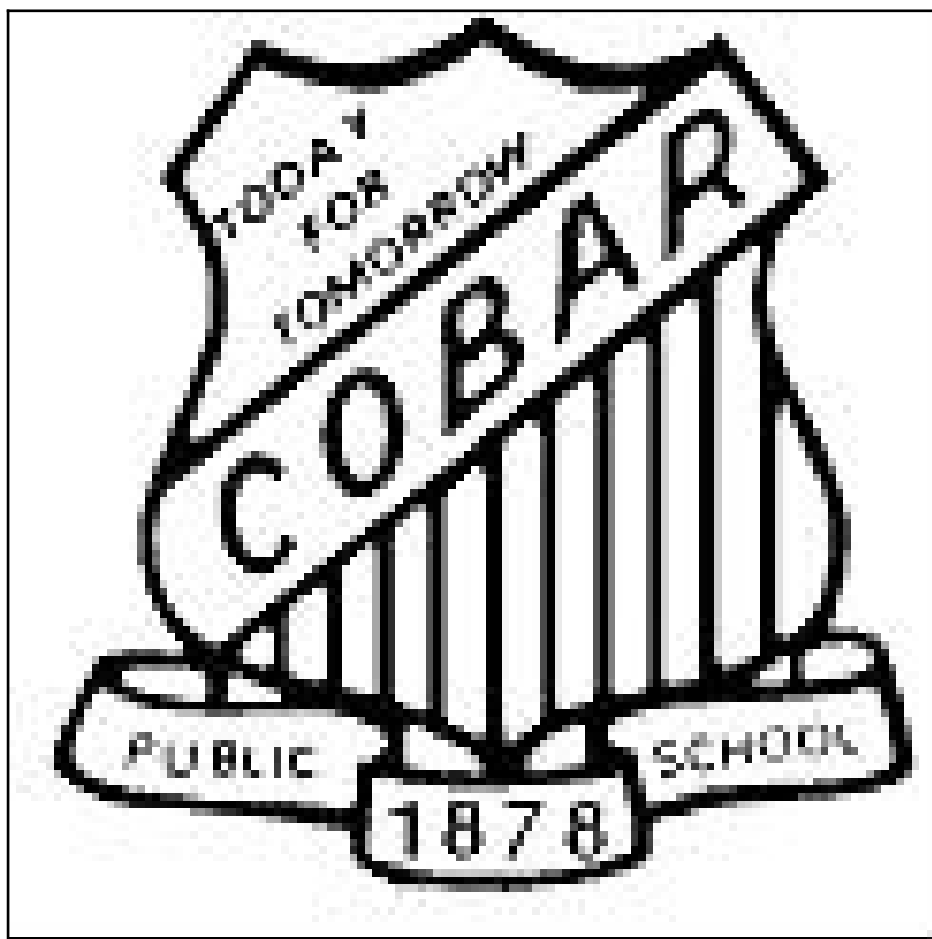


Cobar Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Cobar 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.

School contact details

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Cobar, 2835
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School background

School vision statement

Maintain our school culture of responsible, respectful learners. Provide educational experiences, opportunities and environments that will engage and motivate all students to learn, discover and critically analyse their knowledge to equip them to become informed citizens of the future.

School context

Cobar Public School is a remote, isolated school with a population of approximately 240 students. Approximately 30% of the school population identify as having Aboriginal heritage. The school also has students from seven other cultural backgrounds and in some years offers language Other Than English support.

The school experiences a constant level of student mobility which in some years can reach 20% turn over of students.

The school enjoys strong parental support through an active Parents and Citizens Association and the Cobar Aboriginal Education Consultative Group.

The school has 7 long term teaching staff (ten years or more at the school), with three staff members on current maternity leave. Eight staff members are employed on temporary contracts. Eight teachers are New Scheme Teachers. The executive structure of the school comprises one non-teaching Principal and three teaching Assistant Principals. For the next three years, the school will use funding allocations to reduce the teaching load of the executive to FTE0.5. This is to allow the executive to focus on instructional leadership in their stage teams.

Through Early Action for Success, the school is provided with an Instructional Leader, and uses school funding to employ an Interventionist K–2 and Interventionist Yr 3–6 to deliver tailored interventions in Literacy and Numeracy.

The school promotes citizenship and taking responsibility for one's own actions through the Positive Behaviour for Learning (PBL) program, with the school mission statement "We are a school community of responsible, respectful learners".

