

Cowan Public School

Annual Report



2018



1668

Introduction

The Annual Report for **2018** is provided to the community of **Cowan 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 and is reflective of the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Our vision at Cowan Public School is to empower students to become independent, resilient, life-long learners, who are actively engaged, motivated and committed to their community.

Cowan Public School staff and parents work together to enable all students to strive for personal best, experience success and promote individual student growth through a focus on personal effort and positive mindset growth.

It is the belief of the entire school community that by valuing and respecting others, the school engenders a love of community with a vision 'the students will become responsible, caring and successful members of the community'.

School context

Cowan Public School is a small school with a teaching principal and is situated 15 kilometres north of Hornsby set on the outskirts of Muogamarra Nature Reserve and Ku-Ring-Gai Chase National Park. It is a school with quality programs and a school community with high expectations. There are 34 families with a total of 53 students enrolled for 2018.

The school operates with three permanent classes and has a full-time SAM (School Administration Manager). Cowan Public School is a focal point in the local community and is well supported by its parent body. The school caters for students from Kindergarten to Year 6. We proudly acknowledge our high standard of student behaviour and achievements. Our students perform exceptionally well in many endeavours and their excellent citizenship is regularly acknowledged by the wider community. The provision of a great variety of learning experiences encourages participation, thinking, creativity and the love of learning.

Our school is part of the local Keerawall Community of Schools as well as the wider Asquith Learning Community of Schools. Our students are taught to do their best, be considerate, tolerant of others, to have personal pride and to be responsible citizens. The school provides a well-rounded education with the development of the 'whole child'. This is seen through its successful academic, performing arts and sport programs.

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 and participated in an External Validation. 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. During the External Validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. The results are as follows:

Learning

The results of this process indicated that in the School Excellence Framework (SEF) domain of **Learning**, our school has collected evidence to justify an ongoing balanced assessment of **Sustaining & Growing**. There has been a significant change in culture over the last 5 years at Cowan Public School. The development of an ethos of Respect, Responsibility and Aspire has been crucial in improving student wellbeing and performance, as well as student engagement. Both our external performance measures, as well as internal performance measures clearly indicate the success of the teaching and learning programs run in all classrooms across our school. There are systematic policies, programs and processes to identify and address student learning needs. Individual student reports include descriptions of the student's strengths and areas of growth. Parents are updated on the progress of their children at regular periods through regular interviews and samples of their child's work.

Teaching

The results of this process indicated that in the School Excellence Framework (SEF) domain of **Teaching**, our school has collected evidence to justify an ongoing balanced assessment of **Sustaining & Growing**. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practice. Teachers provide explicit, specific and timely formative feedback to students on how to improve. All staff have identified and participated in targeted professional learning through Professional Development Plans. The Principal monitors teaching and learning programs to ensure compliance of (NSW Educational Standards Authority) NESA policy. Staff have used feedback, from lesson observations and professional dialogue, to demonstrate high quality teaching practice. Data is gathered through NAPLAN, Best Start, PLAN data (Literacy/Numeracy continuums), Benchmarking, formative assessments and classroom observations and teacher judgments. This data is analysed to develop specific teaching and learning programs. There is a collaborative approach to teaching, despite not having colleagues on the same stage. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

Leading

The results of this process indicated that in the School Excellence Framework (SEF) domain of **Leading**, our school has collected evidence to justify an ongoing balanced assessment of **Sustaining & Growing**. Cowan Public School is committed to developing a culture of leadership. Staff roles and responsibilities are assigned at the beginning of each year. The school uses surveys to collect data about parent, community, student and staff satisfaction. Regular staff meetings are held with the minutes recorded. Staff have been willing to accept responsibility for specific curriculum areas and school based projects. This involved attending TPL and returning to school to build teacher capacity. This sharing of expertise has been highly effective at Cowan and is demonstrated in class programs, class lessons and student work samples, innovative whole school programs and motivational class lessons. The Principal and the School Administration Manager meet regularly to review LMBR systems, which have been implemented over the last two years. The budget is closely monitored with particular focus on how to enable the school to achieve its plans and directions. Student leadership plays a pivotal role at Cowan Public School as we inspire and equip our students to become active in their school and their communities. Through a range of leadership opportunities, we empower our students to develop the capabilities for success in our every changing society.

