

Cowra Public School

Annual Report



2018



1671

Introduction

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

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

Jenny Lewis

Principal

School contact details

Cowra Public School

Vaux St

Cowra, 2794

www.cowra-p.schools.nsw.edu.au

cowra-p.school@det.nsw.edu.au

6342 2400

Message from the Principal

2018 has seen many great achievements for Cowra Public School. Our students continue to excel in all areas from the academic to the sporting, and from the cultural to the creative. Students have had opportunities to participate in the things they love most at school, and this has stretched right across the curriculum, from a massive range of sports, to dancing, art, public speaking, leadership, band, gardening, construction, singing, cooking and drama. These extra activities cannot happen without the incredible efforts of the Cowra Public School staff who continually go above and beyond to provide our students with these special 'extras'. I would like to take this opportunity to sincerely thank the staff for their tireless efforts and dedication to the students in our school.

In addition to our teachers, I would also like to acknowledge the work of our Administration staff, school counsellor, Student Learning Support Officers, General Assistant, our cleaners, our canteen manager, our hard-working P&C and all of our scripture teachers who in their own special way, make Cowra Public School the fantastic school that it is.

There is a well-known saying by the late Henry Ford that goes "coming together is a beginning, keeping together is progress and working together is success" and at Cowra Public we are fortunate to have this success in bucket loads. Our community is strong – and we are thankful for the parents, grandparents, extended family and community members who support our school each day, whether through being actively involved as a P&C member, working in the canteen, being a reading helper or simply assisting your child with their homework at home – it all adds up and helps to give our students the best environment in which to learn and grow. Parents are their child's first and most important teachers. As they progress through their years at school they are guided, encouraged and challenged by our wonderful teaching staff and together we can help them to fulfil their potential.

Next year we will continue to build on our efforts to improve learning outcomes and provide every child, every opportunity, every day. I am excited to welcome new staff to the CPS team, but also sad to say goodbye to several of our teachers. Earlier in the year we farewelled long-standing SLSO; Mrs Vicki Heilman, who retired after 28 years of service. Mrs Jenelle Haskew will be taking up a position at Young North Public School, Miss Ashlee Causton will be heading to the Griffith area and Miss Catherine Gorham will take some time away from the classroom to embark on a sailing trip to Japan as a member of the 31st Ship For World Youth Delegation for 2019. These staff members have contributed enormously in their time at Cowra Public School and we wish them all the best for the future.

As the year concludes, I would like to wish our Year 6 students all the best as they head off to High School in 2019. I hope that when they look back on their time at Cowra Public School they will have many happy memories and know that they are well-prepared for what lies ahead in their futures.

Jenny Lewis

Principal

School background

School vision statement

Every Child. Every Opportunity. Every Day.

Cowra Public School prepares students for a rapidly changing world by equipping them with critical thinking skills, respect for core values and a strong connection to community. Students will become creative, flexible and independent lifelong learners who strive for personal excellence in all aspects of their life.

School context

Cowra Public School was the first public school to be established in Cowra and is proud to have been educating children since 1858. Located in central-western NSW, students come from the township of Cowra and outlying farming areas. The school's motto is 'Knowledge is Power' and the emphasis is on giving every child, every opportunity, every day to support them in reaching their full potential as individuals.

The school promotes a student-centred environment fostering equal opportunities for all. Cowra Public provides a comprehensive student welfare program including the Positive Behaviour for Learning (PBL) processes. The three school-wide expectations are be respectful, be safe and be on task.

The school has excellent programs in literacy and numeracy, including L3 (Language, Learning and Literacy) and Building Numeracy Leadership. In 2017, CPS became an Early Action for Success school, providing explicit teaching interventions that focus on improving literacy and numeracy outcomes for all. Students participate in a STEM program focusing on the skills of collaboration, communication, cooperation and critical thinking. In addition, all students take part in the Wiradjuri language program.

A wide range of sporting options are offered and students compete at District, Regional and State levels. The school has great pride in their achievements at local eisteddfods in singing, speech and drama and has participated in the Schools Spectacular since 2016. Students are also given the opportunity to be a member of the school band.

Cowra Public has developed strong partnerships with all schools in the 'Lachlan Valley Learning Community' as well as community organisations, including Cowra PCYC, Cowra Neighbourhood Centre, Cowra AECG and Early Intervention. These services work in collaboration with the school to enhance outcomes for all students and their families.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

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

In the domain of **Teaching**, the school focus in 2018 has been on the gathering of data in order to inform teaching and to improve student outcomes. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. There is a particular emphasis on improved teaching methods in literacy and numeracy, with professional learning activities centred on building teachers' understandings of effective teaching strategies in these areas. As an Early Action for Success school, Instructional Leaders have explicitly worked with Early Stage 1 and Stage 1 teachers to improve teaching methods in literacy and numeracy. The employment of an

Instructional Leader for two days per week to work in Stage 2 and Stage 3 has enabled a similar focus on data collection and a refinement of teaching practice for primary teachers. The systematic collection of progressions data has ensured teachers continue to develop their skills in analysing and using student assessment information to understand the needs of students and to plan for future learning.

