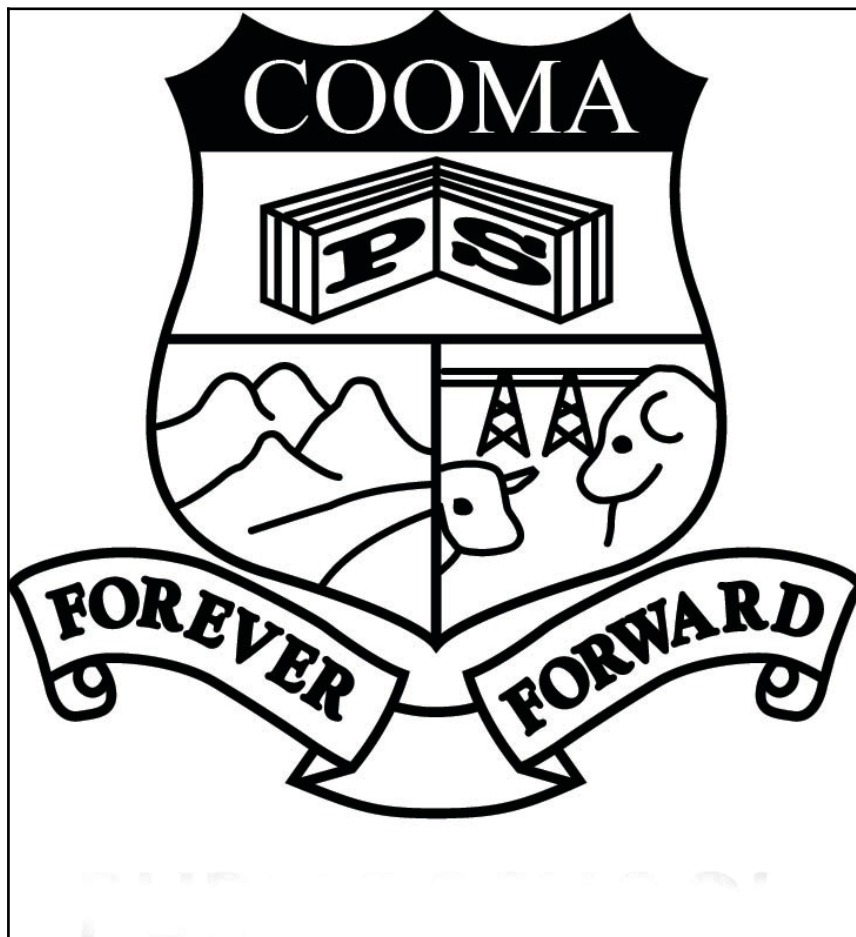


Cooma Public School

2019 Annual Report



Introduction

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

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

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School background

School vision statement

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

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

Strategic Direction 1

Quality Curriculum

Purpose

To develop innovative practice for engaged and creative learners

Improvement Measures

All teachers using learning data to inform practice evidenced by Teaching and Learning Programs

Aboriginal and Torres Strait Islander student targets reflect State Priorities

15% of students in top 2 bands of Literacy and Numeracy in NAPLAN

Progress towards achieving improvement measures

Process 1: Early Action for Success (EAfS)

Professional Learning sessions

Lesson Observation and feedback

Monitoring and Tracking of student progress

Collaborative Planning

Evaluation	Funds Expended (Resources)
<p>Our external Reading and Writing data has had successive years of improvement. Growth in Reading is at or above State expected levels.</p> <p>100% of our K–2 staff are highly engaged in the professional learning and value working shoulder to shoulder with the Literacy Leader.</p> <p>Literacy leader supports staff to monitor student progress in a comprehensive way. Reading and writing data is collected regularly. This data is analysed and informs subsequent teaching and learning.</p> <p>Staff are using quality texts throughout the teaching and learning experience which has impacted on students engagement with reading and books. This has also impacted in students using more sophisticated language when talking about the books they have read.</p>	<p>L3 Literacy Leader</p> <p>Professional Learning Sessions for all K–2 staff</p> <p>Committed stage meeting time to support effective use of data</p>

Process 2: 3–6 English Approach

Professional Learning sessions

Lesson Observation and feedback

Consistent school based approach to planning

Monitoring and Tracking of student progress

Collaborative Planning

Evaluation	Funds Expended (Resources)
<p>All 3 – 6 staff engaged in professional learning sessions to build capacity to implement a shared approach to teaching English.</p> <p>Teaching and learning programs were consistent and reflected quality</p>	<p>Literacy Leader</p> <p>Teacher relief to engage in professional learning, lesson</p>

Progress towards achieving improvement measures

practice and pedagogy. Teaching and learning programs are in line with NESAs requirements.