Our self-assessment and the External Validation 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

Enhancing Student Learning

Purpose

To enhance student learning through the provision of a balanced, broad range of explicit, meaningful differentiated learning opportunities, creating resilient, goal-orientated, adaptable learners. This will cater for all students' individual needs that is considered, planned and trackable to ensure student success and maximise learning and teaching impact.

Overall summary of progress

Cowan Public School strives to empower students to become independent, resilient life-long learners, who are actively engaged, motivated and committed to their community. This aim is clearly set out in Cowan Public School's 2018–2020 School Plan. To achieve this goal, School Leaders, Teachers and parents work in collaboration devising new and sustained ways to offer students effective development and learning options. Integrated Learning is a strong ongoing element of the Cowan Public School joint teaching pedagogy and comes in many forms.

Whole School KLA Integration

As a small school, the teachers at Cowan Public School have the opportunity to know students' personalities and learning requirements as a collective staffing body. This also gives them the opportunity to plan and implement whole-school, cross KLA focus days and events. Such events have incorporated different curriculum elements along with differentiation whereby enhancing student engagement and knowledge. Various integrated units of work and excursions, are examples of this ongoing aim as part of Cowan Public School's integrated learning journey.

School Writing Initiative

Through various teaching and learning programs at Cowan Public School, there is an ongoing whole school initiative to fuel student enjoyment and engagement in writing as set out in the Learning Domain of the School Excellence Framework. Through regular collaborative staff discussions and meetings, teachers work at developing ways to engage students with low-level writing skills or lacking in enthusiasm. Cowan Public School is very proud of the effort and results that students show when participating in the school's bi-annual Writer's Festival, John Heffernan Writing Competition and Public Speaking Competition, both held annually.

Celebration of Cultural Heritage

Cowan Public School has an integrated approach when incorporating the recognition and celebration of students', the school's, and country's cultural heritage. The history and culture of Indigenous Australians is consistently integrated into units of work. In addition to that, Cowan Public School celebrates Harmony Day and NAIDOC week, with lessons and activities including excursions, for example excursions to Muogamarra Nature Reserve links with this integration of cultural learning as it has heritage significance to Indigenous people (Country of local Guringai people) and Cowan school's history.

In-school and Extra-curricular Activities

Cowan Public School has worked hard to offer students many extra-curricular opportunities whilst developing communication practices between school and the community, linking with the third Strategic Direction in the 2018 School Plan. One of the school's biggest accomplishments in the integrated learning field, has been the development and creation of the school band. Linking with the School Excellence Framework and the School Planning, Implementation and Reporting element, Cowan Public School goal, hard work, and formation of the band recognised the school as a leader for its impact on learning progress, its effective practices and continuous improvement" (SEF, 2017; p13).

Enrichment Groups Program

The Enrichment Groups Program is a whole school integrated learning system that was initiated in 2017. Through whole staff discussion, the idea to extend and support different students in specific KLA areas was devised. By amalgamating various stage students into groups for specific subjects such as extension science and mathematics, students have been given more opportunities to engage in STEM and higher order problem solving activities. The integrated learning program has been very successful with impacts on student performance and sense of wellbeing. This integrated learning project will be further developed and strengthened in future years as set out in our School Plan's Strategic Direction 1 and the goal to create 'resilient and adaptable learners'.

Peer Tutors and Buddies

Fitness. Senior students take small groups of children and train them in Fundamental Movement Skills. Seniors must devise a warm-up activity, explicitly teach the skill and play a game incorporating the skill. Younger children rotate around each activity.

Reading. Twice weekly the children participate in Peer reading. The older children act as tutors for the younger children to help them practise their reading skills. The tutors are all trained in how to help their younger students.

All peer tutoring activities encourage the development of Leadership skills in the students thus linking with Strategic Direction 1 and the Learning and Leading domains of the SEF framework.

Cowan Public school also enlists Parent helpers which are trained by our LaST teacher to help with various areas in our Literacy program.

Lego Coordinators are chosen from Stage 2 and 3 children to coordinate the Lego challenge every Wednesday. They are responsible for choosing the challenge, setting up, overseeing the students competing, choosing a winner and reporting to the whole school about the results.

