

Cobbitty Public School

2019 Annual Report



1580

Introduction

The Annual Report for 2019 is provided to the community of Cobbitty Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Cobbitty Public School

Cobbitty Rd

Cobbitty, 2570

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

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

4651 2262

School background

School vision statement

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

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

School context

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

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

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

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



Self-assessment and school achievement

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 | Excelling |
| LEADING: Educational leadership | Excelling |
| LEADING: School planning, implementation and reporting | Excelling |
| LEADING: School resources | Excelling |
| LEADING: Management practices and processes | Excelling |

Strategic Direction 1

Literacy & Numeracy

Purpose

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

Improvement Measures

Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers.

No more than 5% of students in Years 3 and 5 achieving below the national minimum standards across all areas of NAPLAN.

A 10% growth of students achieving in the top two performance bands across all areas of NAPLAN in Years 3 and 5.

Overall student learning in literacy and numeracy shows growth above state average (NAPLAN).

90% of all students achieving at or above grade expectations on internal school performance measures.

Progress towards achieving improvement measures

Process 1: Development of individualised professional development plans explicitly targeted at building teacher capacity to cater for learner diversity and improved learning success in literacy and numeracy.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>During 2019, all teaching staff included a common goal in their Performance and Development Plan (PDP) that focused on using the National Numeracy Progressions (NNP) along with the NSW Mathematics Syllabus. Assistant Principal's attended professional learning around the National Numeracy Progressions and lead this professional learning at school for all staff members. Teachers were supported by Assistant Principal's to use the progressions in collaborative planning sessions to track the development of students in Additive Strategies, plan quality learning experiences and evaluate the effectiveness of experiences inline with the progressions. Teachers tracked students in Additive Strategies using PLAN 2. This provided classroom teachers with a learning portfolio for each student supporting quality differentiation in Addition and Subtraction.</p> <p>During 2019, all teaching staff included a common goal in their Performance and Development Plan (PDP) that focused on using the National Literacy Progressions (NLP) along with the NSW English Syllabus to develop quality learning experiences in Literacy, with a focus on spelling instruction. Teachers were supported by Assistant Principal's to use the progressions in collaborative planning sessions to track the development of students in Phonic Knowledge and Word Recognition, plan quality learning experiences and then evaluate upon these experiences alongside the progression. Teachers tracked students in Phonic Knowledge and Word Recognition in PLAN 2. This has provided classroom teachers with a learning portfolio of each student resulting in quality differentiation in the area of Spelling.</p> | \$3500 |

Process 2: Enhance procedures to share information with high schools to ensure continuity of learning for students as they transition to Year 7.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Targeted students participated in extended transition programs to support a successful transition to high school. These programs were supported by the Learning and Support Team and School Learning Support Officers. | |

Progress towards achieving improvement measures

Process 3: Regular collaborative data analysis/ planning meetings ensure consistent implementation of exemplary teaching and learning practices in Mathematics are evident in class programs and Mathematics learning sessions.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| In 2019, classroom teachers participated in weekly collaborative planning sessions within stage groups. Instructional leadership was provided by Assistant Principals. Visible learning was consistently used across the school in Mathematics with a focus on all number strands. Teachers deconstructed the NSW Mathematics Syllabus to develop stage based learning goals and success criteria. These learning goals provided students with clear expectations of their learning and the success criteria enabled students to clarify their understanding of the task and assess if they had been successful. Teachers planned open ended mathematical tasks with opportunities for formative and summative assessment to assess students' understanding. This has provided a foundation for future planning to cater for students' differentiated academic needs. Students have become self regulated learners, developing the ability to assess their own learning against set criteria. | \$45000 |

Process 4: Review school English and Mathematics Scope and Sequence documents and use documents consistently in line with syllabus documents to develop teaching and learning programs.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>In 2019, teachers fully implemented the Mathematics scope and sequence, developing learning experiences in all strands of Mathematics. Teachers have provided feedback and necessary changes have been made to ensure the scope and sequence remains a current and authentic working document.</p> <p>Teachers undertook a review of the current English scope and sequence, refining the document into term overviews and ensuring compliance with NESA requirements. Term overviews will guide planning in English.</p> <p>A whole-school scope and sequence for assessment, instruction and differentiation in Spelling was developed, including the introduction of Words Their Way for students in Years 1–6 and Jolly Phonics for Kindergarten. Term overviews for each grade included explicit instruction of spelling strategies and the introduction of high frequency words.</p> | \$5000 |