English teaching and learning programs are targeted and focussed based on what student need to know next.

Increased collaboration across schools within our network involving sharing of quality practice to engage students and improve results in Reading and Writing.

observations and collaboration.

Scheduled time in Stage meetings to focus strengthen the 3–6 approach to systemic data collection.

Purchase quality texts to support quality teaching practice in English.

Process 3: Future Focused Learning

Professional Learning sessions

STEAM(Science, Technology, Engineering, Arts and Mathematics) inquiry based learning units created

Lesson Observation and feedback

Monitoring and Tracking of student progress

Evaluation	Funds Expended (Resources)
<p>Staff are beginning to engage in integrating ICT into teaching and learning to support creativity and collaboration.. Some staff engaged in opportunities to observe and learn from expert others who were familiar with integrating ICT and Stem share equipment into teaching and learning programs.</p> <p>Staff are identifying opportunities for personal growth and development in future focussed learning by integrating related goals into their Performance and Development Plan. Staff are actively seeking professional learning and mentoring opportunities in this area.</p>	<p>Identified staff to support collaborative practice.</p> <p>Scheduled staff and stage meetings to strengthen expertise in using Stem share equipment.</p> <p>Strategic timetabling to enable staff collaboration .</p>

Process 4: Assessment and Reporting

Tracking and monitoring using Learning Progressions

School wide Assessment and Reporting procedures

Smart Data analysis

Collaborative analysis for consistent teacher judgement

Evaluation	Funds Expended (Resources)
<p>All staff participated in professional learning in "Using data with Confidence" and "Plan 2 How to."</p> <p>All staff are collecting data and monitoring student Reading achievement in PLAN 2.</p> <p>Some teachers are engaging in collaborative analysis of Mathematics data to strategically deliver quality teaching and learning in Mathematics.</p>	<p>Staff meeting and stage meeting time.</p>

Strategic Direction 2

Quality Connections

Purpose

To strengthen effective partnerships for social and emotional wellbeing

Improvement Measures

100% of identified students have a PLP

Increased use of transition data to inform practice

Decreased referrals for negative behaviours

Progress towards achieving improvement measures

Process 1: Collaborative Partnerships

Consultative partnerships with P and C

Feedback is sought in a planned and systematic way.

Strengthened partnerships with network of schools

Evaluation	Funds Expended (Resources)
<p>All Aboriginal and Torres Strait Islander students have a personalised learning pathway that has been developed collaboratively with students, families and teachers. Next steps need to include regular review of the plans to provide opportunity for reflection and resetting.</p> <p>Parents were invited to provide feedback on our Positive Behaviour for Learning Initiative. The purpose of this feedback was to gather parent perspective of this initiative. This information is to be used to relaunch the PBL initiative for future years.</p> <p>The Links to Learning initiative was successful in strengthening student engagement with the transition to high school process. Students who were identified who may benefit from extended interactions with the high school setting and staff. They participated in weekly experiences to assist with this during Term 4.</p>	<p>Teacher relief</p> <p>Scheduled meeting/planning time</p>

Process 2: Aboriginal Education

Culture and Identity – Cultural activities/events including acknowledgement of significant days

Connecting Community through AECG and implementation of PLP's

Quality Teaching – Inclusion of Aboriginal and Torres Strait Islander histories and cultures through implementation of Cross Curriculum Priorities in collaborative planning

Evaluation	Funds Expended (Resources)
<p>Increased collaboration between Monaro High school and Cooma Public School, for example – students from MHS lead activities at CPS during NAIDOC week. There was high level engagement with both students groups.</p> <p>Focus groups were held with our Aboriginal and Torres Strait Islander families to seek feedback on ways we can improve our approach to implanting personalised learning pathways for our Aboriginal and Torres Strait Islander students.</p>	<p>Collaboration with Monaro High school</p> <p>Teacher relief</p> <p>Visiting consultants</p>

Progress towards achieving improvement measures

Scope and sequence and school planning frameworks enable staff to ensure they are embedding Aboriginal and Torres Strait Islander histories and cultures across all Key Learning Areas. Stage supervisors are also supported to monitor and strengthen capacity through program supervision.