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Maintain high expectations to drive the continued improvement of student learning

Purpose

To empower the whole school community to demonstrate aspirational expectations of learning progress and achievement for all students

Improvement Measures

EA4S targets for students in each year group

All students demonstrate growth in line with the Premier's Priorities

Progress towards achieving improvement measures

Process 1: Build the capacity of staff and the school community to track and reflect on student achievement to drive continued improvement for all students

Evaluation	Funds Expended (Resources)
<p>For teachers who have completed their accreditation in 2019 these activities have been beneficial. Their accreditation reports reference their improved capacity to perform their professional responsibilities.</p> <p>Release time for APs to work with teaching staff has been reported highly valuable and used for the purpose it was resourced for.</p> <p>Interventionist support for students has resulted in improved student outcomes measured by internal and external measures.</p> <p>In 2020 release timetable and AP extra release will be revised to include data input time and extra TPL release to train in systems and local program initiatives.</p>	<p>RFF timetable inclusive of extra release time</p> <p>AP release</p> <p>Interventionist</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$20000.00)• Low level adjustment for disability (\$1000.00)• Socio-economic background (\$30000.00)

Strategic Direction 2

Embed a whole school culture of instructional leadership

Purpose

To focus on distributed instructional leadership to sustain a culture of effective, evidence based teaching, evaluating, and reporting practices

Improvement Measures

All teaching staff work with an Instructional Leader, interventionist or a supervisor to assist in identifying areas of need for students and their own professional development

Staff can articulate the impact of instructional leadership on their teaching

Progress towards achieving improvement measures

Process 1: Build the capacity of all staff to use evidence based pedagogy to build the capacity of themselves and others to become instructional leaders

Evaluation	Funds Expended (Resources)
<p>Classroom PDP observations and feedback could have been better. Issues with timetabling and staff absences.</p> <p>Not all teaching staff were able to work with a mentor due to staff absences and skills level</p> <p>Not all APs worked with Instructional Leader to improve their practice due to change over in executive staff, and staff absence and workload</p> <p>Training for executive team in EV SEFSASS was not able to be accessed by all executive.</p> <p>Other activities completed successfully.</p> <p>In 2020 some activities will be continued, release and teachers working with APs, however there will be a revision of strategic directions and processes</p>	<p>Instructional Leader</p> <p>APs released 1 week in 2</p> <p>Interventionist</p> <p>PDP observations and feedback timetabled</p> <p>Beginning teacher mentor sessions supporting practice and accreditation</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$80000.00)• English language proficiency (\$2854.00)• Socio-economic background (\$63310.00)• Support for beginning teachers (\$2000.00)

Strategic Direction 3

Build a planned approach to student wellbeing

Purpose

To promote and improve student wellbeing through the use of evidence based practices

Improvement Measures

Reduced number of major and minor negative behaviour entries in Sentral data when compared to 2017 data

Reduced number of executive referred behaviours

Build staff capacity to manage behaviour when compared to 2017 data

Progress towards achieving improvement measures

Process 1: Build the capacity of all staff to use evidence based practices to improve student wellbeing across the school and in community partner agencies

Evaluation	Funds Expended (Resources)
<p>The development of partner relationships and the implementation of programs and intervention for student has been high.</p> <p>Year 6 transition program feedback from staff, parents and students demonstrates that the changes implemented were very successful. There is always room for improvement and further work will be undertaken in 2020</p> <p>Overall staff report an improved capacity to use evidence in the planning for their teaching and learning to use meta language obtained from their training as the basis for professional dialogue.</p>	<p>Staff release</p> <p>PBL internal coach</p> <p>Evidenced professional readings</p> <p>TTFM survey</p> <p>Neighbouring schools</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Aboriginal background loading (\$45966.00)• Socio-economic background (\$100000.00)• Low level adjustment for disability (\$47124.00)• Quality Teaching, Successful Students (QTSS) (\$45034.00)• Support for beginning teachers (\$11000.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$125 956.00) 	<p>Staff feedback indicates that the allocation of time for APs has led to improved teaching practice. Staff report feeling supported and valued and able to access their AP in a timely manner. As a measure of success, NAPLAN growth for year 5 students has improved significantly when compared with pre-release years.</p> <p>All ATSI students worked with a PLP, with all but 3 students having developed an initial PLP with a parent present at the meeting. This level of parental involvement came from the relationships the school has built with its community and the flexibility of timetabling achieved through the use of equity funding. All students had follow up phone calls with parents through out the year to update goals as they were achieved. Anecdotal feedback from parents indicates a high degree of satisfaction with the process.</p>
English language proficiency	<p>Few</p> Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$2 854.00) 	<p>There is no milestone for this "Key initiative" – it isn't a key initiative, nor any type of initiative and has never appeared in the school plan.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$48 124.00) 	<p>The parent of the student meets regularly with the principal. Through the conversations, the type of support offered has been refined through out the year, and the parent reports a high level of satisfaction with the school's support of the student. The student is demonstrating growth academically and socially and emotionally, showing greater independence and engagement with learning.</p>
Quality Teaching, Successful Students (QTSS)	<p>FTE 0.422</p> Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$0.00) 	<p>Staff feedback indicates that the allocation of time for APs has led to improved teaching practice. Staff report feeling supported and valued and able to access their AP in a timely manner. As a measure of success, NAPLAN growth for year 5 students has improved significantly when compared with pre-release years.</p>
Socio-economic background	<p>Human.</p> Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$193 310.00) 	<p>The school is recognised by the community, interagency partners, other schools and regional staff as maintaining processes of the high standards. The school regularly hosts visits from staff of other school to observe our practice and supports the DoE system through staff relieving in regional positions.</p>
Support for beginning teachers	<p>People.</p> Funding Sources: <ul style="list-style-type: none"> • (\$13 000.00) 	<p>This is not a key initiative – it doesn't appear in the school plan, there are no milestones for this.</p> <p>The school retains over 95% of its staff year to year. Absentee rates amongst staff are low, whilst support for school programs including after hours activities is high. All staff required to do so submit their accreditation on time and all have achieved acquisition or maintenance of accreditation.</p>

