

2021 Annual Report

Cobar Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

We will build a school culture of responsible, respectful learners and 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 current population of 210 students. Approximately 41% of the school population identify as having Aboriginal or Torres Strait Islander heritage. The school also has students from seven other cultural backgrounds and in some years offers English as an Additional Language / or Dialect.

The executive structure of the school comprises one non-teaching Principal and three teaching Assistant Principals as well as one full-time Assistant Principal Curriculum and Instruction and a second Assistant Principal Curriculum and Instruction one day per week. There are twelve permanent teachers. The school will continue to use funding allocations to reduce the teaching load of the executive to FTE 0.5. This is to allow the executive to focus on instructional leadership in their stage teams.

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. The school has nine staff members who are employed on temporary contracts.

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".

Following a thorough analysis of school data we have determined that the focus areas for our Strategic Improvement Plan are:

- Literacy focus for K-2 will be Phonemic Awareness and Understanding Texts, for 3-6 the focus areas will be Understanding Texts
- Numeracy focus for K-6 will be Quantifying Number
- Staff use of data to ensure that data collected is efficiently and effectively used to plan for teaching and assess student growth. Development of collaborative practices to embed consistency of approach and judgement, and building evaluative practices across the school to support continuous school improvement.
- Decreasing the number of partial attendances as well as increasing the % of students attending 90% or greater.

All staff, teaching and non-teaching, together with our school community have had opportunities to contribute to the development of this strategic improvement plan.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

When comparing our self-assessment from 2021 to 2022, we had progressed in a number of areas, while some areas were placed in the category below. At a surface level, without knowing our school context, some areas would look like a regression when it is in fact a representation of us as a school community placing increasingly high expectations of ourselves. Through the development of our second Strategic Direction 'Evaluative Practices', we have sharpened our analytical skills and have been able to view and analyse our data with a higher level of knowledge and higher expectations of ourselves.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality teaching practices in Literacy and Numeracy
- High expectations and engagement

Resources allocated to this strategic direction

COVID ILSP: \$158,316.00

Integration funding support: \$46,288.00

School support allocation (principal support): \$14,079.00

Literacy and numeracy: \$26,256.00

Socio-economic background: \$80,000.00

Professional learning: \$32,118.00

Location: \$24,938.00

Low level adjustment for disability: \$44,150.00

Summary of progress

The schools' previous focus on systems and practices to support strong wellbeing and behaviour strategies built a strong foundation for the shift to a learning culture that focuses on building students' literacy and numeracy skills and improving growth and attainment in all areas of the curriculum. A school priority has been creating an engaging school environment through high expectations and quality teaching practices.

Staff have participated in a range of professional learning to continue to support and build their growth mindset and embed high expectations across the school. The reading focus for 2021 has been increasing students' phonological awareness. All staff have engaged in collecting and analysing student data on a regular basis to inform their teaching practice. Within the classroom, staff provide differentiated instruction to better meet the needs of the individual students in both reading and numeracy.

The leadership team has been conscious of the impact on Learning from home and staff shortages and adjusted implementation of some areas of the strategic plan to enable staff to balance the conflicting priorities.

Student results in external and internal measures indicate some areas of success. Annual progress targets in NAPLAN and TEN have been achieved. Learning from Home also impacted on student attendance and although there was a small decrease in partial absences, whole day absences remain an area of concern.

In 2022, building student engagement and success through quality teaching and high expectations will continue to be integral to building student growth and attainment. Building staff capacity in using data to continue to inform class teaching and learning programs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN (Reading) to be above the system negotiated target baseline of 25.65%	50% of students in Years 3 and 5 achieved results that fell in the top two bands for literacy significantly exceeding the target baseline.
Increase the percentage of students	65% of Year 5 students achieved their expected growth in NAPLAN Literacy

