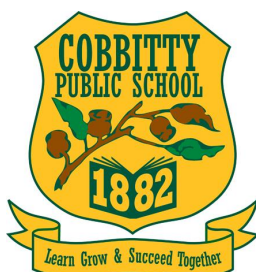


# 2021 Annual Report

## Cobbitty Public School



1580

# Introduction

The Annual Report for 2021 is provided to the community of Cobbitty 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.

## School contact details

---

Cobbitty Public School  
306 Cobbitty Road  
COBBITTY, 2570  
[www.cobbitty-p.schools.nsw.edu.au](http://www.cobbitty-p.schools.nsw.edu.au)  
[cobbitty-p.school@det.nsw.edu.au](mailto:cobbitty-p.school@det.nsw.edu.au)  
4651 2262

## School vision

Together as a supportive, inclusive, respectful community we strive for excellence for all our students. This is enabled by providing high quality, data informed holistic and enriching teaching and learning programs which empower all students to:

- learn and build knowledge to continually progress within an ever-changing world;
- grow through opportunity, communication, self-direction and reflection; and
- succeed as creative, innovative, inspiring and collaborative problem solvers.

## School context

Cobbitty Public School is located in a growing semi-rural setting south west of Sydney. The school currently has an enrolment of 328 students including 21% students from a non-English speaking background. The school values Aboriginal culture and history with a Junior AECG in operation and strong links within the community. Whilst the cohort is small, NAPLAN results demonstrate that Aboriginal students are performing at or above when compared to their peers. A steady increase in enrolment numbers is occurring each year from the new housing developments in the area.

Students are highly engaged and proud to be associated with the rich cultural heritage of their school. Students enjoy a diversity of programs and extra-curricula activities including; Sporting Programs, Creative and Performing Arts, Environmental Programs and participation in a range of community initiatives and events. Students participate in a range of enrichment programs including such things as Tournament of Minds, the Mayor for a Day program, Debating, Public Speaking and Science and Technology showcases. Extra-curricula and enrichment programs are enhanced through productive partnerships within and beyond the Department of Education.

We have a highly involved, supportive community, including an active P&C, who value staff dedication and strive to ensure their children are receiving every possible opportunity for individual success.

Our staff includes a combination of both early career and experienced teachers. All teachers work together, within a strong culture of collaboration, to form a dedicated team of educators who are committed to excellence and who care deeply about the needs of each child. A focus on continued learning of all teachers and leaders, including the continuous development of the capabilities of all teachers is maintained to maximise student growth and attainment.

This plan has been developed following an extensive and authentic Situational Analysis which involved consultation with all stakeholders. Through our Situational Analysis we have identified a need to focus on educational aspiration and ongoing performance improvement in reading and numeracy through the implementation of strategically resourced data informed teaching practices that are responsive to the needs of individual students. Instructional Coaching will be used to support teachers to successfully plan and deliver differentiated teaching and learning programs. Teachers will work collaboratively to evaluate their effectiveness and enhance their practice through quality, targeted professional learning and implement consistent practices based upon high expectations.

NAPLAN analysis has identified system negotiated targets in the areas of reading and numeracy.

Analysis has also identified wellbeing as an area for continued focus to support learning, particularly the areas of attendance and social and emotional wellbeing. The school attendance rate is above state average, however, the number of students with an attendance rate of 90% or above has been identified as an area for improvement. Evaluation shows that referrals relating to social and emotional wellbeing have an increased impact on student learning. An intense focus on student capacity to self-regulate emotions along with an ability to develop and maintain social relationships will be implemented to support student engagement and learning success.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure that all students achieve maximum growth in their learning through explicit, consistent and research-informed practice.

We will build educational aspiration and ongoing performance improvement in reading and numeracy through the implementation of strategically resourced data informed teaching practices that are responsive to the needs of individual students.

