

Cowan Public School

2019 Annual Report



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Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment 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

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

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

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

School context

Cowan Public School is a small school with a teaching principal and is situated 15 kilometres north of Hornsby set on the outskirts of Muogamarra Nature Reserve and Ku-Ring-Gai Chase National Park. It is a school with quality programs and a school community with high expectations. There are 28 families with a total of 43 students enrolled for 2019.

The school operates with two permanent classes.

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

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

Self-assessment and school achievement

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	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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Enhancing Student Learning

Purpose

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

Improvement Measures

100% of students can articulate their learning goals.

All students participate in Student Parliament giving them a voice to contribute to decision making.

Of the students with Learning and Support needs (on NCCD data), fewer will require high levels of adjustment.

All teaching programs will indicate specific evidence based strategies to increase the number of students in higher NAPLAN bands. All students will exhibit at least the expected positive growth in NAPLAN results where data indicates a trend over time of improved results in spelling, writing and reading.

Progress towards achieving improvement measures

Process 1: Staff develop and share their capacity to provide an extensive range of learning opportunities. Lessons are to be creative, challenging and future focused.

Evaluation	Funds Expended (Resources)
Staff developed and share their capacity to provide an extensive range of learning opportunities by <ul style="list-style-type: none">• Student Enrichment Groups – Filming (Visual Literacy), STEM and Craft• Peer Reading program.	School funding – QTSS Staffing allocation

Process 2: Build staff capacity to plan and differentiate programming and pedagogy and create grouping structures to support differentiation for both low and high performing students.

Evaluation	Funds Expended (Resources)
Staff programming and pedagogy supports differentiation for all students by <ul style="list-style-type: none">• Increased consistent Wellbeing language and practice throughout the whole school• Teachers being in-serviced on Office 365 to help with collaboration of programming• 100% of the teachers have been involved in term planning for English and Mathematics ensuring a consistent approach to planning and programming for individual student differentiation• Teachers using Learning Targets and success criteria strategies in their teaching and learning programs• All teaching staff completing Running Records which has allowed for differentiated learning for students based on their attainment of reading• two staff (Mrs Ruzek and Mrs Darby) attended FUTURE FOCUSED LEARNING/PEDAGOGUES in-service. The teachers learnt about concepts embedded in future focused learning and how to incorporate these concepts into every day teaching and learning• developing Mathematics Focus Groups that were implemented in the 3–6.	Learning Progressions, Tracking Assessment Spreadsheets, PLAN 2 and TPL. In-service cost from school funds (Teacher Professional Learning) \$100

Process 3: Empower students with critical and creative thinking skills through inquiry based learning, opportunities for self-assessment and effective feedback.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Empowered students with critical and creative thinking skills, through inquiry based learning which helped to develop the whole child. This year we introduced Growth Mindset (3–6) and Smiling Minds (K–2). We gave the students more opportunities for self assessment. Teachers are slowly embedding Dylan Wiliams feedback strategies into their teaching.

Next Steps

- Continue to review planning and programming so they reflect evidence for, as and of learning for English and Mathematics.
- Ensure differentiation is evident in programming and classroom practices.
- Utilise PLAN 2 data to inform future directions.
- Continue successful development of and implementation of Whole School Scope and Sequences across all KLA's.
- Students practice using self assessment strategies and collaborate with their teachers to set their own learning targets (PLPs, IEPs).
- The language of Learning Targets and Success Criteria is used in classes enabling students to articulate their purpose for learning and criteria for success.

Strategic Direction 2

Informed and Collaborative Teaching

Purpose

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

Improvement Measures

100% of teachers develop, monitor and evaluate their personalised professional learning plan.

All teaching staff demonstrate an intimate knowledge of the school plan and directions. Monitoring of teacher programs provides evidence of differentiated learning which is a must in a school made up of composite classes.

Use of data and classroom observations sheets to show school based observations embedded in the teaching and learning cycle.

Progress towards achieving improvement measures

Process 1: All staff complete PDPs (Performance and Development Plans) that display an understanding of best practice around assessment, data and reporting.

Evaluation	Funds Expended (Resources)
<p>Common goals were set in relation to Strategic directions</p> <p>Discussion took place with teachers on teaching methods, which included the collection of evidence to support improvement in teaching and learning strategies. This evidence was used to form teaching and learning programs, assessment recording, attendance records, evidence of current evaluation and future planning.</p> <p>Lesson observations and discussions based around accepted best practice, with quality teaching and the Australian Professional Standards for Teachers being central to all discussions and requirements.</p>	Teacher Professional Learning

Process 2: Professional learning for school staff in the areas of assessment, data collection, evaluation, reporting and informed future focused planning.