<p>Early Action for Success</p>	<p>An instructional leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$163 254.00) 	<p>The school continues to fund the interventionist position to support the work of the instructional leader.</p> <p>Staff feedback continues to demonstrate the value of the IL position. Teachers report taking back to their classroom strategies to support their professional learning as a result of their work with the instructional leader, and finding this to be extremely beneficial</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	131	133	113	107
Girls	126	137	127	126

Student attendance profile

School				
Year	2016	2017	2018	2019
K	90.5	90	87.6	83.9
1	91.1	90.3	86.6	87.2
2	90.3	91.7	89.2	89.3
3	93	90.9	89.9	88.9
4	90.7	92.3	89.5	89.5
5	92.6	89.7	90.7	87.6
6	89.5	91.6	89.6	90.5
All Years	91.2	91	89	88.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.37
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	4.54

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	643,400
Revenue	3,479,684
Appropriation	3,390,287
Sale of Goods and Services	757
Grants and contributions	84,241
Investment income	4,398
Expenses	-3,345,057
Employee related	-3,023,503
Operating expenses	-321,554
Surplus / deficit for the year	134,627

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	397,496
Equity Total	476,959
Equity - Aboriginal	125,956
Equity - Socio-economic	193,310
Equity - Language	2,854
Equity - Disability	154,840
Base Total	1,961,841
Base - Per Capita	59,138
Base - Location	146,885
Base - Other	1,755,818
Other Total	288,927
Grand Total	3,125,223

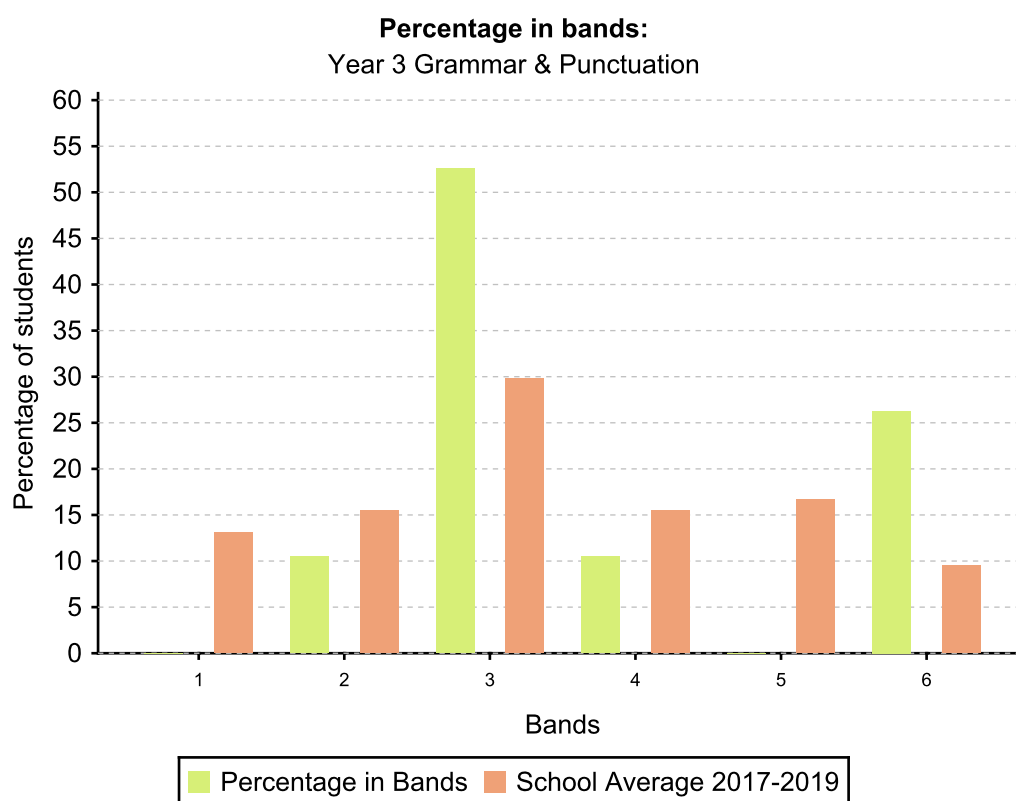
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School performance - NAPLAN

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.