### 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.

- Numeracy
- Reading

### Resources allocated to this strategic direction

**Per capita:** \$45,021.78

**Professional learning:** \$3,000.00

**Low level adjustment for disability:** \$117,011.35

**Socio-economic background:** \$44,846.00

**Aboriginal background:** \$12,023.63

**Literacy and numeracy:** \$11,520.68

**COVID ILSP:** \$101,283.14

**Literacy and numeracy intervention:** \$22,423.60

**English language proficiency:** \$36,572.59

**Integration funding support:** \$145,905.00

### Summary of progress

During 2021, a variety of strategies have been implemented to support student growth and achievement targets. These strategies have included:

- Additional staffing to implement literacy and numeracy programs to support identified students with additional needs.
- Engaging an Instructional Coach to work with teachers to implement evidence based approaches to teaching reading and numeracy, provide demonstration lessons and in class coaching.
- Professional development of staff through Instructional Leadership to support student learning.
- Release teachers to work collaboratively in stage groups to examine current research on best practice, analyse student assessment data, co plan and reflect on teaching and learning.
- Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.
- Additional staffing to support staff collaboration in the implementation of high-quality curriculum.
- Assistant principals provided with additional release time to support classroom programs.
- Implementation of instructional rounds to strengthen quality teaching practices.

The strategies implemented have resulted in increased teacher expertise and confidence in teaching reading and numeracy. This has included:

- Increased capacity to analyse student assessment data.
- Increased differentiation of learning content to match core competencies for individual students.
- Increased repertoire of instructional strategies through shared leadership and sharing of expertise across the school.

2021 NAPLAN data showed:

The percentage of students achieving Expected Growth in NAPLAN Reading increased by 19.53% from 2019 to 2021.

The percentage of students achieving in the top two bands in NAPLAN Reading increased by 5.74% from 2019 to 2021.

The percentage of students achieving Expected Growth in NAPLAN Numeracy increased by 3.4% from 2019 to 2021.

The percentage of students achieving in the top two bands in NAPLAN Numeracy increased by 0.86% from 2019 to 2021.

In 2022, a continued focus on improved outcomes in reading and numeracy will continue with resources allocated to provide intensive student support and to facilitate staff collaboration in the implementation of high-quality curriculum.

### 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  |
|--|---|
| Establish an upward trend in the percentage of students achieving expected growth in NAPLAN Numeracy.  | The percentage of students achieving Expected Growth in NAPLAN Numeracy increased by 3.4%.  |
| Establish an upward trend with the percentage of students achieving in the top two bands in NAPLAN Numeracy.   | The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has increased from 27.71% to 28.57%.  |
| Establish an upward trend in the percentage of students Achieving Expected Growth in Reading.  | The percentage of students achieving Expected Growth in NAPLAN Reading increased by 19.53%.   |
| Establish an upward trend in the percentage of students in the top 2 bands of NAPLAN Reading.  | The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has increased by 5.74% indicating achievement of progress toward the lower bound target.   |
| Establish an upward trend in the percentage of students working within and beyond expected grade levels as determined by the Phonics Screening Check | <p>In Kindergarten, 93.7% of students are working at or above grade expectations in Phonic Knowledge (PKW3).</p> <p>In Year 1, 100% of students are working at or above grade expectations in Phonic Knowledge (PKW5).</p> <p>In Year 2, 92.2% of students are working at or above grade expectations in Phonic Knowledge (PKW7).</p> |

## Strategic Direction 2: Excellence in teaching

### Purpose

Our purpose is to ensure that a consistent, improvement-focused approach to teaching facilitates a high-performance learning culture.

Our teachers will work collaboratively to evaluate their effectiveness and enhance their practice through quality, targeted professional learning and implement consistent practices based upon high expectations.