achieving expected growth in NAPLAN literacy to be above the system negotiated target baseline of 52.1%	significantly exceeding the negotiated target baseline.
100% of students are accurately benchmarked against the PM levels each term. 100% of students in mainstream classes to move up at least 1 PM level from the baseline data to end of 2021	100% of students are accurately benchmarked with running records each term. 100% of students in mainstream classes have moved up at least 1 level from the baseline data
Increase the percentage of students achieving in the top 2 bands of NAPLAN Numeracy to be above the system negotiated target baseline of 13.7%	17% of students achieved in the top 2 bands of NAPLAN numeracy exceeding the negotiated target baseline.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be above the system negotiated target baseline of 51.5%.	The percentage of students who achieved their expected growth in NAPLAN Numeracy was 65%, exceeding the negotiated baseline by 13.5%
TEN testing to be completed for 100% of students K-6 by end of Semester 1. 100% of students grouped into their TEN groups and TEN activities are implemented in all classrooms K-6	100% of students completed a TEN (Targeted Early Numeracy) assessment and were subsequently grouped according to their results. All students K-6 engaged with TEN activities during numeracy sessions and with School Learning Support Officer
Increase the percentage of students attending 90% or more of the time to be above the system negotiated target baseline of 57.93%	57.9% of students attended more than 90% indicating that progress towards the target is yet to be achieved.
Decrease unexplained partial absences by 25% from 2020 baseline data	Partial absences decreased by 25% indicated achievement of the target.

Strategic Direction 2: Evaluative Practice

Purpose

Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching

Whole school improvement will be supported by consistent, school-wide assessment and practices that are monitored regularly to inform next steps

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Use of data to inform practice
- Student assessment and intervention practices

Resources allocated to this strategic direction

Aboriginal background: \$134,812.00

Location: \$120,000.00

Socio-economic background: \$149,476.00

Low level adjustment for disability: \$112,118.00

Summary of progress

To ensure that student and cohort strengths and needs drive teaching practice, we have focussed on building school wide assessment practices and staff capacity in collecting and analysing data.

As a school, we are providing more opportunity for staff and executive teams to evaluate, reflect and plan with assessment and feedback data from students, staff and the community in mind.

The assessment scope and sequence has been adjusted, and with that has come the necessary training and upskilling of the executive team, teaching staff and School Learning Support Officers. Teachers are shifting mindset from data collection to data analysis and using data to inform planning as a continuous cycle. This strategic direction has helped change mindsets to begin looking at things with a lens of "what next" and "why", which will continue to prove beneficial for Strategic Direction One. Whilst we still continue to work on in-depth analysis as a whole staff, we are certainly making large gains in this area. Continued engagement with the SIP and SEF by ALL staff will support this as well as continuing to seek and act of feedback from staff, students and the community.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teaching staff and classroom aides undertake professional learning in the main assessments (running records and TEN) by SDD Term 2.	All teaching staff undertook training in the main assessments. School Learning Support Officers were unable to due to low staffing levels and a change of staff / employment of additional staff.
Staff in each stage engage in planning the integrated unit for terms 2-4, 2021. A proforma for evaluation is introduced and used in Terms 2-4	All teaching staff engaged in creating units for Term 3 and 4. A proforma for evaluation was created in mid 2021, and used for Term 2-4.
All teaching staff and Teaching Aides participate in formal observation with the AP and Principal and received feedback from both in addition to informal feedback weekly from principal	Formal observations and Learning did not occur because of learning from home and COVID restrictions.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$46,288.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cobar Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching practices in Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Interventionist will be supporting students to achieve progressions within Quantifying Number, Phonological Awareness and Understanding Texts in K-6 • Employment of additional School Learning Support Officers to provide additional support for students who have mid and high-level learning needs across K-6 • Staffing release for targeted professional learning around the Phonics Diagnostic Assessment, as well as support sessions for teachers <p>The allocation of this funding has resulted in:</p> <p>Approximately 60 students were given a place on an intervention program each term. Some students repeated programs, stayed on for the entirety or were able to exit after a few weeks of intervention. 100% of targeted students showed growth over the year, and each student achieved an average of 2-3 progressions. A total of 75 progressions were achieved in Phonological Awareness, 150 progressions were achieved in Understanding Texts and 152 progressions achieved in Quantifying Number.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue with intervention and targeted programs for students with mid to high additional learning needs. Employ additional staff in 2022 to be able to widen the scope to also target students achieving high results to continue to grow their capabilities. Continue with quality differentiation of programs to continue to challenge and support student learning</p>
<p>Socio-economic background</p> <p>\$229,476.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cobar Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice • Quality teaching practices in Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Releasing executive staff and teachers to complete observations of teaching staff, to be able to provide feedback on what is working well and areas for adjustment • Release for class teachers to receive program feedback and lesson feedback in real time <p>The allocation of this funding has resulted in:</p> <p>Staff have been able to achieve most of their Performance and Development Plan goals as well as being able to provide supervisors with the necessary program adjustments within the timeframe, with the availability of release to cover feedback time</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to staff the Assistant Principal role in a 0.5FTE class teaching allocation as it is conducive to our school maintaining a level of instructional</p>

