

# Cowra Public School

## 2019 Annual Report



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## Introduction

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

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

### School contact details

Cowra Public School  
Vaux St  
Cowra, 2794  
[www.cowra-p.schools.nsw.edu.au](http://www.cowra-p.schools.nsw.edu.au)  
[cowra-p.school@det.nsw.edu.au](mailto:cowra-p.school@det.nsw.edu.au)  
6342 2400

### Message from the principal

What an exciting and successful year 2019 has been for our school community. When I reflect on the learning experiences and personal bests our students and staff have achieved this year, it's hard to believe just how much we have accomplished and experienced over the past 12 months.

Firstly, a huge congratulations to each and every student in our school for the wonderful effort they have put into their learning, every single day. In every classroom, everywhere you look there is evidence of high quality learning. I am so pleased and proud to see the growth that each student has made throughout the year and look forward to watching this continue into 2020 and beyond.

2019 has seen many wonderful opportunities and achievements for the children of Cowra Public School. Students have had opportunities to participate in the things they love most at school, and this has stretched right across the curriculum; from a massive range of sports, to dancing, art, public speaking, leadership, band, gardening, singing, cooking and drama. These additional activities just don't happen. They require the efforts and dedication of the CPS staff who continually work to provide the best education possible for every child at Cowra Public School.

In addition to our fantastic teachers, I would also like to recognise the work of our wonderful Administration staff, school counselling team, Student Learning Support Officers, General Assistant, our cleaners, our canteen manager, our hard-working P&C and all of our scripture teachers who each, in their own special way, make Cowra Public School such a fabulous place to learn.

Community connections are incredibly important to us at CPS and we have enjoyed building relationships throughout 2019 with our many community partners. In particular, I would like to acknowledge the fabulous team at the Cowra Information Neighbourhood Centre (CINC) who provide support to staff, students and families in so many ways. We have loved our fortnightly visits where classes have been invited to perform at their community morning teas and look forward to this continuing in 2020.

Thank you also to all parents, family and community members for your continued support of our school throughout the year; it is greatly appreciated. We value our home-school partnerships with all of our families and look forward to continuing to work together in 2020 to provide every student, every opportunity, every day. Heading in to 2020, we will continue to build on our efforts to improve student learning outcomes and focus on creating an environment that is built on high expectations relationships.

I would like to congratulate and wish our Year 6 students all the best as they finish their last days of primary school. They have been outstanding leaders of our school and have made their teachers and families very proud of the way in which they work together, look out for one another and always try their best. I hope that when they look back on their time at Cowra Public School they will have many happy memories and know that they are well-prepared for what lies ahead in their futures.

Jenny Lewis – Principal

## Message from the school community

2019 started with very busy preparations for the biennial CPS fete. Parents, teachers and students united to plan and prepare the huge event that is the fete. The fete is our biggest event and fundraiser and we had great support from our local community in providing prizes and attending the event. Stalls included homemade cakes, throw the sponge, jazzy jars, chocolate toss, dart throw, raffle, BBQ, haunted house, face painting, photo booth and plant stall. P&C again organised the ever popular Mother's Day and Father's Day stalls. In addition, the P&C catered for the Wattamondara Horse Show and as done many years previously, the Queensland kids on excursion from Toowoomba travelling through to Canberra.

The Annual General Meeting (AGM) for P&C was held in July this year. I would like to acknowledge all the hard work and contribution of the outgoing office bearers; President – Roberta Graham, Vice President – Raelene Beecher, Secretary – Pip Fagan and Treasurer – Andre Morrison. The office bearers elected at the July AGM were President – Nigel Hazell, Vice president – Roberta Graham, Secretary – Sheridan Oborn, Treasurer – Andrew Morrison. The P&C have some very exciting plans 2020 and we would like to encourage and welcome all parents to participate in supporting our school through P&C activities. Participation can involve coming to meetings or volunteering for activities and events.