Kinder Buddies. Senior students act as buddies for the new Kindergarten students. They help to acquaint them with the school environment and school expectations. This again links with the Strategic Direction 1 as Kindergarten children have a voice through their buddies until they are confident enough to speak for themselves.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students can articulate their learning goals.	N/A	Kindergarten to Year 4 were able to articulate learning goals most of the time and could show the visual goal they were working on. In 2019, the primary class will implement learning intent, success criteria and goal setting.
All students participate in Student Parliament giving them a voice to contribute to decision making.	N/A	In 2018 the students raised over \$300 through Student Parliament fundraising. 50% of this will be donated to Stewart House.
Of the students with Learning and Support needs (on NCCD data), fewer will require high levels of adjustment.		All NCCD students have individual learning programs which have been developed through consultation with the parents and Learning Support Teacher
All teaching programs will indicate specific evidence based strategies to increase the number of students in higher NAPLAN bands. All students will exhibit at least the expected positive growth in NAPLAN results where data indicates a trend over time of improved results in spelling, writing and reading.	N/A	Cowan Public School continued with the spelling competition; however in 2019 programs need to be evaluated to improve spelling in context.

Next Steps

Where to next?

1. Develop a whole school assessment and feedback system for cross Curricular units.
2. Wi-Fi Connection and electronic learning resources for school.
3. Develop Data assessment program for Enrichment groups to track student improvement.
4. New KLA integration programs for Mathematics.

5. NAPLAN assessment to be done online.



Strategic Direction 2

Informed and Collaborative Teaching

Purpose

To improve student outcomes, high quality teaching is vital. Our purpose is to develop engaging, expert teachers who understand the complexities of every student and strive to continually improve their practice to cater for individual needs, within a highly collaborative learning culture.

Overall summary of progress

Informed and Collaborative Teaching supports improved student outcomes. In supporting and collaborating with each other, and by engaging with relevant and timely professional development, the teaching staff share the common goal to continually improve our practice to cater for every individual student. Analysis of assessment and other student data, and regular sharing of strategies, resources and evidence-based interventions are all considered and actioned through a collaborative ethos in the school. The collaborative Learning and Support process helps to build all teachers' knowledge and capacity to meet the variety of learning needs in their classrooms.

Enrichment Groups Program

Cowan Public School offers Digital Technology lessons through the company 'ScopelIT'. Their goal is 'to equip the upcoming generation with skills to turn their imaginations into technological reality, enhancing not only their educational outcomes but also their future employment prospects.'

ScopelIT Education's detailed lesson plans come with outcomes in specific Key Learning Areas (KLAs) to ensure that our students not only receive efficient delivery of lessons, but have deep integration with other subjects including mathematics, science and creative arts and design.

Classroom Peer Tutors

As our classes are all composite there is an opportunity for older children to help the younger ones with their classwork. This also is an opportunity for differentiation with more able children who have a firm grasp on concepts helping the weaker students. Parent helpers (trained by the LaST teacher) are also used to assist students who need more practice in different areas of literacy.

School Writing Initiative

This part of the evidence set focuses on Cowan's successful formation of an interactive approach to writing and expressions of creative ideas. A main product of this initiative is the annual *John Heffernan Writing Competition* which is held each year at Cowan for all grades K–6. Students have the incredible opportunity to write a creative story that is read by the author himself and given invaluable praise and direction. The *John Heffernan Writing Competition* and annual *Public Speaking Competition*, both give students from all grades the chance to converse and interact with each other as they express their creative ideas and practise their public speaking skills. Similarly, every two years the school and community collaborate to fund *The Writers Festival*. This unique festival gives Cowan and Brooklyn Public School pupils the opportunity to learn from six renowned authors and illustrators. The day is a literacy feast for students and their imaginations, writing skills and creative endeavours.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers develop, monitor and evaluate their personalised professional learning plan.	N/A	Staff achieved this. A goal for 2019 will be to relate goals to the teaching standards.
All teaching staff demonstrate an intimate knowledge of the school	N/A	Staff achieved this and are constantly evaluating the programs effectiveness and student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
plan and directions. Monitoring of teacher programs provides evidence of differentiated learning which is a must in a school made up of composite classes.		Staff achieved this and are constantly evaluating the programs effectiveness and student learning.
Use of data and classroom observations sheets to show school based observations embedded in the teaching and learning cycle.	N/A	Data recorded during L3 sessions. Learning Progressions in-service completed in 2018, Term 4.