### 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.

- Instructional Coaching
- Collaborative Practice

### Resources allocated to this strategic direction

**QTSS release:** \$59,086.19

**School support allocation (principal support):** \$7,515.22

**Refugee Student Support:** \$353.47

**Professional learning:** \$14,865.35

**Per capita:** \$11,211.00

### Summary of progress

#### Instructional Coaching

During 2021, all teaching staff actively engaged with an instructional coach to enhance teaching pedagogies and improve student learning outcomes. A strong component of instructional coaching across 2021 was participation in targeted, evidence based professional learning in literacy and numeracy. This included utilising the National Literacy and Numeracy Learning Progressions as a planning tool, embedding formative and summative assessment practices into teaching and learning programs, weekly timetabled in class support to model quality teaching pedagogies in reading and Mathematics, and providing feedback and supporting differentiation.

#### Collaborative Practice

During 2021, all teaching staff engaged in weekly staged based collaboration sessions. These sessions supported staff in co-planning and reflecting on teaching and learning programs, analysed internal and external assessment data to identify targeted students, informed teaching and learning practices to plan against the NSW English and Mathematics K-6 Syllabus and the National Literacy and Numeracy Learning Progressions. This year we were provided with School Strategic Support in the area of reading and many of our collaborative sessions were dedicated to working alongside the team to compliment current pedagogies in reading. Staff participated in online learning modules and were given opportunities to reflect on their current teaching practices in reading and receive quality and authentic feedback to enhance teaching practices to improve student learning outcomes.

In 2022, resources will continue to be allocated to provide strategic, needs based professional learning for all staff with a focus on quality assessment, evidence based teaching strategies and the use of effective feedback.

### 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 class teachers engage in Professional Learning relating to the National Numeracy and Literacy Learning Progressions. | During 2021, all classroom teachers engaged in school based professional learning with an instructional coach during weekly stage collaboration meetings to track student progression and achievement against the National Literacy and Numeracy Learning Progressions in phonics, spelling and multiplicative thinking. |
|  |  |



|  |  |
|--|--|
| <p>All teaching staff are engaged in professional learning through structured collaboration, to share teaching expertise and knowledge, enabling peer review and feedback.</p>   | <p>Throughout 2021 structured weekly stage collaboration sessions were established to support staff in engaging in professional learning. All classroom teachers participated the collaboration sessions facilitated by an Instructional coach.</p> <p>The People Matter Survey showed that 100% of staff worked collaboratively to achieve common goals.</p> <p>The People Matter Survey showed that 70% of staff received feedback to help improve their work and 83% of staff stated they have informal feedback conversations with their supervisor.</p>   |
| <p>All teachers work with an Instructional Coach to identify and employ evidence-based effective teaching strategies.</p> <p>Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.</p> | <p>Throughout 2021, classroom teachers K-6 worked closely with an instructional coach within the classroom environment to embed the evidence-based teaching strategies, such as explicit phonological awareness and phonics instruction, mathematics groups and visible learning that directly link to collaboration sessions.</p> <p>The Phonics Screener was completed by students within K-2 and showed 93.7% of students achieving at or above expectations in early stage one, 100% at or above expectations in year one and 92.2% of students achieving at or above expectations in year 2.</p> <p>2021 saw the development of consistent stage based formative and summative assessment opportunities in all strands of Mathematics across the school.</p> <p>Student individual learning needs are always a consideration when developing programs and this is evident in The People Matter Survey with 100% off staff stating that our teams consider student need when planning.</p> |
| <p>All teachers undertake targeted and relevant evidence-informed professional learning, driven by teacher and student needs.</p>  | <p>Throughout 2021, all staff have participated in a variety of targeted professional learning that directly aligns with our school targets in order to enhance teaching practices and improve student learning outcomes.</p> <p>Year 4 Term 2 2021 Check-in Assessment data for Reading showed that students achieved 21.3% above similar statistical school groups and 19.5% above state. Year 6 data showed students achieved 11% above statistically similar school groups and 11.4% above state</p> <p>The People Matter Survey shows that 83% of staff believe they have received the appropriate training and development to perform their role well.</p>   |



### Purpose

---

Our purpose is to ensure that all of our students are confident and resilient learners who are able to connect, succeed and thrive.