<p>Socio-economic background</p> <p>\$229,476.00</p>	<p>leadership amongst the different stages as well as allowing staff the appropriate level of feedback and observations to foster the culture of high expectations.</p>
<p>Aboriginal background</p> <p>\$134,812.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cobar Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staffing release to support development and implementation of Personalised Learning Plans • Employment of specialist additional staff (School Learning Support Officer) to support Aboriginal students • Employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <p>The school had postponed the adjustment of Personalised Learning Plan formats until all new staff had begun.</p> <p>Students were assisted with funding via increased School Learning Support Officer and the employment of an interventionist to provide literacy and numeracy interventions to students requiring additional support.</p> <p>Assistant Principal engaging in the 0.5FTE teaching load to continue to provide feedback in real time to teaching staff and School Learning Support Officer so they are able to continue to provide evidence based, quality teaching and learning programs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to monitor attendance and results of students identifying as Aboriginal or Torres Strait Islander. Continue to fund the interventionist position into 2022, and have this employee work closely with the Assistant Principal of Curriculum and Instruction to target the needs of our Indigenous students.</p> <p>Continue to advertise our vacant positions within the school to have the benefit of a fully-staffed school to further support students.</p>
<p>English language proficiency</p> <p>\$4,008.97</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cobar Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Allocation of School Learning Support Officer to support EALD students increase access to curriculum. <p>The allocation of this funding has resulted in:</p> <p>Despite advertising, the school was unable to fill the vacancy for the specialist teacher. Funding was used to employ a School Learning Support Officer to support students from EALD backgrounds increase their access to curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Funding levels vary significantly year to year, as well as the availability of staff, and our highly transient population make this initiative difficult to plan</p>

<p>English language proficiency</p> <p>\$4,008.97</p>	<p>ahead for. The school will continue to monitor the need for these supports, and provide the resources to assist students and their families.</p>
<p>Low level adjustment for disability</p> <p>\$156,268.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cobar Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of data to inform practice • High expectations and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Providing support for targeted students within the Classroom through the employment of School Learning and Support Officers • Interventionists provide additional support relating to data capture for attendance <p>The allocation of this funding has resulted in: Adjusted Personalised Learning Plans templates. Highlighted families with chronic whole and partial attendance absences, to be targeted with further interventions in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to educate families on the importance of attendance. Create and foster further positive relationships with identified families by ensuring goals are created in consultation where possible, and that the students are supported through targeted strategies (aligning to the Strategic Improvement Plan) to achieve their goals.</p>
<p>Location</p> <p>\$144,938.00</p>	<p>The location funding allocation is provided to Cobar Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching practices in Literacy and Numeracy • Use of data to inform practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchasing technology resources to increase student engagement (from feedback on surveys, we need additional resources) • Professional learning for staff on Trauma Informed Practice • Updated school playground equipment to provide additional opportunities and skill acquisition <p>The allocation of this funding has resulted in: The purchasing of additional playground and class based resources to provide additional opportunities for students. The additional professional learning for staff on Trauma Informed Practice, given the lack of local services.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional Learning was booked for Staff Development Day Term 1, after COVID restrictions were eased. Continued monitoring of resources to ensure we continue to cater for the needs of our students and to give them opportunities they may otherwise not receive.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$32,118.00</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cobar Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching practices in Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning in the domain of differentiating curriculum for individualised goals • Engaging a specialist teacher to unpack evidence-based approaches to teaching numeracy <p>The allocation of this funding has resulted in: All teaching staff are now trained in Targeting Early Numeracy (TEN) and can provide intervention based on the TEN pedagogy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide training to new staff into 2022, and target class-based School Learning Support Officers with additional training so they are able to run interventions and allow the teacher to cover more groups. Work with the Assistant Principal of Curriculum and Instruction to look into evidence-based pedagogy for literacy and numeracy.</p>
<p>School support allocation (principal support)</p> <p>\$14,079.00</p>	<p>School support allocation funding is provided to support the principal at Cobar Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching practices in Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of 2 interventionist staff who have an administration load relating to school data. <p>The allocation of this funding has resulted in: Two interventionist staff were able to use their administration load to collect and analyse data from PLAN2, NAPLAN and units of work. Feedback was given to the Assistant Principal and principal to ease their administrative burden. Data was able to be presented to them and used within the Strategic Improvement Plan and the School Excellence Framework.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Assistant Principal of Curriculum and Instruction will carry some of this load into 2022, and work closely with the principal to collate and analyse literacy and numeracy data for the school and advise on strategies to improve results.</p>
<p>Literacy and numeracy</p> <p>\$26,256.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cobar Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality teaching practices in Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Refresher training in evidence based numeracy programs