In the domain of **Leading**, Cowra Public School has developed productive relationships with external agencies to improve educational opportunities for students. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning. A variety of evidence supports increased community engagement, with parents having the opportunity to engage in a wide range of school activities and provide feedback on future school directions.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Quality Learning

Purpose

Students will become self-motivated learners through the delivery of engaging, meaningful and differentiated learning opportunities, enabling students to achieve their full potential.

Overall summary of progress

In 2018, a focus on improvement in the teaching of writing has been a priority across all stages. Staff continue to access L3 training and significant School Learning Support Officer (SLSO) support has been provided in all K–2 classrooms. Early Action for Success data reporting requirements has ensured rigorous tracking and monitoring of students. Engaging an Instructional Leader in Stage 2 and 3 to support teachers in the delivery of a high quality, balanced literacy program occurred throughout 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN results show an increase in student growth in reading, writing and numeracy.	Additional Student Learning Support Officers employed to support numeracy and literacy programs across the school (\$190 000).	2018 NAPLAN results showed significantly higher than State average growth in spelling (72.5% compared with 58% State average). In numeracy, grammar and punctuation, students performed on par with the State growth average, and were slightly lower in reading and significantly lower than the State average growth in writing.
Growth of equity groups within the school is equivalent to the growth of all students in the school.	SLSO time has been targeted to support students and PLP and LSP's have identified specific learning goals.	Equity groups have shown higher growth levels in spelling and reading, with numeracy and writing on a par with all student growth levels in the school. Grammar and punctuation results have shown lower growth levels than when compared to the rest of the school.
'Tell Them From Me' surveys and school data indicate an increase in students feeling engaged, challenged and putting in their best effort in all aspects of their learning.	Implementation of a whole school STEM program to challenge students when working mathematically and working scientifically (\$60,000).	<p>'Tell Them From Me' surveys were distributed to students in Year 4, 5 and 6 and results indicate the following;</p> <p>Engaged: Students who are interested and motivated in their learning – 73% (NSW government norm is 78%).</p> <p>Challenged: Students feel challenged in their English and Maths classes and feel confident of their skills in these classes – 32% felt they had high skills and high challenge compared with 53% as NSW government norm.</p> <p>Effort: Students try hard to succeed in their learning – 94% (NSW government norm is 88%).</p>

Next Steps

An extension Mathematics program will be implemented in 2019 for primary students to extend and challenge their abilities when working mathematically. In 2019 a new 'Interventionist' position will be established to provide an additional layer of student and teacher learning support. The STEM program will continue across the school with an increase in time for Early Stage One and Stage One students from 30 minutes per week to 45 minutes. SLSO support to be programmed as part of whole school literacy and numeracy focus. Additional support programs such as MiniLit, to continue.

Strategic Direction 2

Quality Teaching

Purpose

Create and grow a stimulating and engaging professional environment for educators, supported by a positive and collaborative culture that develops skilled and high performing staff.

Overall summary of progress

During 2018 staff undertook training in the effective use of data to inform teaching and learning. This included an Introduction to SCOUT, CESE 'What Works Best – Evidence Informed Practices' and Literacy and Numeracy Learning Progressions. Systems and processes were established to enable greater collaboration for Stage teams using whole school scope and sequences which reflect new syllabus documents, sharing teaching programs and using electronic means such as Google Classroom to share information for all staff. Professional dialogue and modelling of best practice is becoming an established routine across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased understanding of data collection and analysis with all teachers utilising data effectively to inform future teaching. SEF Sa–S indicates the element of 'Data Skills and Use' increasing from Delivering to Excelling.	Professional Learning funds (\$3500), for PLAN and SCOUT training for executive and whole staff.	Mapping and tracking of students in using PLAN 2 is embedded in Early Stage One and Stage One. Ongoing support and continued professional learning needs to be provided in 2019 around collecting and interpreting data to inform teaching practise. Staff were in-serviced on how to use data presented in Scout. School was successful in submission to be part of the 'Building Numeracy Leadership' project.
External data indicates growth in student achievement is consistent with achievement on internal data measures.	Professional learning around Consistent Teacher Judgement (CTJ) implemented in Early Stage One and Stage One by Instructional Leader.	PAT–M and PAT–R assessments, SENA, ICAS, Boehm, Best Start and NAPLAN results are analysed and mapped against in-school student assessment and reporting scales. Consistent Teacher Judgement (CTJ) has been regularly reviewed using student work samples, with a particular focus on writing. Instructional Leaders have assisted staff to develop skills in administering assessments and interpreting results in order to inform future teaching directions.
All staff are working towards accreditation at proficient level, maintaining at proficient level or working towards higher level accreditation.	Beginning Teacher Funding used to release staff to complete accreditation documentation and evidence collection and annotation (\$31, 736).	Five Beginning Teachers achieved their accreditation at Proficient level during 2018 with an additional four staff to complete their submission in 2019. All pre–2004 staff began maintenance period. No staff are engaged in higher–level accreditation at present.
Increased collaborative practices between staff across the school as well as the wider Lachlan Valley Learning Community.	Professional Learning about the new "Science and Technology" and "Personal Development, Health and Physical Education" syllabus implementation and programming/scope and sequence development for whole school (\$5500).	Staff accessing Google Classroom as part of professional learning and shared collaborative practices. Corporate programming has been initiated in some stages and whole school scope and sequences have been developed in line with the implementation of new syllabus documents. Informal mentoring has begun in the school, however there is a need for this to be formalised. Collaboration between schools across the Lachlan Valley Learning Community is developing with transition program and links between the High School developing.