We will implement a planned approach to developing and enhancing whole school processes that support high levels of well being and student engagement to ensure that all students achieve their learning potential.

### 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.

- Attendance
- Social / Emotional Wellbeing

### Resources allocated to this strategic direction

---

**Per capita:** \$21,666.51

**Socio-economic background:** \$11,316.08

**Aboriginal background:** \$6,105.50

**School support allocation (principal support):** \$11,812.13

**Professional learning:** \$4,000.00

**Refugee Student Support:** \$409.58

### Summary of progress

---

#### Attendance:

Throughout the year parents/carers were sent regular reminders regarding the importance of attendance. This included reminders in such things as newsletters, parent information books and meet the teacher sessions. Letters were sent home to parents/carers of students identified as having attendance concerns, outlining current attendance rates and the importance of regular school attendance. Teachers were provided with regular updates on students with an attendance rate of  $\leq 90\%$ . Teachers used this information to discuss the importance of regular attendance with students and to guide the implementation of strategies to encourage positive attendance patterns.

The Short Message Service (SMS) within Sentral was utilised to notify parents/carers of student absences. This system included a reminder of the need to explain student absence to the school and supported an increase in the timely return of absence notes.

Daily attendance was monitored by an Assistant Principal and attendance information was used to guide interventions including discussions with students, follow up phone calls with parents and contact with the Home School Liaison Officer (HSLO).

An individualised semester Attendance Report was provided to parents and carers as an addition to the Academic Report. The report included individualised attendance percentages and partial absence percentages as well as information regarding requirements from the Attendance Matters website. The Cobbitty Public School Communication and Learning Log was developed to monitor engagement in learning and attendance during the period of remote learning. Regular phone conversations occurred between the Assistant Principal and parents/carers of students who were finding the engagement with home learning difficult, to support more regular engagement/attendance.

#### Social / Emotional Wellbeing:

In 2021, the Getting On Track In Time (Got It!) team engaged and supported the school community. The Got It! Team worked with a school action team to deliver specialist mental health early intervention services for children in Kindergarten to Year 2 (K-2). Following extensive screening, 10 students were selected to participate in a 10-week intervention program. The program was delivered remotely during the period of home learning which resulted from health restrictions.

The Got It! team engaged with families who were not selected to participate in the program to facilitate access to alternate external support.

The *Got It!* team also provided a consultation service for K-6 staff including opportunities to discuss individual student

needs with a clinician. The *Got It!* team developed a set of simple, brief tip sheets for parents/carers to support them during lock down.

The Got It! program was found to be effective in engaging families to take part in targeted intervention. The program also provided additional benefits including increased connection between parents and the school and improved appropriate help-seeking by parents for assistance with other health and social needs.

A social skills program was implemented to provide targeted intervention for students identified as requiring additional social/emotional support. The program focussed on supporting students to choose appropriate play activities, engage in play with others effectively, take turns, listen to instructions, set up, pack up and help others. Structured activities were provided for students such as lunch time games and extra-curricular clubs for gardening, art and technology. SLSO training in structured play programs was provided to support individual students/small groups in the playground.

Teachers were supported to investigate and incorporate Zones of Regulation in the classroom to support student social and emotional wellbeing. A trial was implemented with two Stage 1 classes (with the support of LaST Teacher) and was also implemented by classroom teachers within all Stage 2 classes. The program supported many students in understanding their emotions and provided teachers with a consistent platform to support student social and emotional intelligence.

The language and strategies used in 'Think Tank' sessions were consistent with Zones of Regulation used in classrooms, supporting students to reflect on their actions, identify personal goals and develop strategies for success in the school setting.