Process 5: Employ coaching and mentoring strategies to provide differentiated instructional leadership to teachers at all stages of accreditation ensuring school wide improvement in teaching practices and student outcomes.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| All classroom teachers received differentiated instructional leadership in English and Mathematics. The instructional leadership was provided by Assistant Principals and included collaborative planning sessions, data analysis and in class support. Teachers have actively contributed to their own professional learning by taking on feedback and modifying their teaching practice to reflect current and evidence based pedagogies. Data collected from teachers and classroom observations indicates increased confidence, knowledge and understanding about best practice in English and Mathematics. | \$45000 |

Process 6: Progress and future goals are explained to parents with data as supporting evidence.

| Evaluation | Funds Expended (Resources) |
|------------|----------------------------|
| | |

Progress towards achieving improvement measures

In 2019, teachers focused on developing authentic and consistent assessment tasks in Mathematics and English. This has been achieved for all number aspects of the NSW K–6 Mathematics Syllabus and Spelling in the NSW K–6 English Syllabus. Assessments were developed, and reflected upon to ensure consistent teacher judgement, resulting in accurate reporting to parents. Classroom teachers used this evidence to communicate progress to parents and have had open conversations of 'where to next' for their child's learning. During Meet the Teacher sessions, progress and future learning goals were outlined to parents and regularly communicated through the use of the Seesaw App.

As per other process expenditure.

Process 7: Develop a senior school program to cater for students in Year 5 & 6 through developing differentiated programs in Numeracy which support transition to Stage 4 and improved growth 5–7.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| <p>During 2019, Cobbitty Public School worked in collaboration with Elderslie High School (EHS) to develop a Mathematics session for all Stage 3 students which was taught by staff from EHS. Students participated in a range of engaging activities which focussed on skills used for multiplication. These activities supported a smooth transition into Stage 4 and alleviated student anxiety around high school Mathematics.</p> <p>During 2019, a Gifted and Talented Day, organised by Lachlan Macquarie College, was held at Cobbitty Public School. Students were selected to participate in the program., along with students from other local schools within the area. Students worked in teams to solve mathematical questions using creative and critical thinking and problem-solving skills. Students completed all tasks to a high standard in this competition and valued the experience.</p> | \$1500 |

Next Steps

- Targeted in class support to increase the % of students achieving expected growth in Numeracy.
- Targeted in class support to increase the % of students in top 2 bands in Numeracy.
- Utilise Progressive Achievement Tests (PAT) for collaborative analysis and data tracking.
- Targeted teacher support focusing on Bump it Up strategies for students with a sound to high level of achievement.
- Timetabled collaboration focusing on goal setting, professional discussion and monitoring achievement.
- Ability based grouping, providing extra support for students through teacher intervention.
- Targeted in class support to increase the % of students achieving expected growth in Reading.
- Targeted in class support to increase the % of students in top 2 bands in Reading.
- Data collection through lesson observations / rounds.
- Regular information sent out to inform parents/carers with a focus on reading.
- Parent/Carer workshops to support positive reading habits.
- Targeted programs to support students to implement comprehension skills to unpack questions and solve problems.
- Participation in a school wide read-a-thon.

Strategic Direction 2

Future Focussed Learning

Purpose

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

Improvement Measures

School data indicates improvement in student engagement, attendance and improved learning outcomes in all Key Learning Areas.

100% of students participate in sustainability and community/global well being initiatives.

Surveys reflect high levels of satisfaction amongst students, parents and staff in the provision of an engaging and flexible learning environment.

100% of students can effectively articulate learning goals.

Progress towards achieving improvement measures

Process 1: Whole school approach to Visible Learning is implemented as a regular part of teaching and learning in the classroom, with clear expectations (learning goals, success criteria, effective questioning, formative feedback, activators, summarisers, peer and self-assessment and exit criteria.)