Next Steps

In 2019 we will look to establish whole school assessment schedule to ensure data informs teaching programs and shift from a focus on content towards 'point of need' teaching. Further professional learning around analysing the information presented in SCOUT is required. Collaborative practices across the school will be embedded by the end of 2019 and this will be facilitated through the use of Google Classroom.

Strategic Direction 3

Wellbeing

Purpose

To develop each students personal values so that they have a positive sense of self and develop respectful relationships in order to manage their emotional, social and physical wellbeing.

Overall summary of progress

The establishment of the AP Wellbeing position at the school has prioritised wellbeing across the school. This has had a positive impact on attendance and suspension rates in 2018. The Wellbeing Hub has grown over the year to include a wide range of services in the school for our students and their families to access. Positive Behaviour for Learning (PBL) has been overhauled in 2018 and given a fresh new look which students have responded well to. Decreases in the frequency and length of suspensions has been a positive outcome and attendance rates have also improved.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Whole school and personalised attendance approaches are resulting in increased regular attendance rates for all students, including those at risk.	AP Wellbeing monitors and manages attendance across the school and liaises with the Home School Liaison Officer and Aboriginal School Liaison Officer around students at risk. Sentral/Text messaging (\$1500).	Attendance rates in 2018 increased from 91.23 in 2017 to 91.69 in 2018. Attendance marking procedures moved to Sentral in 2018 and a text messaging service was implemented to follow up on student absenteeism.
Student wellbeing indicators show positive growth.	Updated PBL signage and mascot (\$5000). PBL professional learning for staff (\$10000). Acknowledgements (\$3000).	Suspension rates have shown a decrease in both the number and length of suspensions in 2018 by just over 50%. Positive Behaviour for Learning (PBL) pivot charts enable the committee to target behaviours for re-teach and engagement in PBL Lessons across the school through the use of Google classroom have proven effective with an decrease in negative incidents. A revamp of the school PBL focus included a new mascot – Billy the Platypus. New signage and acknowledgements of positive behaviour are visible and evident across the school.
'Tell Them From Me' (TTFM) surveys demonstrate growth in emotional, social and physical wellbeing.	Tell Them From Me data collected in 2018 will form a baseline to enable effective evaluation of wellbeing practices over the next three years.	'Tell Them From Me' surveys were distributed to students in Year 4, 5 and 6 and results indicate the following; Students feel they have someone at school who consistently provides encouragement and can be turned to for advice – 7.2 Students feel accepted and valued by their peers and by others at their school – 75% Students feel teachers are responsive to their needs and encourage independence with a democratic approach – 7.8
Increased access to a wider range of wellbeing services for students, staff and the school community.	'AP Wellbeing' position established in the school to support students and families in all aspects of	The establishment of a range of wellbeing services has been a focus in 2018. The school has accessed community agencies and have regular support from speech pathologists, occupational

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased access to a wider range of wellbeing services for students, staff and the school community.	wellbeing (\$108 000)	therapists, youth worker and counsellors, Mission Australia, PCYC, FACS and local dental, optical and medical providers.

Next Steps

Formation of Advanced Tiers in 2019 is a focus area and the next step in revamping PBL processes across the school. Investigation of CPS Outdoor Learning Space to increase natural 'green spaces' in the school. Staff to attend Stronger Smarter Training. Continue to build community connections as part of the CPS Wellbeing Hub and expand the services we are able to offer our families.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$106 714	The school receives a fulltime Aboriginal Education Officer (AEO) as part of the staffing component to support Aboriginal students' learning in the classrooms. Additional funds were used in 2018 to implement the Wiradjuri Language program across all classes in the school through employing an Aboriginal Elder (SLSO) as well as participation in NAIDOC week activities and the NAIDOC Public Speaking Competition (local, regional and state level). Remaining funds were used to engage an Aboriginal SLSO to work on targeted literacy and numeracy interventions in K-2.
Low level adjustment for disability	\$165 320	The school receives a fulltime Learning and Support Teacher (LaST) and a part-time LaST as part of the staffing component to support student learning. The remaining \$50, 795 was allocated towards targeted early intervention through SLSO support and MiniLit. This has resulted in gains in student comprehension and reading fluency skills. Numeracy support in primary classes was also provided using flexible funding.
Quality Teaching, Successful Students (QTSS)	\$71 630	QTSS Funding was used in 2018 to provide additional release for Executive staff to assist and support stage teams through professional dialogue, classroom management support, programming and quality teaching observations.
Socio-economic background	\$401 785	In 2018, students requiring additional learning support benefited from targeted assistance with their learning. L3 is embedded in all Early Stage 1 and Stage 1 classrooms and each class received School Learning Support Officer (SLSO) support during L3 sessions and data showed improvement in Stage 1 reading levels. School and eisteddfod performances produced a positive response from parents and community members and the community feedback regarding the Cowra Public School Band is encouraging. Cowra Public School's band program, lunchtime dance lessons, choir and Schools Spectacular entries highlight the opportunities available for creative arts pursuits. Funds were expended on employing a STEM teacher 3 days per week and improving technology access with additional interactive whiteboards and laptops purchased for student use.
Support for beginning teachers	\$31 736	In 2018, beginning teacher funds enabled beginning permanent and temporary teachers the time to attend professional learning, observe other teachers, engage in professional dialogue with their mentors and begin working on their teacher accreditation. Fortnightly beginning teacher meetings were timetabled where staff listened to guest speakers including personnel within the school and outside of the school (eg speech therapist, counsellor). Health and safety, how