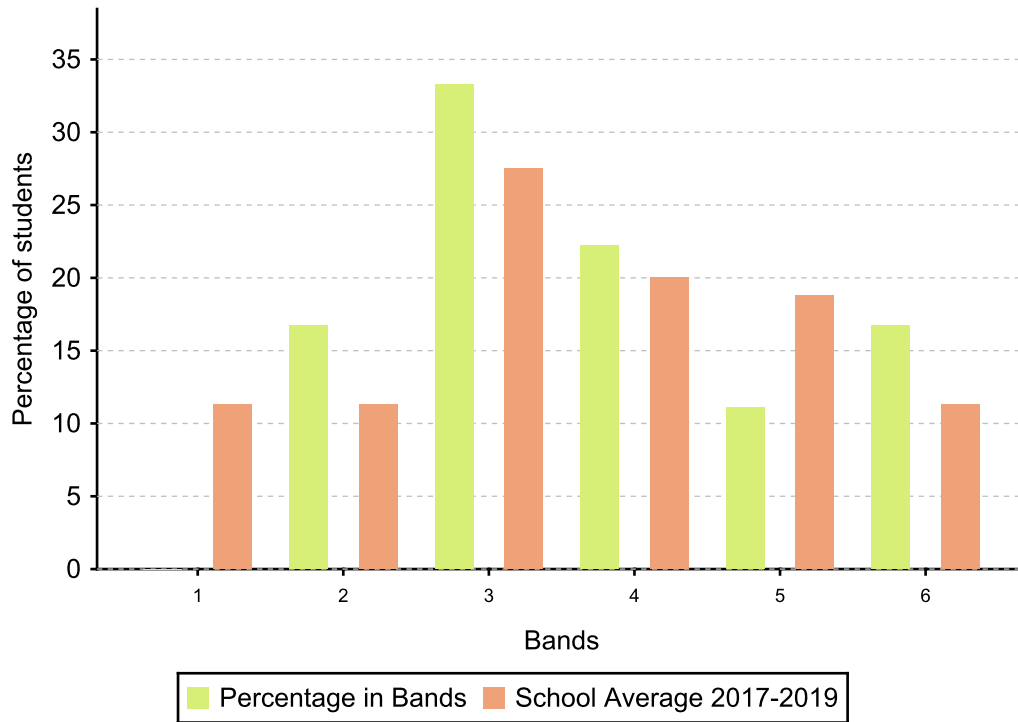
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



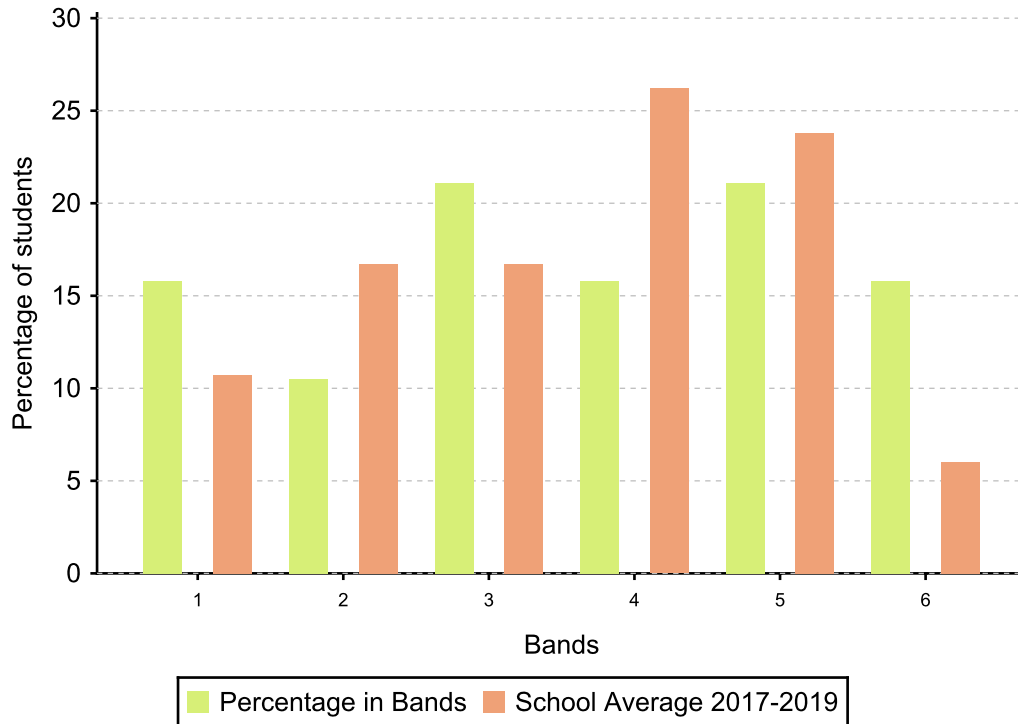
Band	1	2	3	4	5	6
Percentage of students	0.0	10.5	52.6	10.5	0.0	26.3
School avg -2019	13.1	15.5	29.8	15.5	16.7	9.5