Evaluation	Funds Expended (Resources)
<p>SCOUT in-servicing for staff was completed</p> <p>Teachers learnt more about how to:</p> <ul style="list-style-type: none">effectively navigate Scout reportscross highlight charts for easy comparisonapply slicers and sort dataview and export data into excel <p>DATA WITH CONFIDENCE in-servicing for staff was completed</p> <p>Teachers were able to:</p> <ul style="list-style-type: none">identify and describe basic data fundamentals and use correct terminology when interpreting informationaccurately read and interpret the information within a range of chartsreport on and apply the findings from information, using correct terminology. <p>PLAN 2 in-service refresher. Teachers were in-serviced on the role of the progressions in quality assessment to inform the teaching and learning cycle in the delivery of NSW syllabuses in all key learning areas. They explored formative assessment using the literacy and numeracy progressions and</p>	No Cost to school – Teacher Professional Learning

Progress towards achieving improvement measures

PLAN 2 and how to backward map for programming.

Process 3: Regular collection of student data across all Key Learning Areas to identify and inform future teaching experiences.

Evaluation	Funds Expended (Resources)
Processes were developed for consistency and record keeping to provide direction of our teaching and learning programs, such as <ul style="list-style-type: none">• a whole school excel Data sheet to record all results on Office 365• a Behaviour Tracking Sheet for K–6• an Assessment Tracking Sheet for K–6• an Student Welfare Tracking Sheet for K–6.	Teacher Professional Development

Next Steps

- Observations of teachers' lessons will need to be made more formal with documentation for evidence of best practice for 2020.
- Teachers will work to develop an implementation model for the use of the progressions and PLAN 2 to meet the specific needs of their school contexts and support progress using the School Excellence Framework.
- Continue to develop student self-assessment strategies to ensure students are engaged in their own learning.
- Embedded Formative Assessment In-service with the Community of Schools (Mooney Mooney South).

Strategic Direction 3

Developing and Enhancing Community Communication

Purpose

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

Improvement Measures

Parents and teacher communication indicate parents have a greater understanding of school programs and new syllabus requirements.

Families and the school share responsibility for student learning and wellbeing through building parent capacity to support learning at home, and improved communication.

Keeping parents informed of all school events and maintaining attendance rates of at least 25% of families at P&C meetings and at least 90% of families at community events and fundraisers.

Progress towards achieving improvement measures

Process 1: Staff, students, parents and the community understand core values of being respectful, responsible and aspiring learners who have high expectations of themselves and show empathy for others and value diversity.

Evaluation	Funds Expended (Resources)
Staff, students, parents and the community understand core values of being respectful, responsible and aspiring learners. This was established by: <ul style="list-style-type: none">• Continued newsletter reports to inform the community on core values to discuss at home• Re evaluated the sport contract• Development of a Student Leadership Contract• Student leaders voice was encouraged by regular proposals being put forward in Parliament We developed high expectations of our students through demonstration of empathy for others and valuing diversity by <ul style="list-style-type: none">• Staff, students and the community are well informed of many cultural practices occurring across the school.	

Process 2: Develop communication strategies to provide information for parents using a variety of digital media, about student learning achievements and how to support the learning of their children.

Evaluation	Funds Expended (Resources)
2019 saw the establishment and development of: <ul style="list-style-type: none">• school tours• a SkoolBag app for communication to the school community,• a pre-schoolers group. This started for parents to get to know school routine, the community, school grounds, to make a connection and transition• Kinder Orientation Days; Assessing for school readiness.• Before and after school service (external company).	Advertising in local newsletter P&C purchased SkoolBag app year subscription

Process 3: Enhance a sense of community and continue to build relationships and strengthen a culture of trust and shared responsibility.

Evaluation	Funds Expended (Resources)
2019 we began our Parent/Teacher Meet and Greet early as there were major changes happening in the school. This year saw a decrease in the number of children attending Cowan PS; three classes down to two and a new principal starting.	Teacher – Numeracy and Literacy budget

Progress towards achieving improvement measures

Clear and precise communication was established between the school and school community through the use of the SkoolBag app.