<p>Literacy and numeracy</p> <p>\$26,256.00</p>	<ul style="list-style-type: none"> • Staff release to collect and submit data on a 5 weekly rotation <p>The allocation of this funding has resulted in: Students have exceeded the expected growth in Targeting Early Numeracy program. 100% of mainstream students progressed a reading level within the year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide professional learning to new staff entering in 2022 so they can continue to deliver these programs within classes, including School Learning Support Officers. Work on our next school goal of our reading levels to fall in line with the Regional Benchmark for reading levels.</p>
<p>Early Action for Success (EAfS)</p> <p>\$171,513.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Cobar Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Advertised throughout 2021 for the Instructional Leader position. Recruitment unsuccessful. <p>The allocation of this funding has resulted in: Recruitment for the position was unsuccessful.</p> <p>After evaluation, the next steps to support our students with this funding will be: This initiative finishes in 2021 and will be replaced with Assistant Principal Curriculum and Instruction positions.</p>
<p>QTSS release</p> <p>\$43,614.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cobar Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Personalised Learning training, which provided instruction on setting goals and differentiating programs for the needs of students <p>The allocation of this funding has resulted in: The completion of this course showed good overall general results for improving knowledge around interventions, however, the setting of smart interventions continues to be a focus as there were still a large portion of teachers that did not see expected outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with training new staff in differentiation, particularly new staff to the system. Ensure staff are supported in the achievement of their personal and professional goals and provided with constructive feedback.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by</p>

\$158,316.00

the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Quality teaching practices in Literacy and Numeracy

Overview of activities partially or fully funded with this targeted funding include:

- Interventionist will be supporting students to achieve progressions within Quantifying Number, Phonological Awareness and Understanding Texts in K-6
- Employment of additional School Learning Support Officer to provide additional support for students who have high-level learning needs across K-6

The allocation of this funding has resulted in:

Approximately 60 students were given a place on an intervention program each term. Some students repeated programs, stayed on for the entirety or were able to exit quickly. 100% of students showed growth over the year, and each student achieved an average of 2-3 progressions. A total of 75 progressions were achieved in Phonological Awareness, 150 progressions were achieved in Understanding Texts and 152 progressions achieved in Quantifying Number.

After evaluation, the next steps to support our students with this funding will be:

Students who have made successful gains are taken off the program and delivered their regular class program with any necessary adjustments. Data from formative and diagnostic assessments in Term 1 2022 will determine how the program looks moving forward and if there is a continued need for intervention, and in which areas.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	113	107	101	102
Girls	127	126	116	118

The school has experienced an annual decline in student numbers as a result of changed employment practices by the towns major employers.