The Open Parachute program was implemented in Stage 3 classrooms. Professional learning (via Zoom) was provided for staff involved with the program. Students engaged in lessons covering aspects such as emotional literacy, perspective taking, social media & self-esteem, setting limits & saying no. Teachers also had access to an online video-based program to support their own wellbeing.

The Smiling Minds 'Introduction to Mindfulness Kick-Off Session' training for staff was completed. Smiling Minds components were utilised within social skills programs, during class lessons and learning from home. Teachers were provided with access to continued professional learning around mindfulness (provided through Smiling Minds). Parents/Carers were informed regarding the use of mindfulness sessions within classrooms and were also encouraged to download the Smiling Minds app to use with students at home. A virtual wellbeing day was held to support students working from home.

Positive Behaviour for Learning (PBL) procedures were reviewed and updated for staff and students. Weekly lessons were revisited within classrooms. Professional learning addressed the importance of consistency of PBL within the school setting and the consistent management of behaviour across the school.

In 2022, well-being strategies will continue to be implemented to increase student attendance rates, increase the number of students who report a positive sense of belonging and increase opportunities for student voice.

### 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 with a 90% attendance rate with an upward trend                        | The number of students attending greater than 90% of the time or more has increased by 3.9%<br><br>The number of students identified as attendance concerns ( attendance rate below 90%) decreased by 15.3% from 2020 to 2021. |
| TTFM student data (Social and Emotional Outcomes - Positive sense of belonging) indicates an upward trend. | 70% of students indicate a positive sense of belonging ( Social and Emotional Outcomes - Positive sense of belonging ) demonstrating progress yet to be seen towards this school-based progress measure.                       |
| TTFM student data Drivers of Student Outcomes - Advocacy at School indicates an upward trend.              | TTFM student data Drivers of Student Outcomes - Advocacy at School, remained consistent (Above NSW Govt Norm) demonstrating progress yet to be seen towards this school-based progress measure.                                |

| Funding sources  | Impact achieved this year  |
|--|--|
| <p>Refugee Student Support</p> <p>\$763.05</p>         | <p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Coaching</li> <li>• Social / Emotional Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning</li> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Professional Learning has been provided supporting staff to develop and embed consistent programs based on current and evidence based pedagogies, which cater to individual student learning needs. Students have been supported in their social and emotional well being through intensive well being programs including Got It, Smiling Minds and Open Parachute. Students who participated in well being initiatives reported an increased sense of wellbeing. Feedback from teachers and parents indicated an increase in student resilience, ability to regulate emotions and over come challenges.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>In 2022, well being programs will focus on continuing to support students with social and emotional well being. Funds will be targeted to continue existing programs and provide professional learning for teachers in embedding strategies across the curriculum to support the individual needs of students.</p> |
| <p>Integration funding support</p> <p>\$145,905.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Cobbitty Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Integration funding support (IFS) was used to provide School Learning Support Officer (SLSO) support for students with moderate and high learning and support needs, within the classroom and playground. Targeted support was provided for academic programs, social skill development and transition. Integration Funding increased targeted student capacity to access the curriculum, interact with peers effectively and engage in learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>Integration Funding will continue in 2022 for funded students. Additional Access requests will be competed as needed.</p>  |
| <p>Socio-economic background</p> <p>\$56,162.08</p>    | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cobbitty Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>   |