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	16.7	33.3	22.2	11.1	16.7
School avg -2019	11.3	11.3	27.5	20	18.8	11.3

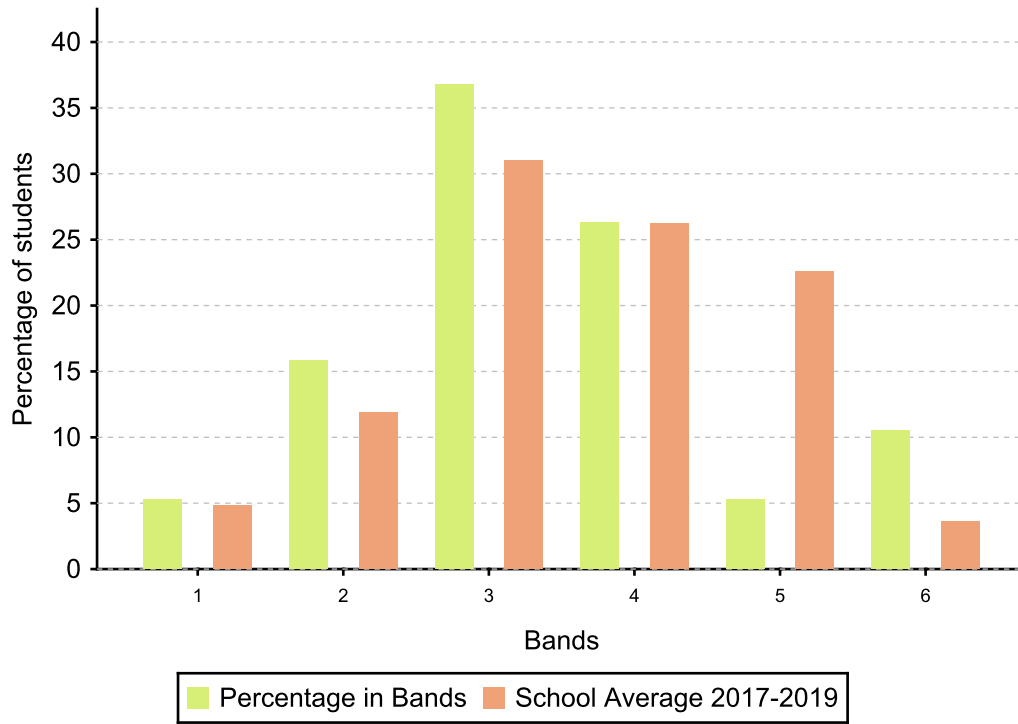
Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	15.8	10.5	21.1	15.8	21.1	15.8
School avg -2019	10.7	16.7	16.7	26.2	23.8	6

Percentage in bands:

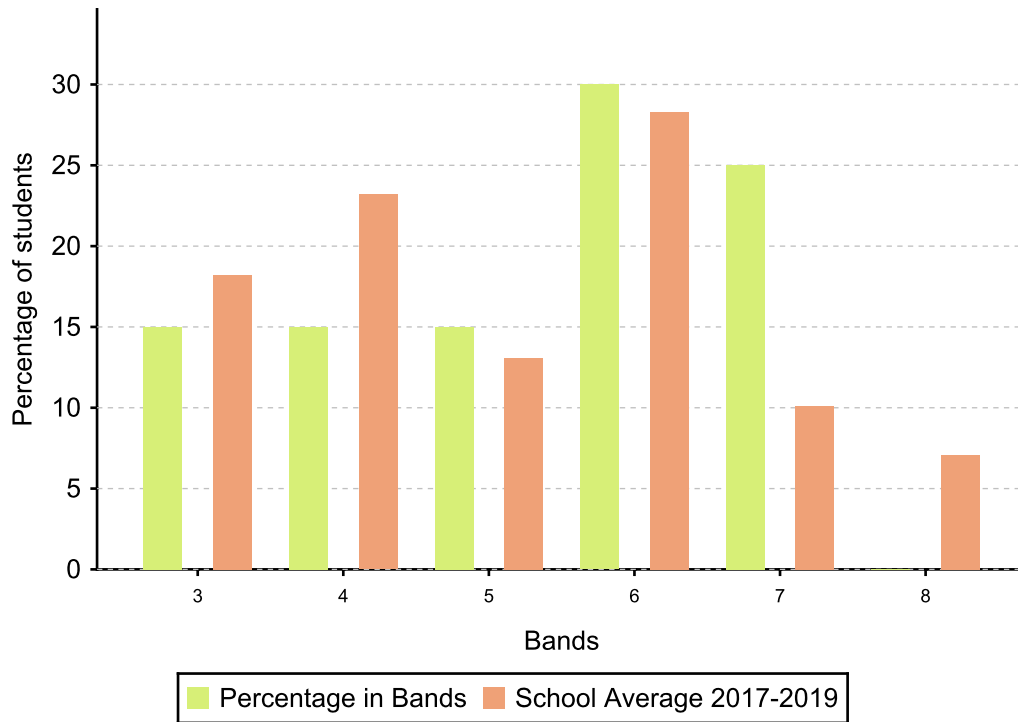
Year 3 Writing



Band	1	2	3	4	5	6
Percentage of students	5.3	15.8	36.8	26.3	5.3	10.5
School avg -2019	4.8	11.9	31	26.2	22.6	3.6

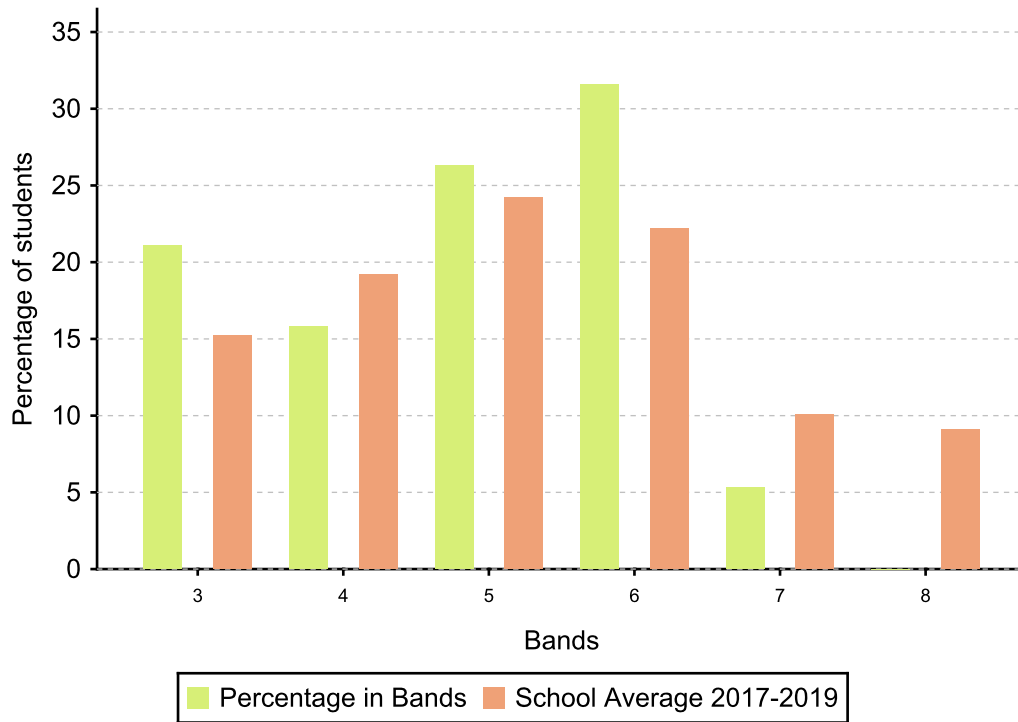
Percentage in bands:

Year 5 Grammar & Punctuation



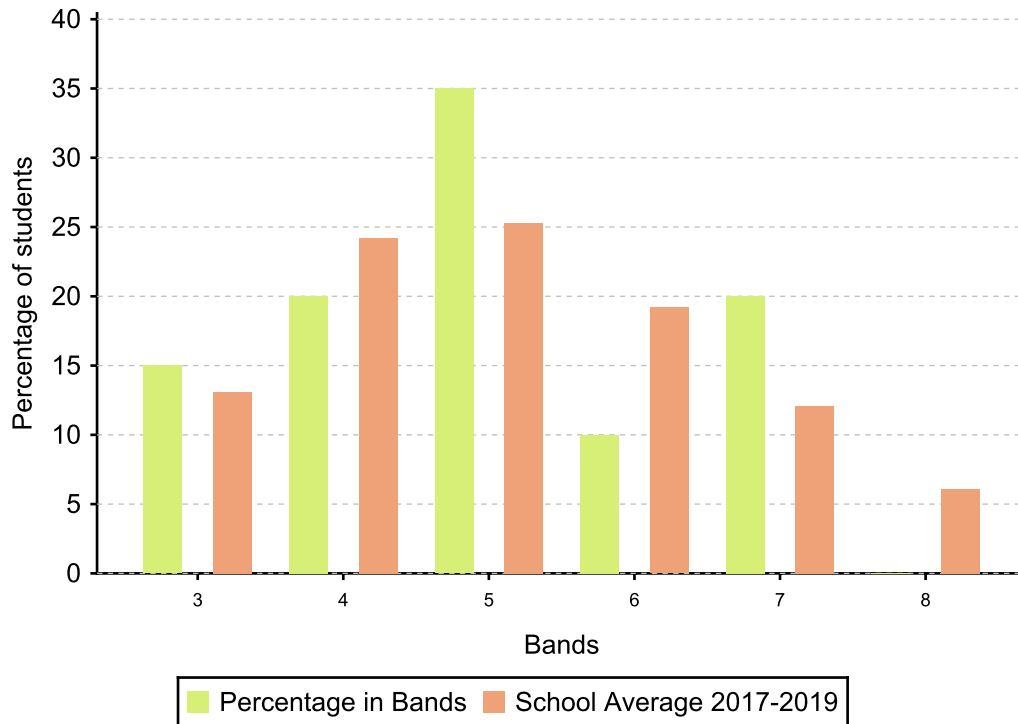
Band	3	4	5	6	7	8
Percentage of students	15.0	15.0	15.0	30.0	25.0	0.0
School avg -2019	18.2	23.2	13.1	28.3	10.1	7.1