Support for beginning teachers	\$31 736	to apply for leave and programming were all areas that were covered and mentor teachers supported beginning teachers to complete their accreditation.
Early Action for Success	\$191 127	A full-time Instructional Leader and a part-time Instructional Leader have been allocated to Cowra Public School as part of the Early Action for Success initiative. These funds are direct staffing costs.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	185	196	199	192
Girls	151	185	197	187

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	93.7	92.7	92.4
1	93.9	94.2	92.2	91.7
2	96.8	93.5	93.7	92.3
3	96.1	95.4	93.7	92.4
4	95.3	93	92.9	92.2
5	93	92.3	93.1	93.5
6	93.2	92.8	91.4	93
All Years	94.7	93.6	92.8	92.5
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

The attendance figures for Cowra Public School in 2018 have remained stable. Students who have consistent non-attendance issues at Cowra Public School are monitored according to Department of Education policy and referred to the Home School Liaison Officer (HSLO) or Aboriginal Student Liaison Officer (ASLO) for management and intervention as required.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.92
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	6.05

*Full Time Equivalent

In 2018, six members of the workforce identified as being of Aboriginal or Torres Strait Islander descent.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	4

Professional learning and teacher accreditation

The teaching staff at Cowra Public School participated in a number of professional learning activities designed to build the capabilities of staff to achieve some of the key priorities as set out in the 2018–2020 School Plan. In addition, staff have been involved in professional development programs that have built the skills and knowledge of early career teachers, current teachers and aspiring and current school leaders.

Permanent and temporary beginning teachers were provided with additional release time which included mentoring and attendance at professional development courses.

Whole staff professional learning included Positive Behaviour for Learning (PBL) practices, Code of Conduct, Child Protection update, CPR training, 'Trauma Training', Implementation of the PDHPE syllabus, Implementation of the Science and Technology syllabus, Building Numeracy Leadership (BNL), Learning Progressions, Personalised Development Plans, Literacy Pro, SCOUT training, programming, Local Health and Safety Induction and Student Assessment and Reporting. Individual staff

engaged in professional learning with a focus on stage requirements including Best Start, L3 Training, Instructional Leader Network Days, PBL Coaching, Principal Network Days, PPA Meetings, Autism Workshop, Science Syllabus training, PDHPE syllabus training, Meet Manager, Movement in Mathematics, Operation Art and Road Safety Education.

Five staff members received their Teacher's Accreditation at Proficiency level during 2018, with another five staff members starting the accreditation process.

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	647,705
Revenue	5,087,242
Appropriation	4,965,011
Sale of Goods and Services	6,691
Grants and Contributions	112,235
Gain and Loss	0
Other Revenue	0
Investment Income	3,305
Expenses	-4,819,570
Recurrent Expenses	-4,819,570
Employee Related	-4,445,815
Operating Expenses	-373,756
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	267,672
Balance Carried Forward	915,377

Cowra Public School has a finance committee comprised of the School Administration Manager (SAM), Principal, and two staff members, one of whom is a parent. Both the SAM and School Administration Officers (SAO) have received initial training in Learning Management Business Reforms and have an understanding of SAP and HR Payroll. SAM and Principal have also attended additional training in using the eFPT (enterprise financial planning tool) for financial and staffing budgets for the 2018 school year. The school budget is reviewed regularly and funds

expended according to school planning guidelines.

Surplus funds have already been allocated to re-keying the school and installing an intercom and bell system in 2019 as there were some difficulties in obtaining comparable quotes in the latter half of 2018. Planned capital works include the installation of a disability ramp to enable access to the school hall from all areas of the school, refurbishment of the school staffroom and converting a meeting room to enable private video-conferencing.

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	2,705,687
Base Per Capita	80,399
Base Location	8,345
Other Base	2,616,943
Equity Total	674,465
Equity Aboriginal	106,714
Equity Socio economic	401,785
Equity Language	646
Equity Disability	165,320
Targeted Total	424,953
Other Total	945,075
Grand Total	4,750,179

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.