Next Steps

Where to next?

1. Whole school implementation of Scope and Sequences.
2. Assessment Tracking sheet for whole school.
3. Whole school focus on Learning Progressions; to be used as data for programming.
4. Continue our strong bond with local schools 'Keerawall'.



Strategic Direction 3

Developing and Enhancing Community Communication

Purpose

To enhance and develop positive and effective communication practices between school and community.

Overall summary of progress

Cowan Public School is a small school and has strong links with the community. At Cowan Public School we strive to create, connect and sustain positive community partnerships within and beyond our school. We aim to create and maintain quality educational partnerships that develop and support our students, staff and broader community. Effective partnerships with parents, students and the wider community support our planning for learning and our commitment to the pursuit of excellence.

We have a very supportive community at Cowan Public School and our small, but active, P&C body is pivotal in leading our school community and developing strong community links. They support the implementation of our programs financially by working alongside our teaching and administrative staff to provide funding for classroom resources, technology and operating our Breakfast and Homework clubs. Some of their outstanding initiatives include Bunnings fundraising barbeques, Trivia nights, the annual Bush Dance and Carols' nights, distribution of leaflets for school promotion and supporting the school with the Twilight Markets. To maintain or increase the school's enrolment, strong community links need to be sustained. In order to do this our dynamic and energetic P&C members work tirelessly to promote our unique school to the broader community.

Our partnership with the Asquith Community of Schools, and the smaller Keerawall Community of Schools, provides opportunities for CPS students to attend Leadership Camps, enrichment days and get involved with fundraising initiatives across a range of local schools. As part of our commitment to our Community of Schools Networks, teachers attend interschool professional development days, to share expertise and ensure best practice. As an outcome of schools sharing resources and expertise of staff, families and the wider community, learning experiences are enriched. We are proud to now have an association with Tullamore Central School where we have recently had a community fundraiser to help their community as they deal with the drought. We are planning to set up learning links between students at our two schools.

Our wide range of extra-curricular activities provides opportunities for students to develop academically, socially, physically and emotionally. This school-wide collective responsibility for student learning and success across all domains ensures that all students have the opportunity to succeed. The support of our parents is of vital importance to the ongoing success of these extra-curricular activities. We also combine with other schools for extracurricular days, such as sports carnivals, cultural/interest days and the bi-annual Writer's Festival with Brooklyn Public School.

Reporting processes illustrate achievement in Key Learning Areas and provide students, parents and carers with detailed, specific and clear information about student learning, growth and improvement measures. The feedback generated by PLAN is utilised in parent/teacher interviews to assist parents with ideas to support their child's learning at home. Clear reporting guidelines ensure that there is consistency across our teaching staff and that learning goals for future improvement are clearly articulated.

We have used data provided to us by school identified surveys on issues such as effective communication to improve our processes and practices. This data has allowed us to support improved communication practices and to further develop our channels of communication that parents find the most accessible.

Community of Schools Networks

With Cowan having a very small student population, there was a need for them to become involved in activities with other schools where costs, etc. could be absorbed by all and Cowan students could experience more opportunities as activities were more affordable. Parental involvement with assisting with transport also makes these events possible

The Keerawall Community of Schools, comprised of Cowan Public School, five other local primary schools and Gibberagong Environmental Education Centre, provides a unique opportunity for sharing professional learning across networks. Recent focus in sharing has been assessment and reporting and spelling programs. This has been engaging teachers across the six schools in relevant and meaningful professional dialogue, ideas and resource sharing.

For a number of years, our Year 4 and Year 6 students have been involved in the Adventure Writing program, where the local Asquith High School teachers and students work together to share expertise in creative writing to inspire our

students towards building confidence, develop specific skills in writing and keeping writing meaningful and enjoyable.

Transitions from Pre-School and to High School

Effective transitions are essential to success in any aspect of schooling. At Cowan Public School we aim to provide our families with positive and productive transition experiences. We have developed positive relationships with the local pre schools and high schools that are significant to the smooth transition for students both from preschool and to high school. Our preschool and high school partners are regularly invited to participate in and attend school events.