|   |  |
|---|--|
| <p>Socio-economic background</p> <p>\$56,162.08</p> | <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• teacher release for attendance monitoring.</li> <li>• employment of additional staff to support mathematics program implementation.</li> <li>• professional development of staff through instructional coaching to support student learning.</li> <li>• teacher release to facilitate regular collaborative practice. and the development of consistent evidence based teaching and learning programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/> The development of consistent stage based formative and summative assessment opportunities in all strands of Mathematics across the school. The percentage of students achieving Expected Growth in NAPLAN Numeracy increased by 3.4%.<br/> Throughout 2021, classroom teachers K-6 worked closely with an instructional coach within the classroom environment to embed evidence-based teaching strategies.<br/> The number of students attending greater than 90% of the time or more has increased by 3.9%.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/> In 2022, strategies will be implemented to provide intensive learning support for students in Reading and Numeracy. This support will include the continuance of differentiated Mathematics groups, Instructional Coaching and in class small group support for Reading.<br/> Teacher release will be provided to enable teachers to work collaboratively to develop and implement evidence based teaching strategies.<br/> The allocation of resources for regular attendance monitoring and proactive home school communication will continue.</p> |
| <p>Aboriginal background</p> <p>\$18,129.13</p>     | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cobbitty 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Social / Emotional Wellbeing</li> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/> In 2021, strategies were implemented to improve the learning outcomes for Aboriginal students in Literacy and Numeracy and increase the profile of Aboriginal Education. Aboriginal Personalised Learning Plans (PLPs) were completed for each student, in consultation with parents, detailing individual learning needs and how strategies to address the learning needs will be</p>  |

|  |   |
|--|---|
| <p>Aboriginal background</p> <p>\$18,129.13</p>                | <p>implemented and monitored throughout the year. This collaboration continued to enhance partnerships between home and school. All students participated in remote NAIDOC Week activities to promote and celebrate the culture of Aboriginal and Torres Strait Islander communities. In 2021, the overall results in NAPLAN Reading and Numeracy for Aboriginal students and non Aboriginal students showed minimal discrepancy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>In 2022, strategies will continue to be implemented to provide personalised learning and support programs for Aboriginal students and to improve the learning outcomes for Aboriginal students in Literacy and Numeracy. This support will include continuation of Mathematics groups and small group intensive support in reading. Funding will also be used to purchase resources with Aboriginal perspectives to be embedded in teaching and learning programs K-6.</p>  |
| <p>English language proficiency</p> <p>\$36,572.59</p>         | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cobbitty Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Students were provided with highly differentiated programs to address specific learning needs. Students who were identified as experiencing gaps in their learning were supported with differentiated instruction to improve their skills and understandings. In Mathematics, this was done through differentiated mathematics groups, with smaller group sizes and additional support within the groups. In reading, students were withdrawn to work with teachers on differentiated programs to address gaps identified through internal assessments.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>In 2022, strategies will continue to be implemented to provide personalised learning and support programs for EALD students and to improve the learning outcomes for EALD students in Literacy and Numeracy.</p> |
| <p>Low level adjustment for disability</p> <p>\$117,011.35</p> | <p>Low level adjustment for disability equity loading provides support for students at Cobbitty Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Additional Learning and Support time was allocated to provide additional</p>   |

|   |   |
|---|---|
| <p>Low level adjustment for disability</p> <p>\$117,011.35</p>          | <p>intensive support to students requiring learning adjustments. Students worked in small groups with highly differentiated programs to address specific learning needs. Students worked in small groups with highly differentiated programs to address specific learning needs in Reading and Numeracy.</p> <p>In 2021, 61.8% of students in Year 3 and Year 5 achieved at or above expected growth in NAPLAN Numeracy. 76.5% of students in Year 3 and Year 5 achieved at or above expected growth in NAPLAN Reading. The growth for both Reading and Numeracy was above State and SSG.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, additional Learning and Support time will be allocated to provide additional intensive support to students requiring learning adjustments in Literacy and Numeracy.</p>   |
| <p>School support allocation (principal support)</p> <p>\$19,327.35</p> | <p>School support allocation funding is provided to support the principal at Cobbitty Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Coaching</li> <li>• Collaborative Practice</li> <li>• Social / Emotional Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Daily attendance monitoring by Assistant Principal</li> <li>• Teacher release to support student wellbeing including points of transition, social skills and individualised student support.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Increase in the number of students with positive patterns of regular school attendance. Decrease in the number of students with identified attendance concerns.</p> <p>High level of support provided to students at transition points. Differentiated wellbeing support provided to individual students resulting in increased engagement in learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, School Support allocation will be used to continue to provide intensive support in the areas of attendance and student wellbeing.</p> |
| <p>Literacy and numeracy</p> <p>\$11,520.68</p>                         | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cobbitty Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional teacher allocation to provide small group tuition in Mathematics.</li> <li>• Online program subscriptions to support literacy during remote learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All students were provided with an ability based program of learning with continuity in differentiated program provision through the period of remote learning.</p> <p>In 2021, 28.6% of students in Year 3 and Year 5 achieved in the Top 2 bands for NAPLAN Numeracy. 61.8% of students achieved at or above expected growth in NAPLAN Numeracy.</p> <p>Check in Assessment Data showed the following</p>  |