The school continues to experience annual student mobility of 15-20% annually.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	87.6	83.9	88.3	87.5
1	86.6	87.2	83.8	87.9
2	89.2	89.3	88.3	83
3	89.9	88.9	86	85.9
4	89.5	89.5	87.7	86.5
5	90.7	87.6	88.6	87.9
6	89.6	90.5	90.7	85.4
All Years	89	88.3	87.6	86.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	10.38
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,003,870
Revenue	3,809,030
Appropriation	3,773,754
Sale of Goods and Services	16,906
Grants and contributions	16,866
Investment income	603
Other revenue	900
Expenses	-3,601,550
Employee related	-3,051,416
Operating expenses	-550,133
Surplus / deficit for the year	207,480
Closing Balance	1,211,350

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.

	2021 SBAR Adjustments (\$)
Targeted Total	47,455
Equity Total	544,564
Equity - Aboriginal	134,812
Equity - Socio-economic	249,476
Equity - Language	4,009
Equity - Disability	156,268
Base Total	2,519,432
Base - Per Capita	55,614
Base - Location	144,938
Base - Other	2,318,879
Other Total	360,665
Grand Total	3,472,116

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.

Parent/caregiver, student, teacher satisfaction

Student Feedback:

Students in Years 4, 5 and 6 participated in the Tell Them From Me surveys, designed to provide insight to guide school planning and identify school improvement initiatives. In 2021, 25 Year 4 students, 13 Year 5 students and 24 Year 6 students completed the survey.

Results from the 2021 include: (school mean vs NSW Government mean).

Students with a positive sense of belonging: 64% vs 81%, with boys stating a greater sense of belonging. Overall increase of 7% over 2020 result.

Students with positive relationships: 79% vs 85% with girls stating a greater sense of positive relationships. Overall increase of 7% over 2020 result.

Students that value schooling outcomes: 93% vs 96% with boys stating a greater sense of value of schooling outcomes. Overall increase of 2% over 2020 result.

Students with positive behaviour at school: 77% vs 83% with girls stating a greater sense of positive behaviour. Overall increase of 4% over 2020 result.

Students who are interested and motivated: 72% vs 78% with girls stating a greater sense of interest and motivation. Overall decrease of 2% over 2020 result.

Skills challenge: 61% vs 53% of students had scores that placed them in the desirable quadrant with high skills and high challenge. Overall increase of 12% over 2020 result.

Effort: 90% vs 88% with girls stating a greater sense of effort. Overall increase of 12% over 2020 result.

Advocacy at school: 8.0 vs 7.7 with girls stating a greater sense of advocacy. Overall increase of 0.4% over 2020 result.

Positive teacher-student relations: 8.4 vs 8.4. Overall increase of 0.1% over 2020 result.

Positive learning climate: 7.2 vs 7.2. Overall increase of 0.4% over 2020 result.

Expectations for success: 8.2 vs 8.7. Overall increase of 0.2% over 2020 result.

Aboriginal students: I feel good about my culture - 76% of students either agreed or strongly agreed.

Aboriginal students: teachers understand culture - 64% of students either agreed or strongly agreed.

Staff Feedback:

91% identified that they would like to stay on at Cobar Public School for the next year.

73% of teaching staff had been teaching at CPS for 6- 25+ years.

Staff satisfaction with the level of support received by their line manager scored an average of 4.5/5.

When asked about the Assistant Principal of Curriculum and Instruction (ACI) position for the following year: 53% said they would find it most useful if the APCI developed school targets and strategies to achieve the targets, 16.5% wanted the APCI to analyse data and support them in identifying areas of need for cohorts and classes, and 9% wanted the APCI to be a facilitator of professional learning and assist staff in achieving their goals.

Parent Feedback:

83% of parents/ carers said that the allocated time slots for parent teacher interviews suited them and their family circumstances.

When asked about feedback on their child's schooling: 22% said they are interested in viewing work samples, 55% said they would like feedback on assessment results, 83% wanted information that will help them understand if they are above or below their stage level in the Key Learning Areas and 77% identified behaviour as an important feedback point.

100% of parents surveyed, identified time as a factor in engaging with the school in a face to face capacity.

88% of parents / carers see their role as being crucial to their child's success at school.

94.4% of parents are happy with the current level of communication they receive, with respect to frequency and detail.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.