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| In 2019, teachers participated in professional development to support visible learning. Learning goals and success criteria were evidenced in teaching and learning programs across KLAS. Whiteboards were purchased to display learning goals/success criteria and placed into similar positions in each classroom to ensure consistency across the school. Evidence of effective exit slips, on alert behaviour and accountable talk in Numeracy was noticeable across all K-6 classrooms. These processes assisted teachers to see clearly what they were teaching and what students were learning. | \$2000 |

Process 2: Inquiry learning, that promotes critical and creative thinking, problem solving and collaboration, is embedded across the curriculum with a focus on skill development and an appropriate level of scaffolding for the learner.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| In 2019, critical and creative thinking strategies were explicitly taught within digital technology lessons for all students K-6. These strategies were then utilised across other KLAS by classroom teachers to support problem solving in Mathematics, productive and purposeful thinking in Science and analysing and interpreting skills in History. Professional learning and discussion around problem solving processes were provided for teachers. These strategies were embedded into existing teaching and learning programs. Students can now collaborate and problem solve, with staff providing relevant scaffolds to support all learners. A variety of classroom resources were purchased to support inquiry learning such as Makey Makey Invention Kits and STEM resources. | \$8000 |

Process 3: Develop and enhance flexible learning spaces, both internally and externally, which cater for the varied learning needs of all students.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| In 2019, the development of flexible learning spaces, such as the weather | \$35000 |

Progress towards achieving improvement measures

shed and maker space room, commenced. These flexible learning spaces were targeted to support students to build independent learning behaviours and foster a strong understanding of themselves as learners. Students were given the opportunity to take advantage of both indoor and outdoor learning environments enabling students to work in a variety of ways and utilise learning spaces. Teachers worked with students to help develop skills in independence and support the differing learning styles. A variety of flexible furniture was purchased for classrooms and a shed was constructed to facilitate the purchase and storage of resources to support learning and engagement in the playground.

Process 4: Promote and seek opportunities to contribute to environmental and well being projects which recognise students roles as articulate and contributing citizens within the school and broader community.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| In 2019, students were provided with numerous opportunities to demonstrate citizenship within the school and broader community. Activities included participation in the Camden Show, participating in a variety of fundraisers for charities, selected by the Student Representative Council (SRC), Harmony Day, ANZAC Day and NAIDOC Week celebrations. A school composting team was established to support specific students in becoming active members of the school community and looking after our school environment. A greenhouse was purchased to aid the production of seasonal produce and add to the existing environmental programs established within the school. Students were acknowledged for their efforts in contributing to environmental and well being projects through recognition in newsletters and merits in line with the school awards system. | \$6000 |

Next Steps

- Learning Goals and Success Criteria incorporated within all KLAs and evidence in teaching programs.
- Collaborative planning sessions to continue to support staff in accessing and increasing professional knowledge and understandings, developing clear and coherent teaching programs.
- Flexible learning spaces enhanced to cater for the varied teaching and learning styles across the school.
- Investigate the possibility to take part in environmental and well being projects within our context and outside of our immediate school community.
- Development and resourcing of Maker Space.
- Ongoing development of the PBL program and the development of a school kindness pledge.



Strategic Direction 3

Wellbeing

Purpose

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

Improvement Measures

95% of students report a sense of belonging, expectations for success and advocacy at school.

100% of teachers implementing resilience programs in classrooms consistently.

100% of students actively engage in peer / buddy programs.

100% of students report that they can identify and access an adult mentor at school.

5% increase each year in community participation as contributors to school programs / initiatives.

