

2020 Annual Report

Cobar Public School



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Introduction

The Annual Report for 2020 is provided to the community of Cobar Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

We share an understanding of the difficulties we all faced in 2020 in providing continuity of education for our students.

Through the period where the option to learn from home was open, the school experienced an above average level of student attendance, indicating a high degree of confidence in the school's process around student safety.

The school provided authentic at home learning options for students. Teachers prepared, delivered to the home and marked returned work packs for all students learning at home, achieving an incredible pivot from face to face learning in a very short time.

Our staff, teaching and non-teaching are to be commended for their professionalism and focus on achieving the best for our students under extremely difficult conditions.

Thank you to our wonderful community who continuously demonstrated their support for our school and worked with us to provide continuity of learning for our students.

Message from the school community

Unfortunately, due to COVID-19 the normal events and fundraising done annual by the CPS P&C had to be cancelled. 2020 was also the year in which the CPS P&C has meant to host its biennial Spring Fair, due to restrictions this event was also postponed until it is viable to hold this event.

Due to existing funds, we were able to fund new reader books for the Gold Team reading program.

We also welcomed a new Canteen Manger, Meredith, who has taken on the role with great enthusiasm and passion. Meredith has settled into her new role well and we have had nothing but praise for her.

Emily Miller

President

Cobar Public School P&C Association

School vision

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

School context

Cobar Public School is a remote, isolated school with a population of approximately 211 students. Approximately 35% of the school population identify as having Aboriginal heritage. The school also has students from seven other cultural backgrounds and in some years offers language Other Than English support.

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

The school enjoys strong parental support through an active Parents and Citizens Association. There is currently no active Aboriginal Education Consultative Group.

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

Strategic Direction 1

Maintain high expectations to drive the continued improvement of student learning

Purpose

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

Improvement Measures

EA4S targets for students in each year group

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

Overall summary of progress

Despite the difficulties of implementation (inconsistent staffing levels, absences, COVID and other factors) there has been success over this planning cycle. Academic growth has improved significantly, as reflected in available NAPLAN data, and this has come alongside a marked reduction in welfare issues. Students are now more able to articulate the expectations of success around the learning and qualitative data shows an increase in parental engagement and level of expectation of success.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>The capacity to drive improvement relies upon data use skills which have not been acquired as much as we would have liked.</p> <p>Overall there was an increase in the capacity of staff to track and reflect on student data, however the next step of immediately using this reflection to inform the next steps in teaching were inconsistent. Success was most evident across the stages which accessed support from the Instructional Leader as this support focused directly on use of student assessment and reflection on professional practice.</p> <p>The development of a new scope and sequence for whole school assessment was completed and partially implemented in 2020. Full implementation will occur in 2021.</p> <p>Results of the External Validation conducted in 2020 clearly showed that data skills and use was an area in which we need to provide more professional learning and support.</p> <p>EA4S targets were not fully realised, with 50% of students achieving the targets. Progress towards achievement of this improvement measure was significantly impacted in 2020. Data shows a regression in the % of students achieving targets in 2020 compared to 2019..</p> <p>Premier's priorities were not achieved. We continue to struggle with high mobility and "starting from scratch" with students who enter our school at different points in the teaching and learning cycle. Over the course of this planning cycle we have an annual average mobility of approximately 20%.</p> <p>Parental survey indicates that some parents have developed the capacity to work with the school to support students in the home based on student assessment data. Planned workshops could not occur in 2020 and this impacted the overall success of this milestone.</p>	<p>Instructional Leader</p> <p>Assistant Principals</p> <p>Learning and Support Team</p> <p>Surveys</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Early action for success (\$83668.00)• Professional learning (\$9850.00)• Literacy and numeracy (\$13128.00)• English language proficiency (\$3220.00)• Socio-economic background (\$78068.00)• Low level adjustment for disability (\$22075.00)• Integration funding support (\$46288.00)

Next Steps

Utilise new DoE resources, professional learning and research based guidance from CESE to develop staff capacity to more deeply and consistently use student assessment to drive teaching and learning.

Fully implement revised whole school assessment scope and sequence.