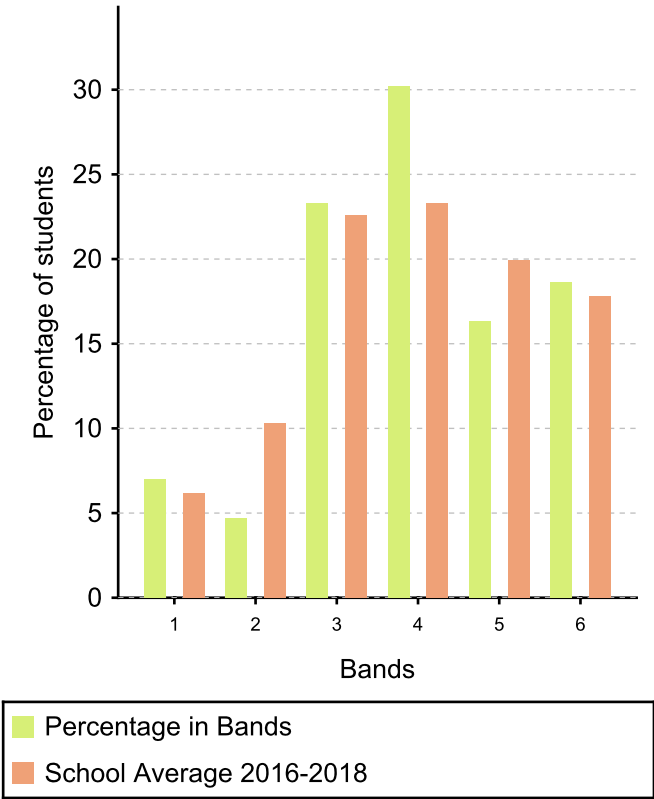
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to

the online test, with some schools attempting NAPLAN on paper and others online.

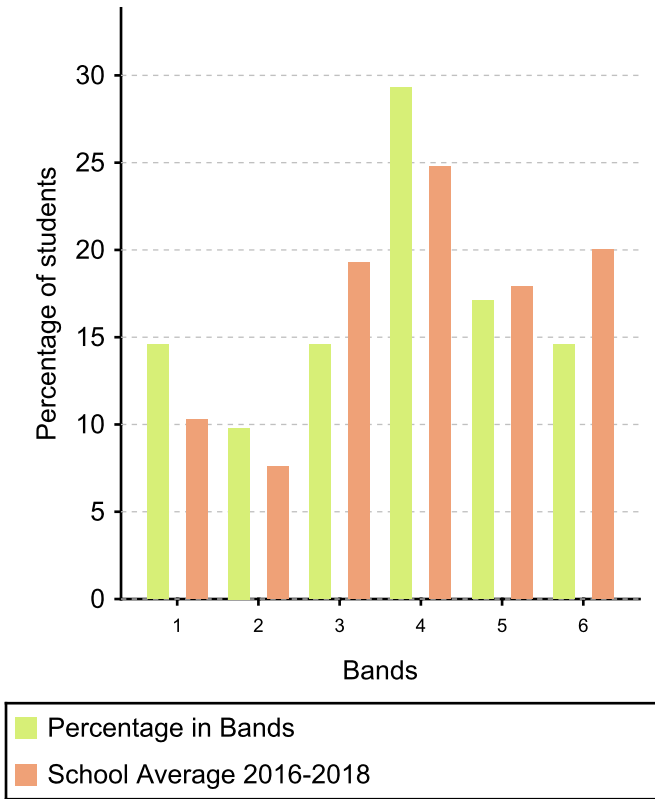
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Students in Year 3 and Year 5 continue to demonstrate sound achievement and growth in NAPLAN assessment in Literacy. In 2018 there was an upward trend in Year 3 and Year 5 results, with an average increase of between 6 and 18 points in reading, spelling, grammar and punctuation. Writing continues to be targeted area of development as 2018 results are similar to previous years and growth across both Year 3 and Year 5 has declined. When compared with statistically similar school groups, students in Year 3 and Year 5 on average, are performing well above their peers. To further develop the capacity of students in Literacy, an Instructional Leader under the Early Action for Success program was employed throughout 2018 to target literacy support for teachers in Kindergarten to Year 3. Additional School Learning Support Officers (SLSO's) have also been employed to support the school focus on writing across all stages.