Progress towards achieving improvement measures

Process 1: The school climate focussing on wellbeing of students is promoted with specific programs, targeting social skills and resilience, and monitored in an ongoing manner.

| Evaluation | Funds Expended (Resources) |
|--|------------------------------|
| In 2019, Cobbitty Public School continued to address the wellbeing of students. Social skill programs were implemented which targeted specific students and supported the wellbeing and engagement of all students. Teachers participated in professional learning on Aboriginal games. These games were shared and delivered across the school. Teachers participated in professional learning to support students who have experienced trauma. Professional development was delivered by Learning Link to support sensory engagement in the classroom. A variety of playground equipment was purchased to support student engagement in the playground. Classroom sensory kits were purchased, utilising a Gary Warden Fund (GWF) grant, to support attention and engagement in learning. Resilience programs, such as Kindness with Purpose and Smiling Minds, were investigated to provide ideas to support the wellbeing of students. | \$5000 \$6000 (GWF Grant) |

Process 2: All students are matched to an adult mentor and provided opportunities to access support and encouragement as they progress from Yr 1–6.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| In 2019, all students were provided with an adult mentor. Teachers were provided with professional learning which outlined the purpose and benefits of a mentor program and what that would look like within our school environment. Protocols around the role of a mentor were developed. The protocols included using question prompts and observations, as well as frequency of interaction. Students in Years 1–6 completed a wellbeing survey asking them how they interact and engage with others at school. This data was used to group students with a staff mentor and supported staff in regularly engaging/checking in with students in their mentor group. Regular reminders about the program were communicated at team meetings and a check in sheet was established to document interactions. | |

Process 3:

Continued full implementation of Positive Behaviours for Learning (PBL) ; including; teaching and encouraging expected behaviour, effective classroom practice; responding to misbehaviour; and

Progress towards achieving improvement measures

Process 3: ongoing monitoring.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| In 2019, the next phase of PBL, known as Tier 1 – Classroom Systems of Support, was implemented. Professional learning focused on the strategies of redirect, reteach and choice, as well as developing examples of appropriate choices and consequences for negative behaviours in non-classroom settings. Teachers took an active role in discussing expectations with students at weekly assemblies. Students received tokens for demonstrating targeted behaviours from teachers, which increased the number of students displaying school expectations and the frequency of recognition by members of staff. Teachers also had ongoing opportunities to provide input in writing and revising current procedures and two parents commenced as representatives on the PBL committee. | \$2000 |

Process 4: Consolidate existing and establish new community and corporate partnerships that are committed to the learning outcomes of students.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| In 2019, the school supported parents/carers in accessing Learning Links services. A parent/carer workshop was provided by Learning Links, which focused on building resilience and reducing anxiety. A 10-week program for anxiety management was established and implemented to support 10 identified students. The school community were involved and engaged in numerous events throughout the year, such as Meet the Teacher, Harmony Day, Colour Run, Cobbitty Country Fair and the Year 6 Farewell, that demonstrated an ongoing commitment to the learning outcomes of students. | \$500 |

Process 5: Implement Peer Support/ Buddy programs ensuring all students have opportunities to work collaboratively and develop supportive relationships with peers.

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| <p>In 2019, the Reading Buddy Program continued across the school. Based on evaluation from the previous year, the frequency of sessions was reduced to 4 days per week, a wet weather location was established, and the frequency of rotation of reading buddies was increased. Expectation documents were developed providing clear guidelines for reading buddies. Pause, Praise, Prompt bookmarks were made to promote reading strategies and provide guidance around discussion questions for students.</p> <p>In 2019, peer relationships were fostered through the Premier Sporting Challenge (PSC) weekly fitness program. Selected Stage 3 students participated in the PSC Leadership workshop at Camden High School focusing on leading sporting / fitness-based activities within our school. Students used this training to facilitate the weekly 3–6 fitness program for the year.</p> <p>In 2019, buddy classes were assigned and regular combined activities were scheduled. This included such things as the National Simultaneous Story Time – Alpacas with Maracas (Matt Cosgrove), NAIDOC week celebrations – painting rocks to create a commemorative rock garden and for a themed craft activities. The buddy class program enabled students to develop sustained and supportive relationships with peers.</p> | \$2000 |

Next Steps

- Implement targeted strategies to facilitate an increase of the number of students with an attendance rate at/above 90%.