Strategic Direction 2

Embed a whole school culture of instructional leadership

Purpose

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

Improvement Measures

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

Staff can articulate the impact of instructional leadership on their teaching

Overall summary of progress

Staff continued to engage with the mentoring and professional learning opportunities available to them through the difficult year. The focus of these changed as the need to deliver learning through different methods unfolded. The difficulties of the year focused the need for instructional leadership and the level of success achieved by the school in delivering continuity of learning in an offsite model demonstrates the success of this strategic direction.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
<p>All staff K-2 worked closely with the IL throughout the year with the Interventionist providing release for them to attend weekly mentoring meetings. All staff report high levels of engagement with the process and a high level of rigor in the professional conversations.. All staff surveyed indicate a direct relationship between working with the IL and improved student outcomes.</p> <p>Assistant principals were released one week in two to mentor teachers and provide additional support to target areas of need for individual students. Survey of staff found high levels of engagement with the process and a direct link to improved student outcomes.</p> <p>To varying degrees staff can articulate the impact of instructional leadership on their teaching. With the disruptions caused by COVID, the focus of instructional leadership changed for much of the year. Staff maintained a strong focus on collegiate instructional leadership to support each other as pedagogical delivery methods changed. The difficulties of the year revealed the depth of skills in our staff and the strength of our team.</p>	<p>Instructional Leader (IL)</p> <p>Interventionist</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$13128.00)• Early action for success (\$83668.00)• Professional learning (\$9850.00)• Socio-economic background (\$78068.00)• Aboriginal background loading (\$60182.00)• Quality Teaching, Successful Students (QTSS) (\$45066.00)

Next Steps

Maintain Assistant Principal week on week off structure.

Develop further opportunities for classroom teachers to become instructional leaders in their area of expertise.

Strategic Direction 3

Build a planned approach to student wellbeing

Purpose

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

Improvement Measures

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

Reduced number of executive referred behaviours

Build staff capacity to manage behaviour when compared to 2017 data

Overall summary of progress

The school has been extremely successful in reducing the number of minor and major incidents across all stages. Staff collective capacity to manage minor incidents and keep them from escalating has developed enormously. Our collective focus on PBL and its strategies has been a key factor in this success. Regular training in Non-violent Crisis intervention strategies has also contributed. Strong Learning and Support Team structures and processes has also played a strong part in our success.

The school was rated as Excelling in Welfare in the 2020 School External Validation.

Progress towards achieving improvement measures

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

Evaluation		Funds Expended (Resources)
The school has achieved significant success in the strategic direction.		PBL lessons
2017	2020	Professional learning in Non-violent Crisis Intervention
919 minor incidents	604 minor incidents	Surveys
330 major incident	71 major incidents	Funding Sources:
4009 positive incidents	7861 positive incidents	• Professional learning (\$9850.00)
3:1 ratio of positive to negative incidents	12:1 ratio of positive to negative incidents	• Socio-economic background (\$78068.00)
There has been a deep focus on student welfare and building staff capacity to keep incidents from escalating. At the same time we have worked closely with students to build resilience and capacity to avoid conflict. Fidelity of implementation of PBL strategies has contributed to the decline in incident numbers, as has staff dedication to reporting positive incidents in our record keeping system.		• Aboriginal background loading (\$60182.00)
In the 2020 External Validation, the school was rated as Excellent in the area of Student Welfare.		• Low level adjustment for disability (\$22075.00)

Next Steps

Maintain current Learning and Support and student welfare structures.

Monitor and refine structures as required.

Implement new student welfare policy once released.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>8Ways, Aboriginal Education Policy</p> <p>Staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$120 364.00) 	<p>The school has been extremely successful in reducing the number of minor and major incidents across all stages. Staff collective capacity to manage minor incidents and keep them from escalating has developed enormously. Our collective focus on PBL and its strategies has been a key factor in this success. Regular training in Non-violent Crisis intervention strategies has also contributed. Strong Learning and Support Team structures and processes has also played a strong part in our success.</p> <p>The school has developed strong relationships with our Aboriginal students and parents.</p> <p>The school was rated as Excelling in Welfare in the 2020 School External Validation.</p>
English language proficiency	<p>EALD resources</p> <p>Staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$3 220.00) 	<p>Student achieved stage appropriate outcomes</p>
Low level adjustment for disability	<p>Social skills and other programs delivered by LaST</p> <p>DoE and external provider TPL</p> <p>Staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$153 534.00) 	<p>Overall there was an increase in the capacity of staff to track and reflect on student data, however the next step of immediately using this reflection to inform the next steps in teaching were inconsistent. Success was most evident across the stages which accessed support from the Instructional Leader as this support focused directly on use of student assessment and reflection on professional practice.</p>
Quality Teaching, Successful Students (QTSS)	<p>Staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$45 066.00) 	<p>Assistant principals were able to observe staff and provided regular, targeted feedback and mentoring. This contributed to the overall improvement in student learning outcomes and decrease in major incidents.</p>
Socio-economic background	<p>Staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$234 204.00) 	<p>Overall there was an increase in the capacity of staff to track and reflect on student data, however the next step of immediately using this reflection to inform the next steps in teaching were inconsistent. Success was most evident across the stages which accessed support from the Instructional Leader as this support focused directly on use of student assessment and reflection on professional practice.</p> <p>To varying degrees staff can articulate the impact of instructional leadership on their teaching. With the disruptions caused by COVID, the focus of instructional leadership changed for much of the year. Staff maintained a strong focus on collegiate instructional leadership to support each other</p>