The school canteen is managed by the P&C. I would like to thank Mrs Lisa Willis and all the canteen volunteers for their hard work in providing healthy and nutritious food for the convenience of all students and staff. In particular I want to recognise the assistance of Mrs Roberta Graham in developing and preparing many tasty and delicious meal deals. There are many more changes to come in the canteen next year. Supporting the canteen by ordering recess and lunches directly benefits the school, as all profits are retained by the P&C to be used to further support school activities.

Lastly I would like to thank Mrs Jenny Lewis and all the staff at Cowra Public for their continued hard work and dedication to go above and beyond for all our children. A special thank you to the current executive team; Roberta, Sheridan and Andrew, who I couldn't have done without.

Nigel Hazell – President.

## Message from the students

Whooooaaa...the saying 'time flies when you're having fun' is 100% true. We have had so much fun being your school captains for 2019, it feels like it's only been one term, but in reality it's been a whole year!

Some of the amazing events that we have enjoyed are: ANZAC parade and ceremonies, the Festival of International Understanding parade, Cowra Breakout wreath laying, Book Week and the Leadership Conference. We loved being part of Schools Spectacular. Twelve dancers and nineteen choir members from Cowra Public! Henry was one of the choir members and Lorissa was one of the dancers. We also went well at the Cowra Eisteddfod with the primary choir coming in 1st place with an amazing score of 99/100! The infants choir also came first and as a result we won the Mary Shean Memorial Trophy for best school! The Festival girls dance came first, the boys dance came in second and the other girls dance received a highly commended. We have been lucky to have been able to go on so many wonderful excursions such as, our history excursion to the Bathurst Goldfields and a week long camp at Narrabeen. At Narrabeen we enjoyed lots of activities such as: archery, rock climbing, sailing, kayaking, abseiling, high ropes and night activities. We went to Palm Beach while they were filming Home and Away.

We would like to personally thank the Vice Captains and Prefects for all the fun and memorable moments we have had together. It has been amazing to work with you all. Last but not least, our teachers! Our teachers do an amazing job and we would especially like to thank Mrs Johnson, Mrs Lewis and Mr Murray for their support.

Farewell from your 2019 School Captains – Lorissa Wood and Henry Fagan



# School background

## School vision statement

***Every Child. Every Opportunity. Every Day.***

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

## School context

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

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

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

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

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





## Self-assessment and school achievement

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	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	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Quality Learning

#### Purpose

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

#### Improvement Measures

NAPLAN results show an increase in student growth in reading, writing and numeracy.

Growth of equity groups within the school is equivalent to the growth of all students in the school.

'Tell Them From Me' surveys and school data indicate an increase in students feeling engaged, challenged and putting in their best effort in all aspects of their learning.

#### Overall summary of progress

In 2019, a focus on improvement in the teaching of writing has continued to be a priority across all stages. Early Stage One and Stage One staff continue to access L3 training and significant School Learning Support Officer (SLSO) support has been provided in all Infants classrooms. Early Action for Success data reporting requirements has ensured rigorous tracking and monitoring of students. An Instructional Leader was engaged to work with teachers in Stage 2 and 3 to support the delivery of a high quality, balanced literacy program, with a continued focus on writing. In addition, an 'interventionist' position was established in the school to support identified groups of students in literacy and numeracy, as well as provide shoulder-to-shoulder support to teachers in the areas of literacy and numeracy. Unfortunately due to staffing changes, this position was not able to be sustained for the duration of the year. Across all Stages in the school, numeracy was also identified as a target area with the school being involved in the Building Numeracy Leadership program. Targeted professional learning focusing on Di Siemon's "Big Ideas in Numeracy" was delivered to all staff and a solid foundation in implementing evidence-informed teaching practices in numeracy was established.

#### Progress towards achieving improvement measures

**Process 1:** Staff build strong relationships with parents in the development of student learning goals and regularly engage with parents about their child's learning in order to strengthen student outcomes.

Evaluation	Funds Expended (Resources)
Staff have worked hard to engage parents in their child's learning by conducting parent information afternoons and completing Learning and Support Plans, Personalised Learning Pathways and Three-way interviews with students and their parents during Semester 1, with follow up scheduled in Semester 2. The completion rate of PLP and LSP's was approximately 86% with a slightly lower engagement of parents via three-way interviews. This will continue to be a focus in 2020.	