Process 3: Transition

Strengthen systematic way of transitioning students at key points including Preschool to School, between years and stages, Year 6 to 7, between settings(mainstream –support class)

Transition timetable, processes for handover, inclusive of Learning and support team procedures.

Evaluation	Funds Expended (Resources)
<p>Transition processes are developing. The executive team are working on strengthening timelines for all transition points.</p> <p>The Learning and support teacher supports the handover of specific information for students with additional learning needs. This ensures that teachers are informed of individual needs and can use this information to support effective transition between years.</p>	<p>Teacher relief</p> <p>Scheduled staff meetings</p> <p>Planning time in exec meetings</p>

Process 4: PBL/ KidsMatter

PBL– Classroom Modules Professional learning,

Effective use of data to drive wellbeing programs

Social and Emotional Learning – professional learning for all staff using the Bounceback resource. Implementation of explicit teaching of SEL K–6.

Evaluation	Funds Expended (Resources)
<p>All staff are trained in positive education.</p> <p>Safety plans are being used to ensure students at risk are supported to self regulate their behaviour.</p> <p>Teachers ensure that all students have supports to connect with school each and every day through class check in processes.</p> <p>All staff are using brain breaks to increase student engagement.</p> <p>School leaders are working towards embedding PBL and positive education to support student wellbeing.</p>	<p>\$25000</p>

Strategic Direction 3

Quality Capacity

Purpose

To build leadership capacity across the learning community through organisational effectiveness

Improvement Measures

Community satisfaction is measured throughout the year.

Staff articulate their role and contribution to school planning processes.

Growth targets are identifiable for individual students in teaching and learning programs.

Progress towards achieving improvement measures

Process 1: Feedback and Assessment

Student feedback informs further teaching.

Students have increased understanding of assessment practices (assessment schedule, progressions)

Student lead conferences

Evaluation	Funds Expended (Resources)
<p>Staff were surveyed in regards to feedback in their classrooms. From this steps are to be taken in defining an approach support staff with three levels of feedback:</p> <ul style="list-style-type: none">* student to student* student to teacher and*teacher to student <p>Staff gave feedback in a staff meetings in regards to designing a whole school approach for student lead conferences. Next steps include designing a model for consultation with staff and community.</p>	<p>Teacher relief and course costs</p> <p>Scheduled staff meeting and stage meeting time</p>

Process 2: Professional Learning Community

Inclusive school planning practices to enhance implementation and evaluation processes

Performance Development Plan coordination (accreditation, accreditation at higher levels, mentoring and coaching, instructional leadership, teacher induction, professional experience placements)

Evaluation	Funds Expended (Resources)
<p>Mentoring and coaching opportunities were undertaken in Special Education. Teachers identified goals using the Performance and Development process in regards to building capacity with meeting the diverse needs of learners. Staff were mentored by expert others and engaged in interschool visits. As a result, staff were able to adjust their approach and engaged students in a positive way.</p> <p>Executive staff were mentored using the logic model approach to planning. Executive staff were able to efficiently plan for the implementation, monitoring and evaluation of initiatives and projects.</p>	<p>Scheduled time in executive meeting</p> <p>Teacher relief</p>

Process 3: Cohesive Leadership

Progress towards achieving improvement measures

Process 3:

Lead school planning processes with a focus on continuous improvement, capacity building and Instructional leadership.

Measure school community satisfaction and use this to support school planning processes.

Evaluation	Funds Expended (Resources)
<p>Two staff members attended the Master Class in positive education. This professional learning will build the capacity of the leadership to inform the integration of a positive education model into the Positive Behaviour for Learning Initiative.</p> <p>Two instructional leaders were employed to improve the teaching of English K–6. As a result of this initiative our students achieved above expected growth in NAPLAN for Reading in Years 3 and 5.</p> <p>Tell Them from Me Surveys were utilised to collect feedback from parents. Focus groups were also hosted to seek feedback in the areas of Aboriginal Education, PBL and School Planning.</p>	<p>Professional Learning:</p> <ul style="list-style-type: none">* Berry Street Education Model – Master Class* Leadership Development Initiative* Learning Sprints