|  |  |
|--|--|
| <p>Literacy and numeracy</p> <p>\$11,520.68</p>              | <ul style="list-style-type: none"> <li>- Year 3 Numeracy results were 15.2% above SSG</li> <li>- Year 4 Numeracy results were 9..2% above SSG</li> <li>- Year 5 Numeracy results were 5.1% above SSG</li> <li>- Year 6 Numeracy results were 4% below SSG</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continued intensive teacher support to:</p> <ul style="list-style-type: none"> <li>- increase the number of students achieving expected growth in NAPLAN Reading and NAPLAN Numeracy</li> <li>- increase the number of students achieving in the top two bands in NAPLAN Reading and NAPLAN Numeracy.</li> </ul>   |
| <p>QTSS release</p> <p>\$59,086.19</p>                       | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cobbitty Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Coaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improved teacher expertise in reading instruction resulting in improved student learning outcomes.</p> <p>2021 NAPLAN data showed:</p> <ul style="list-style-type: none"> <li>- The percentage of students achieving Expected Growth in NAPLAN Reading increased by 19.53% from 2019 to 2021</li> <li>- The percentage of students achieving in the top two bands in NAPLAN Reading increased by 5.74% from 2019 to 2021</li> </ul> <p>Improved teacher expertise in teaching numeracy resulting in improved student learning outcomes. 2021 NAPLAN data showed:</p> <ul style="list-style-type: none"> <li>- The percentage of students achieving Expected Growth in NAPLAN Numeracy increased by 3.4% from 2019 to 2021</li> <li>- The percentage of students achieving in the top two bands in NAPLAN Numeracy increased by 0.86% from 2019 to 2021</li> </ul> <p>A learning community has been developed with:</p> <ul style="list-style-type: none"> <li>- Increased understanding of student data.</li> <li>- Increased differentiation of learning content to match core competencies for individual students.</li> <li>- Increased repertoire of instructional strategies through shared leadership and sharing of expertise across the school.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, QTSS allocation will be targeted to provide Instructional Coaching across the school. Instructional coaching will be expanded to include teachers who are not attached to a specific grade. Instructional Coach will work with teachers to model and observe classroom practice and to support reflection and professional conversation to develop evidence-based teaching practices.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$22,423.60</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cobbitty Public School who may be at risk of not meeting minimum standards.</p>   |



|  |   |
|--|---|
| <p>Literacy and numeracy intervention</p> <p>\$22,423.60</p> | <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy.</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students worked in small groups with highly differentiated programs to address specific learning needs. High potential students were challenged to extend their knowledge and understandings, and to improve their skills in responding to assessment tasks so that ability is accurately reflected in their performance.</p> <p>Students who were identified as experiencing gaps in their learning were supported with differentiated instruction to improve their skills and understandings. In Mathematics, this was done through differentiated mathematics groups, with smaller group sizes and additional support within the groups. In reading, students were withdrawn to work with teachers on differentiated programs to address gaps as identified by PAT data and internal assessments.</p> <p>During the remote learning period, student groups continued to access regular lessons via Zoom.</p> <p>Students of all levels demonstrated significant improvement in reading which was reflected in PLAN 2 data, and evident in external assessments including NAPLAN for Years 3 and 5.</p> <p>Students in Stage 2 who were targeted for instruction in multiplicative strategies demonstrated improvement in this strand, as reflected in PLAN 2 data.</p> <p>The model of lesson delivery worked successfully with class teachers and CILSP teachers coordinating and working in mutually supportive ways to incorporate CILSP sessions into weekly literacy and numeracy timetables.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>-Maintaining the model of small group withdrawal for reading in Stages 1, 2 and 3.</li> <li>- Intensive support within differentiated maths groups in Stage 3.</li> </ul> |
| <p>COVID ILSP</p> <p>\$101,283.14</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 the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in numeracy - small group support within differentiated Mathematics groups.</li> <li>• providing intensive small group tuition for identified students who were identified as most likely to benefit from additional support in literacy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>   |