**Process 2:** Curriculum provision is regularly monitored and reviewed to meet the changing requirements of the students. Staff are supported to trial innovative, evidence-based, future-focused practices.

Evaluation	Funds Expended (Resources)
The school was successful in applying to be part of the Pilot Project for a Year 6 Opportunity Class through Aurora College, with two students to start in 2020. The school continues to offer academic and extra-curricular opportunities for student who have an interest or excel in specific areas. These include the Maths Olympiad, Da Vinci Decathlon, Eisteddfod, Schools Spectacular, Western Dance Festival, CWA Public Speaking, Premier's Reading and Sporting Challenge, Garden Club and a variety of sporting competitions and events.	\$10000 – staffing, transport, entry fees, resources

## Progress towards achieving improvement measures

**Process 3:** Effective strategies to improve teaching and learning are identified and professional learning provided to staff to ensure that all students are engaged in rich learning experiences and can access tailored support, extension or enrichment to maximise their learning outcomes.

Evaluation	Funds Expended (Resources)
All staff participated in professional learning linked specifically to improvement in the explicit teaching of writing and numeracy. Additional Student Learning Support Officers employed to support numeracy and literacy programs across the school. . Interventionist employed to support teachers in explicit literacy and numeracy teaching – program ran for two terms but had to be dissolved due to staffing changes.	Instructional Leader and Interventionist support across K–6 (\$60000). SLSO support (\$180000),

## Next Steps

In 2020, changes to the daily timetable will mean that students will engage in two 2-hour blocks of learning, with a shortened 45 minute learning session in the afternoon. This will assist the Learning and Support Team to streamline SLSO support and enable this to be programmed as part of the whole school literacy and numeracy focus. Targets in reading and numeracy have been identified with support of the Director Educational Leadership, and this will form the basis for tighter implementation of explicit teaching in the areas of reading and numeracy. Additional literacy support programs such as MiniLit, will continue.



## Strategic Direction 2

### Quality Teaching

#### Purpose

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

#### Improvement Measures

Increased understanding of data collection and analysis with all teachers utilising data effectively to inform future teaching. SEF Sa–S indicates the element of 'Data Skills and Use' increasing from Delivering to Excelling.

External data indicates growth in student achievement is consistent with achievement on internal data measures.

All staff are working towards accreditation at proficient level, maintaining at proficient level or working towards higher level accreditation.

Increased collaborative practices between staff across the school as well as the wider Lachlan Valley Learning Community.

#### Overall summary of progress

During 2019 staff undertook further training in the effective use of data to inform teaching and learning. Systems and processes were established to enable greater collaboration for Stage teams using whole school scope and sequences, sharing teaching programs and using electronic means to share information across Stage teams and the school. Professional dialogue and modelling of best practice is becoming an established routine in some Stages of the school through observations and feedback around effective teaching practice and it is hoped that this will be further embedded in the future. Almost all early careers teachers have finalised their accreditation, another staff member completed a Certificate and the Principal began a two year Master of Instructional Leadership course through Melbourne University. Another staff member completed her Certificate 1 in Wiradjuri Language ensuring the current language program offered in the school is sustainable. Connections were re-established with local schools and the High School, regarding the Year 6/7 Transition Program and new plans put in place for a more rigorous and relevant transition program in 2020.

#### Progress towards achieving improvement measures

**Process 1:** Staff undergo professional learning in the use of quality, valid and reliable data to inform planning, identify interventions and modify teaching practice to drive continuous school-wide improvement in teaching practice and student results.

Evaluation	Funds Expended (Resources)
Additional data sources have been utilised to identify areas of need in students learning and staff understand the need for data to be triangulated. Professional learning has been offered to interested staff on how to implement the learning progressions as observable behaviours, when assessing students. PAT assessments have been selected and used as a formative assessment to guide planning for teaching. All executive staff have participated in SCOUT training to assist data analysis.	PAT Assessments (\$1500), Professional Learning (\$6500)

**Process 2:** Staff systematically evaluate and plan teaching programs that are collaboratively designed and focus on explicit teaching with accommodations and adjustments to cater for learners of all abilities.