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Teacher relief to write plans.</p> <p>Literacy leader to support staff in monitoring student progress.</p>	<p>All Aboriginal students have a personalised learning pathway that is written by the teacher, student and parent/carer. The plans target both literacy and numeracy skill development.</p> <p>Deep analysis of literacy and numeracy data to support monitoring of student growth.</p> <p>Acknowledgement and celebration of significant events and dates</p>
English language proficiency	<p>Literacy Leader to support the monitoring of student growth in literacy and numeracy.</p>	<p>Students monitored to ensure that expected progress was being made in literacy.</p>
Low level adjustment for disability	<p>Teacher relief</p> <p>Scheduled staff/stage meeting time</p> <p>Targeted professional learning aligned to contextual needs arising from student cohorts.</p> <p>Employment of SLSO's</p>	<p>All students requiring accommodations and adjustments are catered for at both the class level and through the learning and support team.</p> <p>Minilit was used to support the literacy development of students in Years 1 and 2 who were not making expected progress in literacy.</p> <p>Staff were upskilled to meet the specific needs of learners.</p> <p>Students supported to successfully engage with curriculum and school events.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS entitlement</p>	<p>K–2</p> <p>All K–2 staff engaged in L3 ongoing professional learning.</p> <p>All K–2 staff collaborating with the literacy leader to improve student results through regular analysis of student literacy data.</p> <p>3 – 6</p> <p>All staff engaged in professional learning focussed on designing quality, high impact literacy sessions.</p> <p>3 –6 staff collaborating in analysing data and the selection of effective strategies to improve student results in reading and writing.</p> <p>Improved results in external.</p>
Socio–economic background		<p>Curriculum Resourcing across Key Learning Areas. This included resourcing all K–2 classrooms with essential "hands on" equipment for teaching Numeracy. Quality texts were purchased to support the explicit teaching of Reading and Writing in all 3 –6 classrooms.</p>
Support for beginning teachers		<p>Additional release to enable teacher mentoring and Professional Learning</p> <p>Accreditation supports</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	137	150	151	151
Girls	114	115	108	100

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.5	94	94.2	92.2
1	92.6	94	92.7	93.2
2	92.3	93.8	92.9	93.4
3	94.7	94.1	93.1	88.9
4	94.1	93.6	94.2	94
5	95.2	94.9	93.2	87.6
6	92.3	94.7	88.3	90.1
All Years	93.1	94.1	92.7	91.4
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)	4
Classroom Teacher(s)	10.6
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	5.52
Other Positions	1

*Full Time Equivalent

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	223,903
Revenue	3,368,702
Appropriation	3,184,662
Sale of Goods and Services	5,671
Grants and contributions	176,157
Investment income	2,212
Expenses	-3,250,547
Employee related	-2,814,072
Operating expenses	-436,475
Surplus / deficit for the year	118,155

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	612,354
Equity Total	278,968
Equity - Aboriginal	7,819
Equity - Socio-economic	120,270
Equity - Language	1,268
Equity - Disability	149,611
Base Total	1,954,342
Base - Per Capita	64,605
Base - Location	20,256
Base - Other	1,869,480
Other Total	288,974
Grand Total	3,134,638

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

Parents

Parents were surveyed using the Tell Them From Me survey. The responses indicated an upward trend since 2016 in the following areas:

- Parents feels welcome
- Parents are informed
- Parents support learning at home
- School supports the learning of students
- Inclusive school environment
- Safety at school

Areas for future development and focus as indicated by parent responses include:

- School supporting positive behaviour

93% of our families surveyed indicated that they agree or strongly agree that the physical environment is welcoming.

96% of our families surveyed indicated that they agree or strongly agree that the school is well-maintained.

The survey provided information indicating that formal interviews, informal meetings and telephone calls were valuable means of communication.

Staff

Staff were surveyed using the Tell Them From Me survey. The responses indicated an upward trend since 2016 in the following areas:

- Parent involvement
- Collaboration between staff
- Challenging and visible goals set with students
- Data informs practice

Areas for future development and focus as indicated by staff responses include:

- Developing a stronger learning culture
- Integration of technology in teaching and learning.

Students

Students were surveyed using the Tell Them From Me survey. The responses indicated an upward trend since Term 1 2019 in the following areas:

- Sense of belonging
- Positive relationships
- High skill and high challenge in learning experiences

Areas for future development and focus as indicated by student responses include:

- Students valuing school outcomes
- Interest and Motivation

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.