- Review and update attendance procedures.
- Utilising SMS messaging to enhance communication with parents/carers regarding student attendance.
- Scheduled attendance monitoring.
- Supervision to include attendance discussions regarding student pattern and rates..
- Playground programs to continue to support student wellbeing (Environment, Coding Club, Library, Playground Games).
- Whole school focus on increased intentional kindness towards self and others.
- Participation in Smiling Minds program (links to PD/H/PE scope and sequence 2020).
- Look for opportunities to promote wellbeing eg. World Kindness Day and linking them to mentor group.
- Continue PBL Fast and Frequent Blitz with teaching of explicit behaviours.
- Professional learning for teachers: PBL in the classroom.
- Continue to consolidate existing partnerships through parent/community involvement in the school.
- Year 5 mentors to continue to provide support in Kindergarten while 1–6 classes are being formed in 2020.
- Regular buddy class interaction.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | Funding Sources: • (\$11 467.00) | Strategies were implemented to improve the learning outcomes for Aboriginal students in literacy and numeracy and increase the profile of Aboriginal education. |
| English language proficiency | Funding Sources: • (\$15 309.00) | Additional Classroom Teacher days and School Learning and Support Officer hours are funded to support classroom programs and EAL/D programs. |
| Low level adjustment for disability | Funding Sources: • (\$109 570.00) | A Learning and Support Teacher was employed (0.7) to provide intensive support to students requiring learning adjustments. School Learning and Support Officers were employed to implement daily literacy intervention programs. |
| Quality Teaching, Successful Students (QTSS) | Funding Sources: • (\$51 117.00) | The Quality Teaching, Successful Students (QTSS) initiative provided an additional staffing resource allocation (0.479) to improve the quality of teaching in all classrooms. This resource was used to support collaborative practices in the school to allow teachers to: jointly plan and observe each other's lessons, jointly develop units of work and assessment tasks, work together to assess and analyse student data. Mentoring and coaching practices were supported to facilitate the provision of constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. |
| Socio-economic background | Funding Sources: • (\$35 148.00) | Additional Classroom Teacher days and School Learning and Support Officer hours are funded to support classroom programs and individual students with additional learning needs who do not have targeted funding. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 130 | 140 | 146 | 162 |
| Girls | 120 | 134 | 143 | 153 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.5 | 96.1 | 94.5 | 94.9 |
| 1 | 94 | 95.6 | 94.1 | 94 |
| 2 | 95.4 | 94.8 | 94.4 | 93 |
| 3 | 95.3 | 95.8 | 94.6 | 95.3 |
| 4 | 95.5 | 94.1 | 94.1 | 94.6 |
| 5 | 93.9 | 94.3 | 93.6 | 93 |
| 6 | 94.4 | 93.8 | 94.2 | 92.7 |
| All Years | 94.8 | 95 | 94.2 | 93.9 |
| 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) | 11.53 |
| Teacher of Reading Recovery | 0.2 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 0.8 |
| School Administration and Support Staff | 2.82 |

*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 | 395,508 |
| Revenue | 2,959,543 |
| Appropriation | 2,751,056 |
| Sale of Goods and Services | 5,981 |
| Grants and contributions | 197,835 |
| Investment income | 4,572 |
| Other revenue | 100 |
| Expenses | -2,725,674 |
| Employee related | -2,443,063 |
| Operating expenses | -282,611 |
| Surplus / deficit for the year | 233,869 |

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 | 96,286 |
| Equity Total | 171,494 |
| Equity - Aboriginal | 11,467 |
| Equity - Socio-economic | 35,148 |
| Equity - Language | 15,309 |
| Equity - Disability | 109,570 |
| Base Total | 2,293,018 |
| Base - Per Capita | 67,810 |
| Base - Location | 0 |
| Base - Other | 2,225,208 |
| Other Total | 146,203 |
| Grand Total | 2,707,002 |

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.

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.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing.
- Continuous improvement of teaching and learning is a priority for Cobbitty Public School.
- The school provides a safe learning environment where students feel supported and challenged to achieve their best.
- The school environment is recognised as being welcoming and home school partnerships are valued by all members of the school community.
- The school provides a broad range of extracurricular activities which contribute to high levels of student engagement.



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.