Evaluation	Funds Expended (Resources)
Staff have demonstrated strong collaborative planning practices in some Key Learning Areas and assessment has become more consistent. Google Drive and Google Classrooms have enabled greater collaboration and sharing of resources across Stages and the whole school.	

**Process 3:** Systems that facilitate collaboration, professional dialogue, classroom observations, modelling of best



## Progress towards achieving improvement measures

**Process 3:** practice and effective feedback enable the ongoing development of all staff, ensuring all individuals are supported in their professional goals.

Evaluation	Funds Expended (Resources)
All teaching and non-teaching staff have Performance and Development Plans which support their ongoing professional development, aligned with school directions. Collaborative links between staff and schools across the Cowra Network have been established with common elements around transition, professional learning and community engagement as the collective face of Public Education in the community. Instructional Leader has engaged in a professional learning course with Helen Timperley, around powerful conversations and this has assisted with reflective practices and delivery of feedback.	\$5000 Professional Learning funds

## Next Steps

In 2020, a professional learning timetable will be created to enable all teaching staff to attend two hours targeted professional learning during school time each fortnight, with sessions to be focused on school directions, areas for improvement and Stage-based needs. Two staff will begin their Graduate Certificate in Wiradjuri language, culture and heritage through Charles Sturt University and the Principal will continue into her final year of her Masters of Instructional Leadership, through Melbourne University. Connections were re-established with local schools and the High School, regarding the Year 6/7 Transition Program and this has evolved into an ongoing project in the curriculum area of English, involving Stage 3 and Stage 4 teachers across four schools, with the plan to continue to build this into 2020 and beyond.



## Strategic Direction 3

### Wellbeing

#### Purpose

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

#### Improvement Measures

Whole school and personalised attendance approaches are resulting in increased regular attendance rates for all students, including those at risk.

Student wellbeing indicators show positive growth.

'Tell Them From Me' (TTFM) surveys demonstrate growth in emotional, social and physical wellbeing.

Increased access to a wider range of wellbeing services for students, staff and the school community.

#### Overall summary of progress

The AP Wellbeing position at the school has continued to highlight the importance of wellbeing across the school, working within the Department of Education's Wellbeing Framework. This has continued to have a positive impact on attendance and suspension rates in 2019. The wellbeing services provided or facilitated through the school has expanded and now includes Early Intervention, Occupational Therapy, Speech Therapy and counselling services. Positive Behaviour for Learning (PBL) has been further refined in 2019 and students have continued to respond well to these changes. Some of the staff have received professional development in the Stronger Smarter Leadership Program and Berry Street Education Model, with all staff taken through Managing Actual and Potential Aggression (MAPA) Training in Term 4. The introduction of a "Wellbeing Week" has also been positively received by staff and families to encourage us to pause and look after our own mental health and wellbeing.

#### Progress towards achieving improvement measures

**Process 1:** Review current practices and use evidence-based strategies and innovative thinking to develop and implement a whole school approach to student wellbeing that results in improvements in student's sense of self, engagement and positive social interactions to support learning.

Evaluation	Funds Expended (Resources)
Review of current practices included a refresh of Positive Behaviour for Learning (PBL) processes across the school. Establishing the position of Assistant Principal – Wellbeing ensured appropriate time and resources were allocated to the areas of student and staff wellbeing. The Berry Street Education Model and Stronger Smarter Leadership Training have assisted the Wellbeing Team to begin to develop a consistent, evidence-based wellbeing program across the school with a view to consolidating this in 2020. Tell Them From Me data showed students in Years 4–6 surveyed have positive relationships at school (82%), positive behaviour at school (91%) and 73% of students feel they have a positive sense of belonging.	Stronger Smarter Training (\$16,000), Berry Street Education Model Training (\$4000), PBL revamp (\$7000)

**Process 2:** Research, select and implement a model for a Cowra Public School 'Wellbeing Hub' that utilises the support and skills of specialised service providers to support and engage all students.