|                                       |  |
|---------------------------------------|--|
| <p>COVID ILSP</p> <p>\$101,283.14</p> | <p>Increased literacy and numeracy skills and understanding of core content for targeted students has been achieved through intensive small group tuition.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, intensive small group tuition will be provided for identified students who have not demonstrated expected growth or performance in literacy and numeracy. Students will be identified through internal performance measures, Check-in Assessments and the Phonics Screener.</p> |
|---------------------------------------|--|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 146        | 162  | 149  | 149  |
| Girls    | 143        | 153  | 167  | 176  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 94.5 | 94.9 | 94.1 | 94   |
| 1         | 94.1 | 94   | 93.3 | 94.1 |
| 2         | 94.4 | 93   | 93.8 | 94   |
| 3         | 94.6 | 95.3 | 94.3 | 93.1 |
| 4         | 94.1 | 94.6 | 93.2 | 93   |
| 5         | 93.6 | 93   | 94.6 | 92.8 |
| 6         | 94.2 | 92.7 | 92.5 | 93.4 |
| All Years | 94.2 | 93.9 | 93.7 | 93.5 |
| 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)                    | 11.57 |
| Literacy and Numeracy Intervention      | 0.2   |
| Learning and Support Teacher(s)         | 0.7   |
| Teacher Librarian                       | 0.8   |
| School Administration and Support Staff | 2.82  |

\*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 <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 392,446                 |
| <b>Revenue</b>                        | 3,212,876               |
| Appropriation                         | 3,121,165               |
| Sale of Goods and Services            | 7,197                   |
| Grants and contributions              | 84,050                  |
| Investment income                     | 465                     |
| <b>Expenses</b>                       | -3,326,287              |
| Employee related                      | -2,869,355              |
| Operating expenses                    | -456,932                |
| <b>Surplus / deficit for the year</b> | -113,411                |
| <b>Closing Balance</b>                | 279,035                 |

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 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 122,539                           |
| <b>Equity Total</b>     | 227,875                           |
| Equity - Aboriginal     | 18,129                            |
| Equity - Socio-economic | 56,162                            |
| Equity - Language       | 36,573                            |
| Equity - Disability     | 117,011                           |
| <b>Base Total</b>       | 2,419,666                         |
| Base - Per Capita       | 77,899                            |
| Base - Location         | 0                                 |
| Base - Other            | 2,341,766                         |
| <b>Other Total</b>      | 151,462                           |
| <b>Grand Total</b>      | 2,921,542                         |

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2021, the school sought the opinions of parents, students and staff members about the school.

Their responses are presented below.

- The school is committed to continued improvement in learning programs.
- Home school partnerships are developed to support individual student needs.
- Parents have a good understanding of learning programs and are supported to help their children at home.
- Consistent and clear communication is valued by the school community.
- Parents reported that they appreciated the high level of support provided throughout the Covid-19 Pandemic. They reported that they felt the school managed the period of remote learning well, maintaining continuity of learning for students and being responsive to feedback.
- The areas for improvement included upgrading of toilet facilities and increased parental involvement in school activities following the removal of Covid-19 health restrictions.

# 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.