Annual and Biannual events continued such as

- Bushdance
- Working Bees
- Twilight Rush Hour/Fete
- Carols on the oval.

Next Steps

- Student Welfare Policy needs to be completed in 2020 in consultation with the community.
- All policies and procedures need updating.
- Communication and paperwork needs establishment for transition from Preschool to Primary School.
- Offer multiple opportunities for student leadership across the school.
- Continue to increase community involvement in the school.
- Review IEP's annually and ensure regular attendance of students.
- Continue to utilise Facebook to provide the community with regular updates of school life.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Resources purchased to support the teaching of Aboriginal perspectives. (\$1656)	Aboriginal perspectives in programs are verified by lesson observations and regular program checks across the academic year. The Aboriginal Education Officer ensures strong bonds exist between the parents, community and the school to support student learning.
English language proficiency	SLSO support also provided (\$3783)	An in-service on Learning Progressions was carried out enabling capacity building for staff in determining student progression phases.
Low level adjustment for disability	SLSO's employed to work with identified students. Resources purchased and utilised in all rooms MacqLit program for implementation in 2020. School access APLAs and Learning and Wellbeing Officers as required	SLSOs employed using the funding to implement remedial programs for reading. The school continued with wellbeing targeting social and emotional support within the playground. All students with disabilities had Individual Education Plans developed and reviewed annually by the LaST, classroom teachers and parents. Staff have all participated in Professional Development in areas of student disability including dyslexia and behaviour.
Quality Teaching, Successful Students (QTSS)	Teacher employed to support Stage 2 at the beginning of the year. (\$9000)	All teachers are working closely together for consistency to prepare plan and program for explicit teaching. Classes remained small sizes for the first term during the Literacy and Numeracy sessions.
Socio-economic background	Funding (\$2993)	Extra teacher support provided differentiated learning based on Individual Learning Plans and Stage 2 grouping.
Support for beginning teachers		Not applicable
Targeted student support for refugees and new arrivals		Not applicable

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	34	34	30	25
Girls	20	16	20	18

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	96.6	96	99.3
1	97	91.7	98.5	91.1
2	97.5	92.5	96.8	99.3
3	94.4	97.8	96.9	95.8
4	93.1	90.3	98.4	96.3
5	97.8	96.5	97.6	97.4
6	91.9	96.8	95.6	91.1
All Years	95.2	94.5	97.1	94.7
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
Classroom Teacher(s)	1.34
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*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	156,709
Revenue	684,943
Appropriation	646,478
Grants and contributions	37,595
Investment income	870
Expenses	-640,396
Employee related	-561,409
Operating expenses	-78,987
Surplus / deficit for the year	44,547

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	68,687
Equity Total	36,894
Equity - Aboriginal	1,573
Equity - Socio-economic	3,549
Equity - Language	2,008
Equity - Disability	29,765
Base Total	495,734
Base - Per Capita	11,732
Base - Location	0
Base - Other	484,002
Other Total	16,913
Grand Total	618,228

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 Cowan Public School sought the opinions of parents, students and staff in regards to student engagement.

Students who are **'socially' engaged** are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.

Students – Cowan Public School students felt they were considered socially engaged more than compared with NSW Govt norms.

Parents/Caregivers – Cowan Public School parents and caregivers believe that 80% of the time the students make friends easy and that they feel accepted.

Staff – Cowan Public School staff believe that 75% of the time the students make friends easy and that they feel accepted.

Students who value schooling outcomes and meet the formal rules of schooling are considered **'institutionally' engaged**. These students feel that what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework.

Students – The Students of Cowan Public School consider their levels of institutional engagement in Cowan Public School to be lower than state average in value of outcomes and behaviour, however our students valued their homework effort is somewhat higher than state average.

Parent/Caregivers – Cowan Public School parents and caregivers surveyed believe that the students are encouraged to do well 90% of the time and the teacher expects academic success from the students 90% of the time.

Some students meet the institutional demands of school, but they are not truly engaged in their learning. **'Intellectual' engagement** entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation.

Students – Cowan Public School students believe the effort and the quality of instruction meets the state norm but Cowan Public school students believe that only 67% are interested and motivated in the topic.

Parents/Caregivers – Cowan Public School parents and caregivers surveyed believe that the teachers are catering to students interest 50% of the school day .

Staff – Cowan Public School staff surveyed believe that they cater to students interest 75% of the school day.

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.