Prior to beginning school, our transition team plan a comprehensive program for new students. Our Information morning, held in Term 3, provides new students and their families with a comprehensive tour of our school led by the Principal. Later in Term 4 our Orientation Program provides a clear overview of beginning school and the three sessions allow our new students to feel confident and excited about their upcoming transition to school.

Our Year 6 students are supported through their transition to high school in a number of ways. To ease transition into high school, our students attend several open days and have previously been involved in sport clinics, faculty workshops and leadership days run by Asquith Boys and Girls High Schools. Students with special needs participate in a supplementary intensive transition program, attending the high school several weeks during terms three and four. Our Year 6 teachers meet with Year 7 advisors prior to the commencement of the next school year to ensure a supportive transition as they move into high school. Students attend their final Transition to High School Day in early December so that students have the opportunity to meet their Year 7 mentors and tour their new high school environment.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents and teacher communication indicate parents have a greater understanding of school programs and new syllabus requirements.	N/A	Content added in the Principal Report for P&C.
Families and the school share responsibility for student learning and wellbeing through building parent capacity to support learning at home, and improved communication.	N/A	Parent/Teacher interviews 3 way. In 2019, the half yearly interviews will be moved to end of Term 1, to address any learning issues quickly.
Keeping parents informed of all school events and maintaining attendance rates of at least 25% of families at P&C meetings and at least 90% of families at community events and fundraisers.	P&C purchased SkoolBag App \$300	P&C Meetings are advertised on Facebook Cowan community P&C page. SkoolBag App purchased to help with communication in 2019.

Next Steps

Where to next?

1. Continue to provide an extensive range of extra-curricular activities to support learning.
2. We will continue to use data from school and TTFM surveys to put in place changes that reflect the needs of students, parents and community.
3. Strengthening our community links.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	30	34	34	30
Girls	23	20	16	20

In 2018, 53 students started the year and 50 students completed the year at Cowan Public School. The numbers of students enrolled have been very stable during the past four years. A priority of the school is to keep enrolment at or above 52 students to keep three classes going.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.9	94.6	96.6	96
1	97.1	97	91.7	98.5
2	96	97.5	92.5	96.8
3	95.4	94.4	97.8	96.9
4	96.8	93.1	90.3	98.4
5	98.6	97.8	96.5	97.6
6	95.9	91.9	96.8	95.6
All Years	96.3	95.2	94.5	97.1
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

Student attendance is stable and continues to be above state averages. Class rolls are monitored regularly and notes for non-attendance are followed up.

Class sizes

Class	Total
YEARS_K/1	12
YEARS_2/3/4	21
YEARS_5/6	19

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.61

*Full Time Equivalent

No staff at Cowan Public School identify as being Aboriginal or Torres Strait Islander background.

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	0

Professional learning and teacher accreditation

All staff participated in professional activities, whether it was to further individual learning or to meet class or whole school needs.

At Cowan Public School there was one new scheme teacher working towards NSW Institute of Teachers Accreditation and she will complete this in 2019.

School-based and external professional learning undertaken by staff included:

*Health—Anaphylaxis, asthma, CPR and emergency care. face to face training.

*Child protection – Mandatory Update.

*Whole School course on Dyslexia. .

*Keerawall Community of Schools Stage meetings and Principal meetings.

*Learning and Support teacher (LaST) network meetings.

*Interim Enterprise Financial Planning Tool (eFPT) training.

*Workplace Health and Safety

*Primary Principals Association meetings

*Hornsby and Mooney Mooney Network meetings.

In 2018, Cowan Public School did not have any permanent, beginning teachers.

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	95,923
Revenue	794,982
Appropriation	761,208
Sale of Goods and Services	90
Grants and Contributions	32,352
Gain and Loss	0
Other Revenue	0
Investment Income	1,332
Expenses	-734,196
Recurrent Expenses	-734,196
Employee Related	-664,091
Operating Expenses	-70,104
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	60,786
Balance Carried Forward	156,709

The school's finance management team meets regularly to monitor and manage the school budget inline with the school's strategic directions and fiscal responsibilities.

