
Year 3 Numeracy



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.>

Year 3

In Reading we are working towards achieving the Premier's priorities. In 2018, we had less students in the bottom two bands and a higher percentage of students in the middle bands. Continued targeted intervention will assist in reaching identified priorities.

In Numeracy, we are on track in working towards achieving the targets. We had an increase of 6% in the number of students achieving in the top two bands.

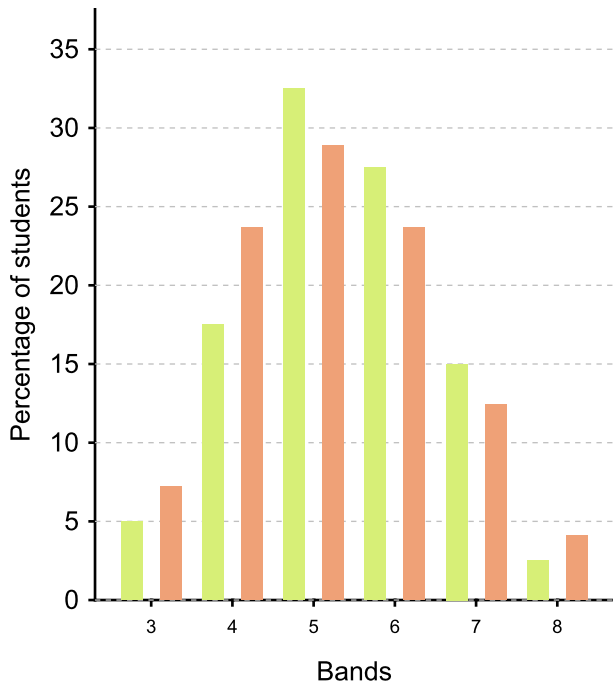
Year 5

Reading

In Reading, we are achieving the target set in the Premier's priorities. We had an increase by 13% in the number of students achieving in the top two bands in 2018.

In Numeracy, we are continuing to work towards achieving the state priorities.

Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of the school community about the school. 49% of our families responded to the survey.

97% of our families who responded agreed that Cooma Public School is a welcoming place.

95% of our the families who responded felt that their children liked being a student at Cooma Public School.

89% of our families who responded felt that they could speak easily to their child's teacher.

91% of families who responded felt that they could speak easily to other staff involved in their child's learning.

98% of families who responded would recommend Cooma Public School to others.

Students were surveyed requiring them to respond to identifying what are the features at Cooma Public School that are highlights to their day. The 6 highest responses included:

- * support received from teachers in their classrooms
- * friendships
- * sport activities
- * camp
- * leadership opportunities
- * Snow sports program



Policy requirements

Aboriginal education

In accordance with the school plan, Aboriginal students have been supported in all aspects of their education and the broader school community has achieved a better understanding of Aboriginal achievements and culture. Our teachers have an understanding and knowledge of the cross curriculum priorities for

Aboriginal and Torres Strait Islander histories and cultures. Our school provides programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

11 students with an Aboriginal background attended Cooma Public School in 2018. Acknowledgement of Country is used at the start of all our assemblies and important events. We celebrate NAIDOC week which includes an activity day for students to learn about Aboriginal culture. We also hold a special assembly to acknowledge this time.

In consultation with the students and their parents, a Personalised Learning Plan (PLP) was devised for each child, implemented and monitored. Initiatives to promote self esteem, cultural pride and enhance student well being were also discussed.



Multicultural and anti-racism education

A teacher is trained as the school's Anti-Racism Contact Officer to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role also involves promoting the values and respect for all races and cultures.

It is important that our students are provided with opportunities to develop an appreciation of other cultures. Multi cultural perspectives are integrated into all Key Learning areas. We celebrate the diversity of cultures including the implementation of the History syllabus and Harmony Day. Teaching and learning programs provide students with the opportunity to develop knowledge, skills and attitudes required for a culturally diverse and tolerant society. Teachers ensure they foster an inclusive school community and provide an inclusive environment for all our students.