Socio-economic background	<p>Staff</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$234 204.00) 	<p>as pedagogical delivery methods changed. The difficulties of the year revealed the depth of skills in our staff and the strength of our team.</p>
Early Action for Success	<p>Instructional Leader</p> <p>Interventionist</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Early action for success (\$167 336.00) 	<p>All staff K-2 worked closely with the IL throughout the year with the Interventionist providing release for them to attend weekly mentoring meetings. All staff report high levels of engagement with the process and a high level of rigor in the professional conversations.. All staff surveyed indicate a direct relationship between working with the IL and improved student outcomes.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	133	113	107	101
Girls	137	127	126	116

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90	87.6	83.9	88.3
1	90.3	86.6	87.2	83.8
2	91.7	89.2	89.3	88.3
3	90.9	89.9	88.9	86
4	92.3	89.5	89.5	87.7
5	89.7	90.7	87.6	88.6
6	91.6	89.6	90.5	90.7
All Years	91	89	88.3	87.6
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.4
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	4.54

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	778,027
Revenue	3,491,030
Appropriation	3,456,519
Sale of Goods and Services	15,867
Grants and contributions	17,242
Investment income	1,403
Expenses	-3,265,188
Employee related	-3,025,922
Operating expenses	-239,265
Surplus / deficit for the year	225,843
Closing Balance	1,003,870

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.

	2020 Approved SBA (\$)
Targeted Total	46,288
Equity Total	511,322
Equity - Aboriginal	120,364
Equity - Socio-economic	234,204
Equity - Language	3,220
Equity - Disability	153,534
Base Total	2,515,397
Base - Per Capita	59,140
Base - Location	146,695
Base - Other	2,309,562
Other Total	331,404
Grand Total	3,404,411

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Teacher satisfaction - Surveyed in December 2020 teacher responses to a satisfaction survey indicated:

3.9/5 satisfaction with line manager support

Further support: 33.33% additional RFF time, 38.89% additional program support, 16.67% additional behaviour support

72.22% rated behaviour management, 50% rated programming and 66.67% rated communication as their strength

The strengths of stage teams were listed as:

"I believe we are well organised and we've been able to function very efficiently as a team. We are accepting of listening to new methods / strategies from each other evaluating if it will be effective in our own practice.", "communication, collegiality, team programming skills, technology", "Supporting each other Working collaboratively to achieve awesome integrated units Willing to try and learn new things (i.e. one note and teams)", "We are great at communication and working collaboratively. Using Teams, One note and the whole Microsoft platform we excel at. We appreciate each other's strengths and acknowledge each other when we go above and beyond or have great ideas to move our team forward."

Improvements to student learning outcomes could be achieved by:

"we could be better at planning / creating Stage wide assessment tasks. This planning would help with creating report descriptors earlier and having Assessments that come together in Stage Meetings to assess.", "We need a person to come into the classrooms for intervention to work one to one or in small groups with students who are working below stage level for maths and English. Create standardised assessment tasks that all students complete at the beginning of each term for maths and English to use to measure growth, like the SA Spelling test and Waddington reading.", "Spend learning centre time more productively. Teachers need to explicit teach the learning centre activities and ensure students can do these independently rather than just explain it to them quickly and expect them to be able to do it properly."

Whole school areas of need were identified as:

"Number one thing I believe is a more efficient LST process. I believe the LaSTs should be in classrooms as stated in their role statement - to "model exemplary classroom practice". I believe having their expertise in classrooms would be hugely beneficial to teachers and students.", "programming, professional learning for staff who need support to develop their behaviour management skills", "Attendance".

Support options for assistance accessed by teachers:

88.89% Learning and Support Team.
50% mentoring

72.22% additional release time.

94.44% professional learning
38.89% programming support

27.78% personal consideration of circumstances by executive

Support of colleagues:

88.89% responded they had support a colleague in their own stage.
supported a colleague outside their stage

83.33% responded they had

Student in Years 4 & 6 were surveyed via Tell Them From Me

Year 4

88% of students had staff who advocated for them

100% of students responded the school had high exceptions for success

75% of students reported a sense of belonging

Year 6

100% of students had staff who advocated for them

100% of students responded the school had high exceptions for success

71% of students reported a sense of belonging

Parent and community were surveyed via Tell Them From Me

No parents or community participated in the survey

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.