Evaluation	Funds Expended (Resources)
The Wellbeing Hub within the school integrates a range of services including developmental and educational as well as social and emotional. In 2020 the school was lucky to secure the services of a part-time school counsellor and school-counsellor-in-training, ensuring ongoing counselling services for some of our most vulnerable students. The school was also successful in securing a speech pathologist to work one day per week and upskill SLSO's	Speech Therapist and additional SLSO time to administer programs (\$46000).

## Progress towards achieving improvement measures

to deliver ongoing speech support to selected students.

**Process 3:** Increase the school's profile and engagement within the Cowra community by establishing and building partnerships with local organisations and services, and enhancing relationships with current and future students and families.

Evaluation	Funds Expended (Resources)
Community relationships have continued to grow as the school builds connections within the local community. The Cowra Information and Neighbourhood Centre, PCYC, AECG and Early Intervention Service have been key partners in strengthening links with the community. Additional community relationships have been built with Bilyara Aged Care Facility and this will continue into 2020. Cowra Public School utilises community members to support music and art programs, dance lessons, special religious education programs (SRE) and sports activities, whilst maintaining strong links to community events such as ANZAC Day, the Cowra Festival of International Understanding, Cowra Eisteddfod, POW Lantern Parade and commemoration.	\$5000 – transport costs, hire fees

## Next Steps

Establishment of a CPS Outdoor Learning Space to increase natural 'green spaces' in the school is scheduled for 2020. Formation of Advanced Tiers is a focus area and the next step in finalising the revamp of PBL processes across the school. Assistant Principal Wellbeing position to be dissolved and the new Deputy Principal to absorb this role, as well as the role of Learning and Support Coordinator in the school in 2020. Six additional staff to attend Stronger Smarter Training in 2020, and Berry Street professional learning to be rolled out to all staff through in-school workshops. Continue to build community connections as part of the CPS Wellbeing Hub and expand the services we are able to offer our families as we focus on the connect-succeed-thrive model in the Wellbeing Framework.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$101,727	The school receives a fulltime Aboriginal Education Officer (AEO) as part of the staffing component to support Aboriginal students' learning in the classrooms. Additional funds were used in 2019 to implement the Wiradjuri Language program across all classes in the school through employing an Aboriginal Elder (SLSO) as well as participation in NAIDOC week activities. Several students and staff attended the Wiradjuri Language Camp in May. The impact of these measures may be gauged from the Tell Them From Me results where Aboriginal students in Years 4–6 were asked how they feel about the statement 'I feel good about my culture' – 75% Strongly Agree/Agree; 13% Neither agree or disagree; 12% Disagree/Strongly Disagree. To the statement 'Teachers have a good understanding about my culture' – 69% Strongly Agree/Agree; 12% Neither agree or disagree and 18% Disagree/Strongly Disagree.
<b>Low level adjustment for disability</b>	\$170,929	The school receives a fulltime Learning and Support Teacher (LaST) and a part-time LaST as part of the staffing component to support student learning. The remaining \$54,541 was allocated towards targeted early intervention through SLSO support and MiniLit. This has resulted in gains in student comprehension and reading fluency skills. Numeracy support in primary classes was also provided using flexible funding.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$70,539	QTSS Funding was again used in 2019 to provide additional release for Executive staff to assist and support stage teams through professional dialogue, classroom management support, programming and quality teaching observations
<b>Socio-economic background</b>	\$391,635	Students requiring additional learning support have benefited from targeted assistance with their learning. L3 is embedded in all Early Stage 1 and Stage 1 classrooms and each class received School Learning Support Officer (SLSO) support during L3 sessions with data showing improvement in Stage 1 reading and writing levels. School and eisteddfod performances produced a positive response from parents and community members and the community feedback regarding the Cowra Public School Band is encouraging. Cowra Public School's band program, lunchtime dance lessons, choir and Schools Spectacular entries highlight the opportunities available for creative arts pursuits. Funds were expended on employing a STEM teacher 3 days per week and improving technology access with additional interactive whiteboards and two full class sets of laptops purchased for student use.
<b>Support for beginning teachers</b>	\$0	The school received no Beginning Teacher funds in 2019.