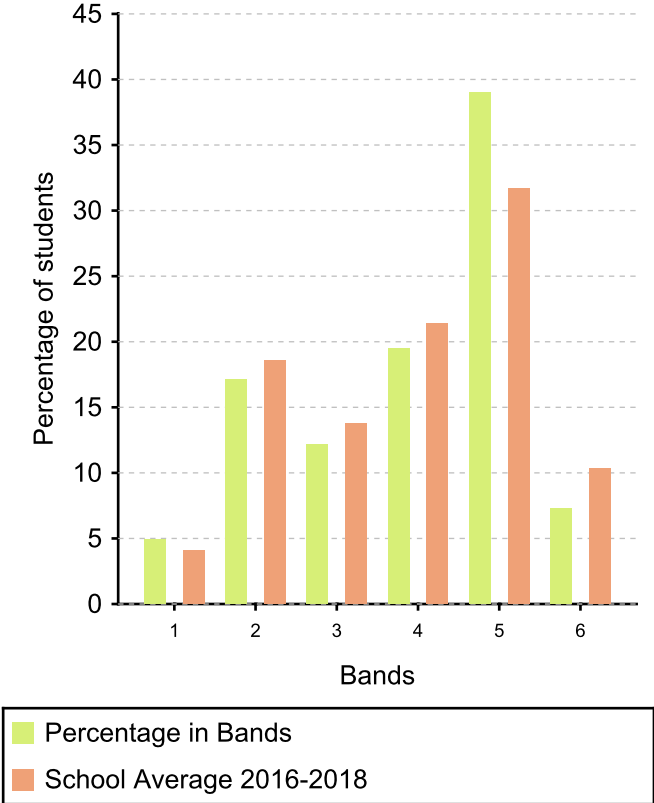
Percentage in bands:
Year 3 Reading



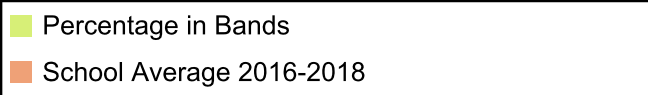
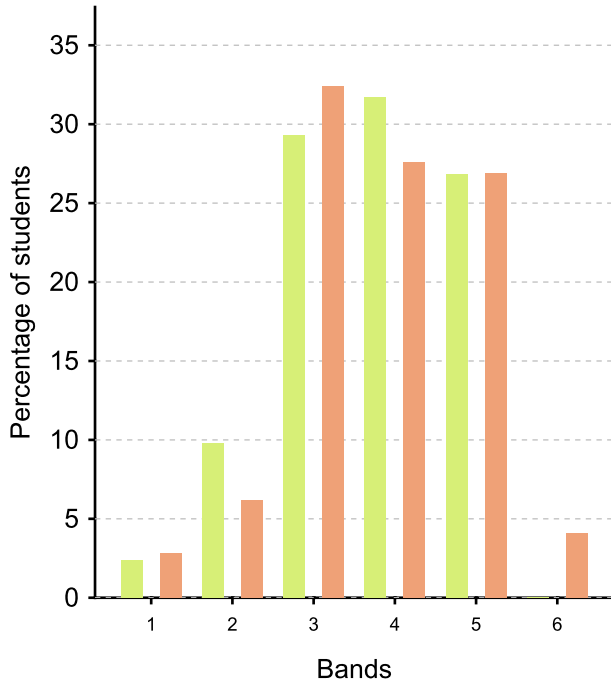
Percentage in bands:
Year 3 Grammar & Punctuation