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	21.1	15.8	26.3	31.6	5.3	0.0
School avg -2019	15.2	19.2	24.2	22.2	10.1	9.1

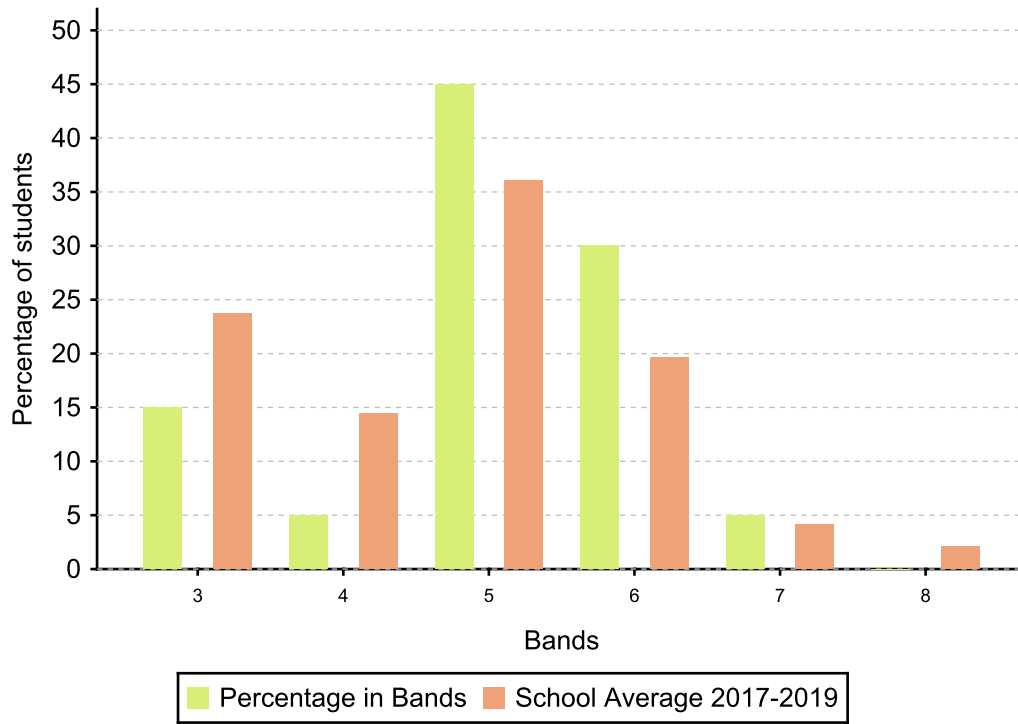
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	15.0	20.0	35.0	10.0	20.0	0.0
School avg -2019	13.1	24.2	25.3	19.2	12.1	6.1

Percentage in bands:

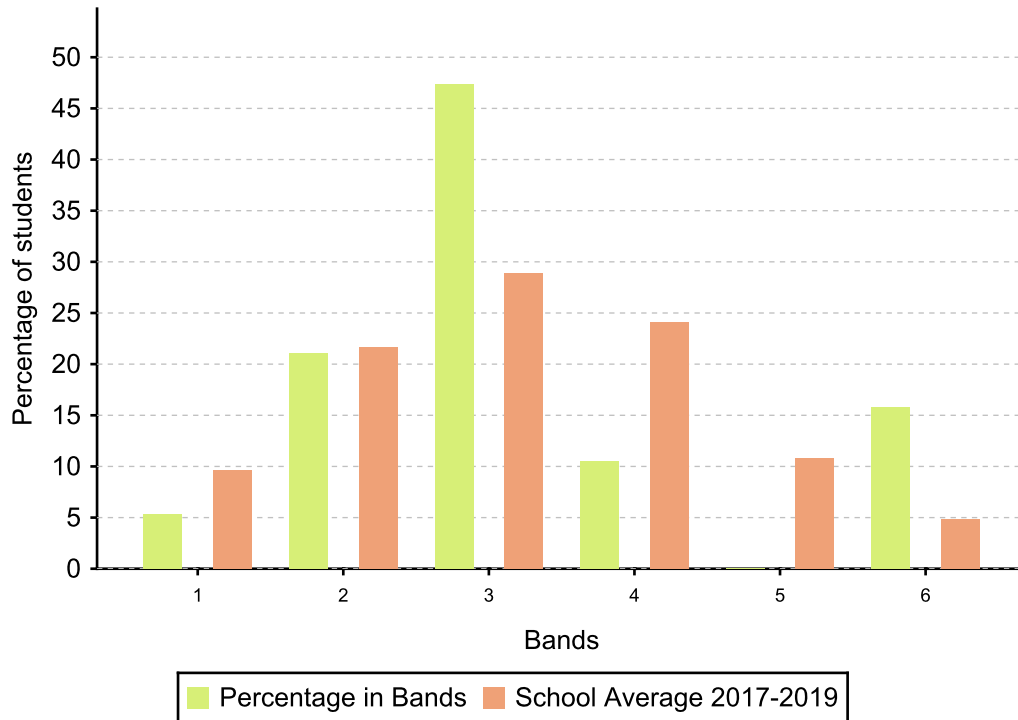
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	15.0	5.0	45.0	30.0	5.0	0.0
School avg -2019	23.7	14.4	36.1	19.6	4.1	2.1

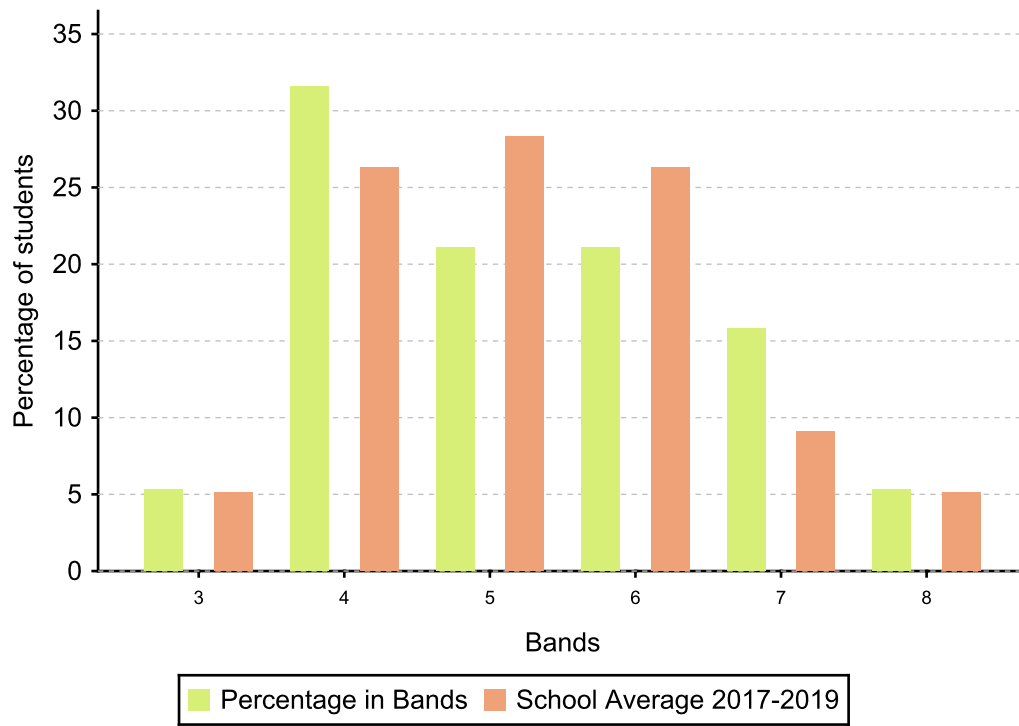
Percentage in bands:

Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	5.3	21.1	47.4	10.5	0.0	15.8
School avg -2019	9.6	21.7	28.9	24.1	10.8	4.8

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	5.3	31.6	21.1	21.1	15.8	5.3
School avg -2019	5.1	26.3	28.3	26.3	9.1	5.1

Parent/caregiver, student, teacher satisfaction

The school uses TTFM surveys to assess staff, student and parent satisfaction. Parent and staff surveys were completed, however TTFM has no record of data for these groups.

100% of year 5 students and 92% of year 6 students ported that they try hard to succeed in their learning. This compared to a state average of 88%. 80% of year 5 and 83% of year 6 students reported they do not get in trouble for inappropriate behaviour compared to 83% state average. 1005 of year 5 and 6 students reported they believe that schooling is useful in their everyday lives. This compared to 96% of the state. 100% of year 5 students reported they feel accepted and valued by their peers, compared to 81% state average.

Overall our students report a strong and positive connection with their schooling.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.