Financial summary equity funding

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

	2018 Approved SBA (\$)
Base Total	616,786
Base Per Capita	9,668
Base Location	0
Other Base	607,117
Equity Total	33,860
Equity Aboriginal	1,535
Equity Socio economic	3,825
Equity Language	646
Equity Disability	27,855
Targeted Total	95,084
Other Total	9,553
Grand Total	755,283

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 2018, Cowan Public School completed all tests in a paper form.

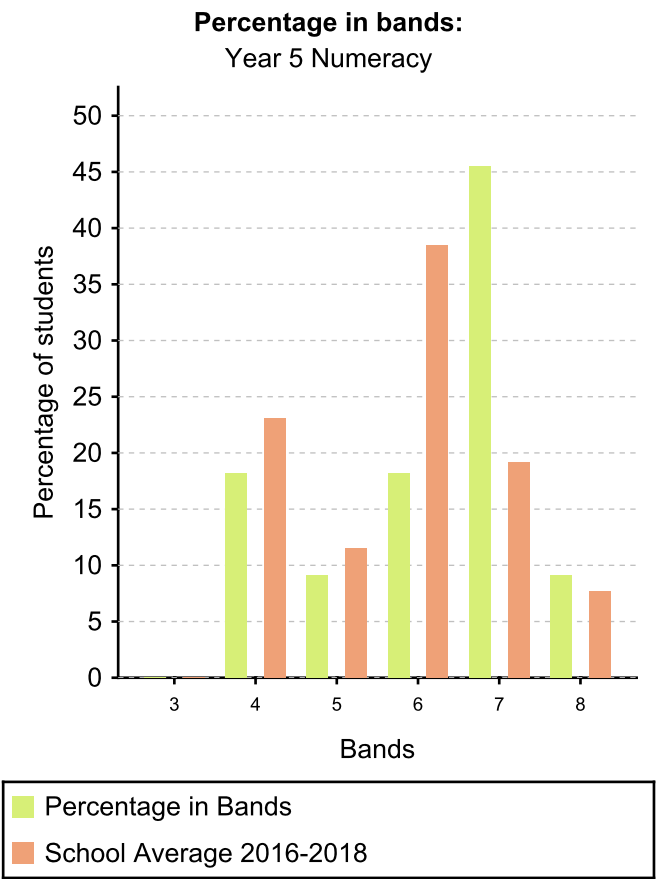
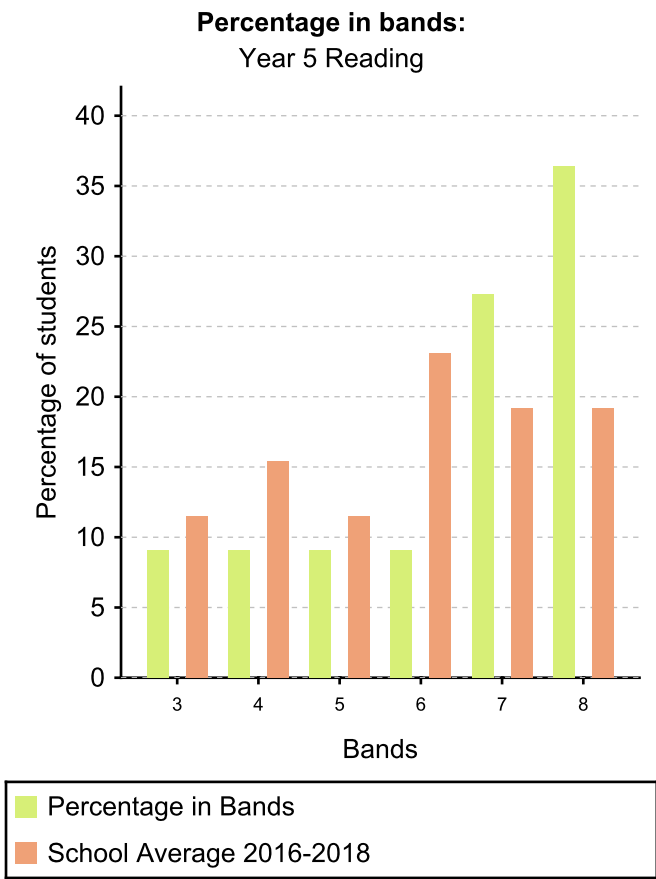
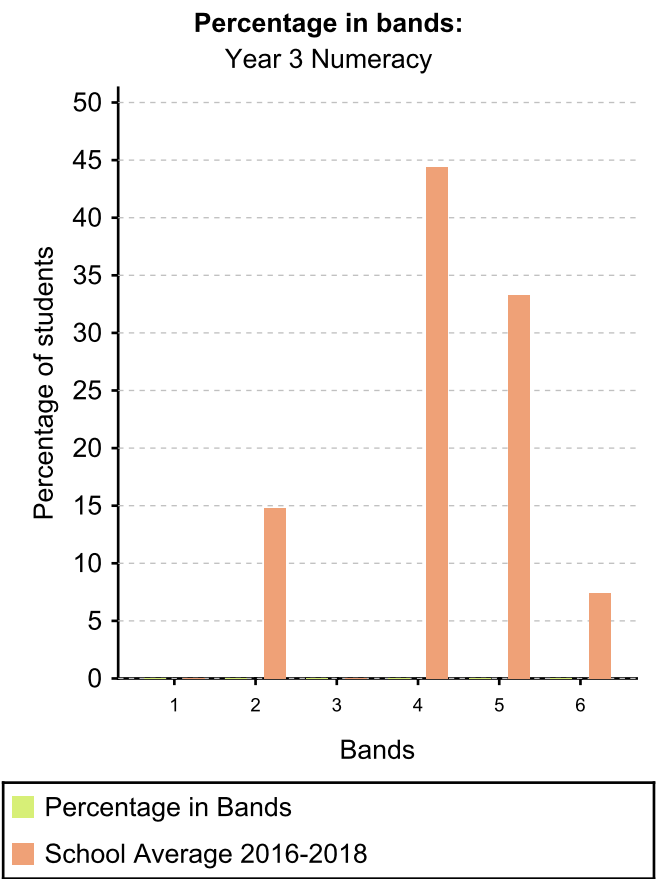
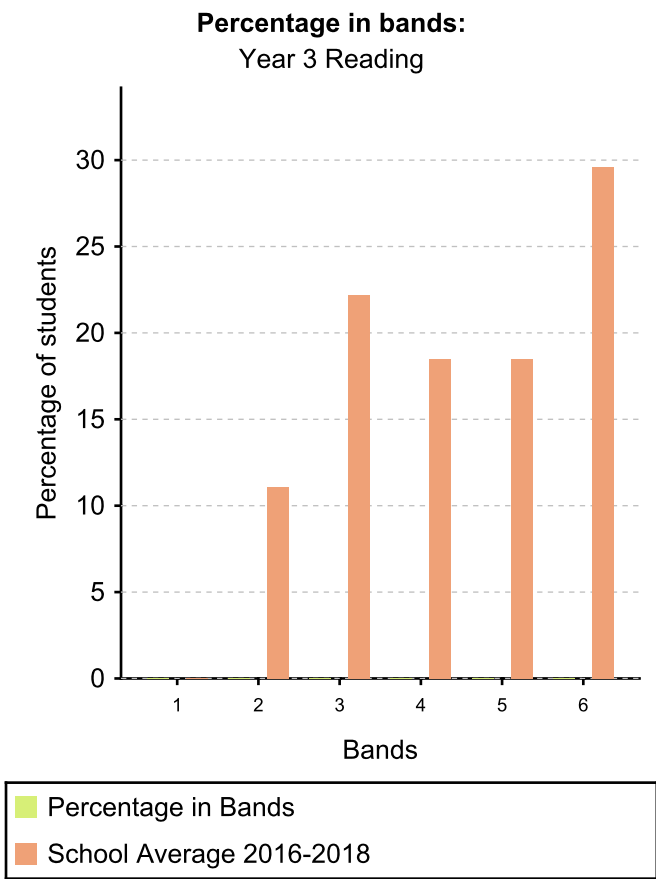
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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 literacy results indicate an increase of students achieving in Reading in the top 3 bands. Of particular interest is the increase of students achieving in Band 4 and 5. Year 5 literacy results also demonstrate growth

with a higher % of students achieving in band 8 compared to the previous years. Cowan Public School is committed to increasing student growth and consistency of results.

compared to 2017. The Year 5 numeracy score was significantly higher in band 7 of Year 5 numeracy achievement. Students demonstrated the expected growth in numeracy from Year 3 to Year 5.