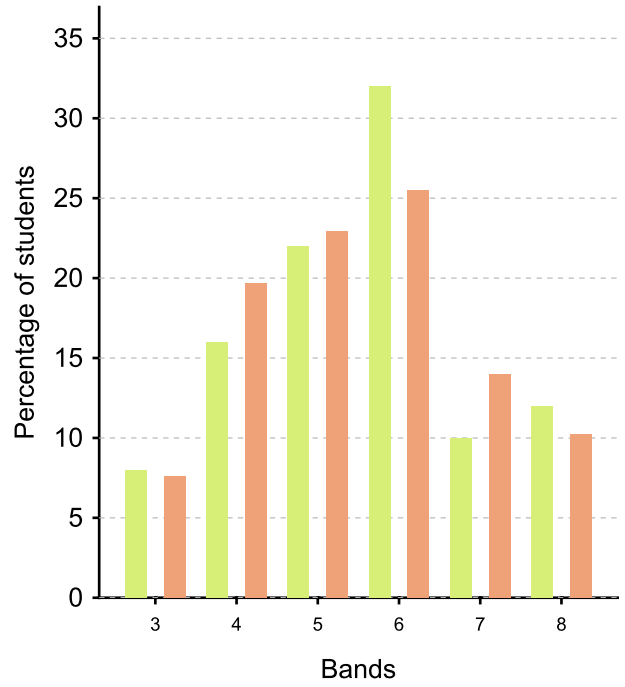
Percentage in bands:
Year 3 Spelling



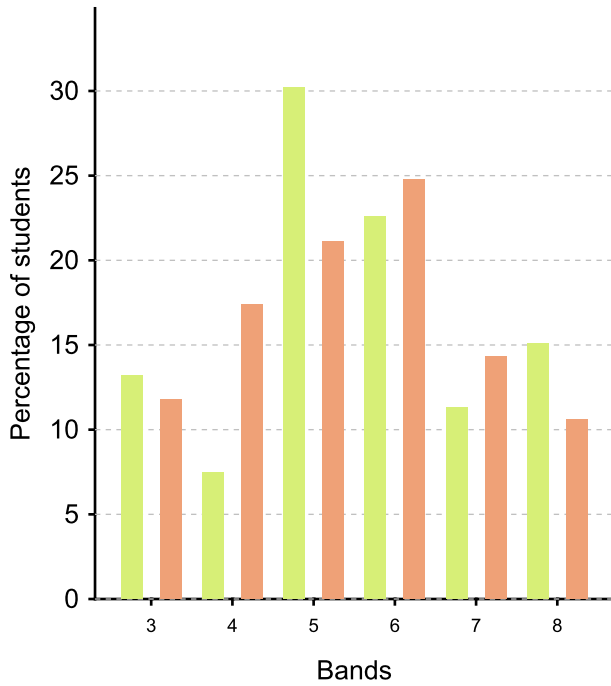
Percentage in bands:
Year 3 Writing



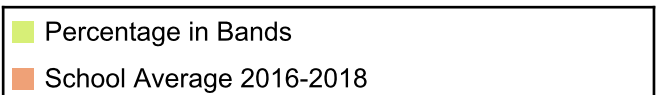
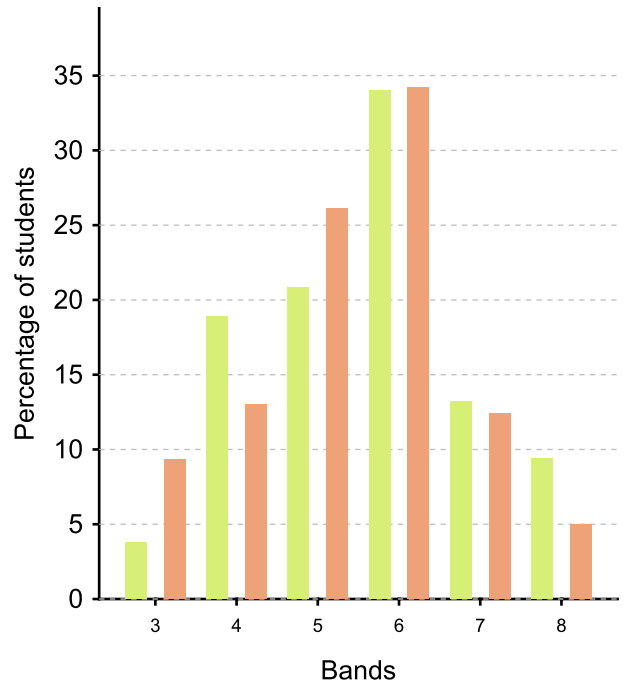
Percentage in bands:
Year 5 Reading



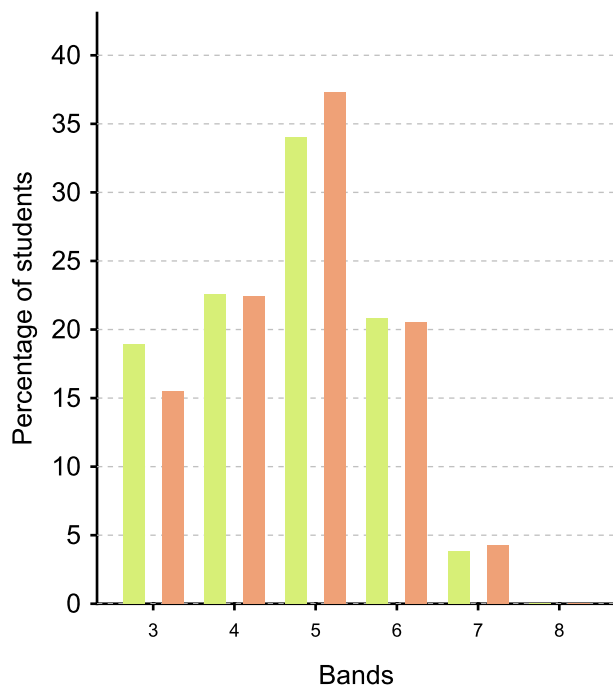
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing

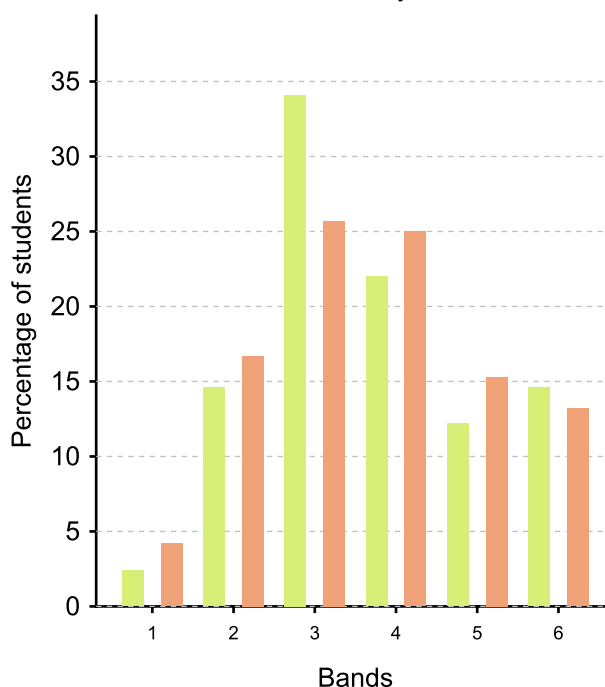


Percentage in Bands
School Average 2016-2018

Students in Year 3 and Year 5 continue to demonstrate sound achievement in NAPLAN assessment in Numeracy with results in both year levels showing an upward trend from 2017 and students showing an average increase of 10 points in their overall numeracy scores.