Early Action for Success	195,905	A full-time Instructional Leader and a part-time Instructional Leader have been allocated to Cowra Public School as part of the Early Action for Success initiative. These funds are direct staffing costs.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	196	199	192	201
Girls	185	197	187	188

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.7	92.7	92.4	93.4
1	94.2	92.2	91.7	91.9
2	93.5	93.7	92.3	90.7
3	95.4	93.7	92.4	92.5
4	93	92.9	92.2	92.2
5	92.3	93.1	93.5	91.5
6	92.8	91.4	93	92.6
All Years	93.6	92.8	92.5	92.2
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)	5
Classroom Teacher(s)	19.12
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	7.05

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	915,377
<b>Revenue</b>	5,372,672
Appropriation	5,274,226
Sale of Goods and Services	12,482
Grants and contributions	85,246
Investment income	718
<b>Expenses</b>	-5,500,671
Employee related	-4,935,428
Operating expenses	-565,243
<b>Surplus / deficit for the year</b>	-127,999

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	685,568
<b>Equity Total</b>	664,291
Equity - Aboriginal	101,727
Equity - Socio-economic	391,635
Equity - Language	0
Equity - Disability	170,929
<b>Base Total</b>	2,730,093
Base - Per Capita	92,157
Base - Location	8,481
Base - Other	2,629,456
<b>Other Total</b>	1,093,166
<b>Grand Total</b>	5,173,118

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](https://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 website.





## Parent/caregiver, student, teacher satisfaction

The 'Partners in Learning' Parent Survey is based on a questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based on Joyce Epstein's framework for fostering positive relations between the school and the community. The survey provides feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

The below summary is based on data from 59 respondents who completed the Parent Survey between 16th October 2019 and 25th October 2019. This represents approximately 24% of families in the school.

- Cowra Public School scored at or above State Level norms in all aspects that were surveyed
- In the area of 'Two-way Communication with the School', parents rated that they feel welcomed when they visit the school (8.4), and that they can easily talk with their child's teachers (8.3) and school administration staff (8.3) as highest, with parent activities being scheduled at times when they can attend as the lowest (6.3). In keeping parents informed the school was rated at 7.7 in the provision of written reports that can be understood by parents, with reporting on their child's social and emotional development scoring the lowest at 6.6.
- In regards to 'Parents' Participation in School', 65% of respondents had spoken to their child's teacher more than twice during the year, with 91% having attended a parent meeting or school function during the year.
- In the area of 'Parents Supporting Learning at home' respondents allocated the lowest scores to talking to their children about the importance of schoolwork (4.8) and the highest to praising their children when they perform well in school (7.9).
- Respondents felt that the 'School Supports Learning' with an average score of 8.2 from caregivers who felt the school encouraged their child to do their best. Teacher's expectations that homework would be done on time scored lowest at 6.2.
- The 'Schools Supports Positive Behaviour' scored highest with an overall rating of 8.2, with the school having clear rules and expectations for behaviour scoring 8.9.
- Aspects relating to 'Safety at School' and providing an 'Inclusive Environment' also scored above the NSW Government norms.

Staff were also surveyed using the 'Focus on Learning Survey'. This provided results based on data collected from 9 teachers which represents approximately between 3rd September 2019 and 25th October 2019. A summary of this report showed staff rated areas including Teaching Strategies, Learning Culture, Technology, Leadership and being an Inclusive school higher than the NSW Government norm and are seen as areas strength in the school. Areas for development as indicated by staff are Parent Involvement, Use of Data to Inform Practice and Collaboration.

The 'Tell Them From Me Student Survey' was administered to 130 students in Years 4, 5 and 6 who completed the survey between 24th Mar 2019 and 11 April 2019. Areas of strength as identified by the students surveyed included Social-emotional outcomes, where students were involved in sports and extracurricular activities, a reduction in the percentage of students who feel they have been bullied to 10% lower than the NSW government norm, positive behaviour at school, positive relationships with peers and teachers and Aboriginal students feeling that teachers understand their culture and they feel good about their culture. Areas for development include ensuring all students feel a sense of belonging, clear expectations around the completion of homework tasks and a percentage of students feeling that they need to be challenged in their learning by having high expectations from their teachers.

# 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.