The Year 3 numeracy score was significantly higher in the highest bands of Year 3 numeracy achievement

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.

While the cohort of Aboriginal students does not meet the requirement for reporting, the progress and achievement of Aboriginal students is monitored on a regular basis by classroom teachers and the Learning Support Team with interventions implemented as needed.

Parent/caregiver, student, teacher satisfaction

Parent Survey

In 2018 our school participated in survey generated by the Relieving Principal in Term 4 reflecting on practices at Cowan Public School. Quarter of Cowan Public School parent body respond. Key areas that were measured – Respect of family beliefs, learning environment of the school and community decisions in their child's learning, Cowan Public School's strengths were that we offer a safe and caring learning environment which is welcoming, with all of parents surveyed giving us feedback of top rating.

Results are as followed:

1. The school respects and values my family's beliefs and wishes; 89% agreed, 11% neither agreed or disagreed.
2. The school provides a safe and caring environment for my child; 100% agreed.
3. Parents feel that they can participate in decisions that affect their child at school; 78% agreed, 22% disagreed.
4. Parents feel welcome when visiting their child's school; 100% agreed.
5. Parents feel comfortable talking to their child's teacher about their child; 89% agreed, 11% neither agreed or disagreed.
6. The school sets clear, high expectations for student behaviour; 67% agreed, 33% neither agreed or disagreed.

Written feedback about Cowan Public school strengths – 1 to 1 time student to teacher, Principal knows every child's name. inclusion amongst all age groups, family like environment, caring, inclusive, nurturing, encouraging, resilience present, the teachers try to bring out the best in the children and focus on positive behaviour management.

Written feedback about Cowan Public School areas to improve – extension work, project, interest based learning and staffing changes to frequent, the need for consistency in the level of teaching and attention.

Where to next for 2019

Communication across the whole school community needs to improve. School App to be implemented.

Projects differentiated between the years.

Hiring a mini bus for sport.

Student Survey

Peer Reading Survey carried out in Term 1 by all students, highlighted areas for change and showed that 83% of students were enjoying being involved. 100% of Peer Tutors could not identify how their own reading was benefiting from being a tutor. A focus group of peers and their tutors, carried out in Term 3, was able to establish that all students questioned went as far as to say they *'loved peer reading'*. Each tutor was able to clearly articulate how being a tutor has benefited their reading with one tutor saying *"I'm a bit more fluent with reading because it's helping me not get stuck with smaller words"* another said he had *"become more mature, was learning how to be a leader and (enjoyed) finding out facts"*.

Staff Survey

In 2018 our staff participated in survey generated by the Relieving Principal in Term 4 reflecting on practices at Cowan Public School. Below are some initiatives to be implemented next year.

Where to next for 2019

1. Track the success of the 'Bump it up' strategy by assessing NAPLAN 2018 data, against participants expected growth.
 2. Formally track community engagement through current programs and events, ensuring that parents are given opportunities through surveys to offer opinion which will lead to the school making relevant changes in response to feedback received.
 3. Develop a report format that clearly identifies student learning goals.
 4. Roll out a Synthetic Phonics program across the school and purchase support equipment for students with reading difficulties.
 5. Develop staff capacity around effective data collection, analysis and longitudinal tracking across K–6, especially in the area of
- PLAN2 and the Literacy Progressions.
6. Investigate and implement an early intervention strategy to target students showing poor Literacy skill development at the end of Semester 1 in a student's Early Stage One year of school (E.g. Mini Lit)



Policy requirements

Aboriginal education

At Cowan Public School we consider Aboriginal and Torres Strait Islander perspectives across various curriculum areas as well paying respect to aboriginal people through Acknowledgement of Country at assemblies and other school events. We celebrate significant events such as NAIDOC week and are committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they achieve in every aspect of their education and training.

Multicultural and anti-racism education

At Cowan Public School we view the world from a multicultural perspective. We celebrate cultural diversity through Harmony Day and other multicultural celebrations; Multi-cultural Perspectives are part of all our teaching and learning programs. A trained Anti-racism officer responds to any alleged acts of racism within the school.