Numeracy will continue to be a focus of development for teachers in 2019 with targeted professional learning and implementation of the "Building Numeracy Leadership" program. To further develop the capacity of students in Numeracy, an Instructional Leader under the Early Action for Success program has been employed during 2018, to target numeracy support for teachers in Kindergarten to Year 3. Additional School Learning Support Officers (SLSO's) have also been engaged to support the school focus on numeracy skills across all stages.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

In addressing the NSW Premier's Priorities which include a 30 per cent increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 2019, Cowra Public School has maintained this area as a focus in 2018.

NAPLAN results for 2018 show that the percentage of Year 3 Aboriginal students performing in the top two bands in reading was 12%, spelling; 43%, grammar and punctuation; 28.6%, writing; 14% and numeracy; 14%. These results are similar to those from 2017. Year 5 results were not as strong, however improvements in the percentage of Aboriginal students in the top two bands in reading did increase to 16.7%. Improving Aboriginal student learning outcomes will continue to be a priority across the school as we move into 2019.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018 this was done using survey questionnaires online and in paper format. A summary of their responses are presented below.

- All parents surveyed strongly agreed or agreed that Cowra Public School is an attractive and well-resourced school.
- All parents surveyed strongly agreed or agreed that the school is connected to its' community and welcomes parental involvement.
- Most parents surveyed strongly agreed or agreed that the school maintains a focus on literacy and

numeracy.

- All parents surveyed strongly agreed or agreed that the school teaches and promotes core values of being respectful, on task and safe.
- Most parents surveyed strongly agreed or agreed that the school offers challenging programs for its' students.
- Most parents strongly agreed or agreed that Cowra Public School provides a range of extra-curricular programs e.g sport and music.
- Most students surveyed strongly agreed or agreed that Cowra Public School is well resourced and has plenty of play equipment, library books and technology.
- Most students surveyed strongly agreed or agreed that Cowra Public School has good learning programs.
- Most students surveyed strongly agreed or agreed that Cowra Public School encourages them to live a healthy lifestyle



Policy requirements

Aboriginal education

Cowra Public School provides an awareness of aboriginal culture, history and contemporary Aboriginal Australia across all areas of the curriculum. In implementing the Aboriginal Education policy, all students study aboriginal history, culture and current Aboriginal Australia in Human Society and its Environment (HSIE), History and Geography and English learning programs, incorporating aboriginal perspectives in all learning areas. Staff are familiar with the "8 Ways Aboriginal Pedagogy" and Cowra Public School implemented Personalised Learning Pathways using the 8 Ways format across Stage 2 and Stage 3 in 2018..

Throughout 2018, Cowra Public School was strongly represented at the local Aboriginal Education Consultative Group (AECG) committee meetings and celebrated NAIDOC week activities in a joint NAIDOC Fair with other Cowra schools, pre-school and the wider community.. All students participated in weekly

Wiradjuri Language Classes conducted by an aboriginal staff member and local community Elder. Cowra Public School entered two teams in the NAIDOC Public Speaking Challenge and Haylie Ingram and Samantha Van Zyll were successful in reaching the State finals where they were named overall winners.

The opportunity for parents to engage in the development of Personalised Learning Pathways resulted in improved learning outcomes for students and Stage 2 and 3 staff implemented the PLP format based on 8 Ways Aboriginal Pedagogy with great success. Outstanding Aboriginal students were acknowledged for their academic, cultural and leadership success through the annual "Aboriginal Student of the Year" awards on Presentation Day. Infants students; Ava Gee, Maddon Booker and Mahalia Doolan, along with Assistant Principal Mr Albert Murray were awarded a Wudhgaragarra Award for 2018. Mr Murray received his award for 'Teacher of Aboriginal Languages' and Ava, Maddon and Mahalia received an Encouragement Award for Early Stage 1 and Stage 1. As a mark of respect, acknowledgement and understanding, students and teachers use the protocols for Welcome to Country in recognising the traditional owners of the land at all assemblies, meetings and community gatherings.

Multicultural and anti-racism education

Cowra Public School has maintained a focus on multicultural and anti-racism education in all areas of the curriculum by providing students with learning experiences which develop the knowledge, skills and attitudes required for a culturally diverse society. Students were exposed to the culture of Nepal through participation in the Cowra Festival of International Understanding – as well as discussions in all key learning areas. Students and staff entered in the Festival Parade and annual window display, with thanks to parents, teachers and students working enthusiastically together. Cowra Public School has a trained Anti-racism Contact Officer (ARCO) and the school-wide Positive Behaviour for Learning (PBL) implementation ensures that all students are aware of their responsibilities and commitment to inclusivity.