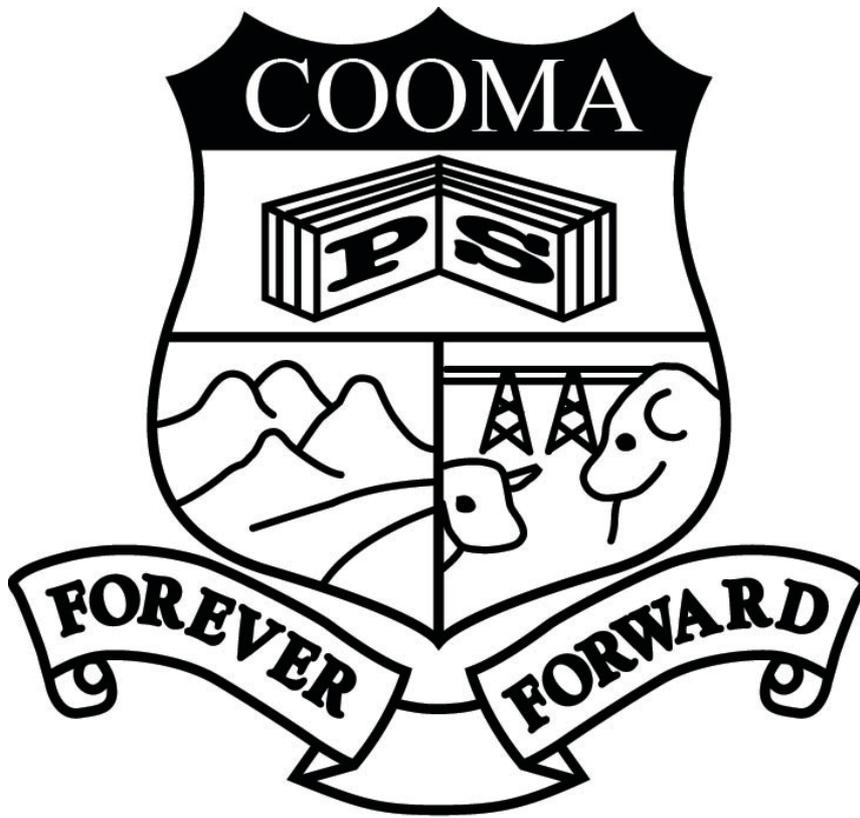


2021 Annual Report

Cooma Public School



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Introduction

The Annual Report for 2021 is provided to the community of Cooma 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

Cooma Public School

Commissioner St

Cooma, 2630

<https://cooma-p.schools.nsw.gov.au>

cooma-p.school@det.nsw.edu.au

6452 1933

School vision

Our school community works collaboratively to ensure each student is at the centre of an inclusive and supportive environment. At Cooma Public School, we celebrate diversity whilst providing challenging and enriching learning opportunities for every child to reach their learning goals in a high expectation learning environment. Every student will develop the skills required to be a resilient and creative problem solver, who is well equipped to engage with an ever changing world.

School context

Cooma Public School has an excellent location in the centre of Cooma, the gateway to the Snowy Mountains. The school has a proud history of providing quality education on the Monaro since 1863. We are a comprehensive public primary school which provides a range of learning experiences for our 234 students.

We are committed to preparing our students for life beyond school by providing challenging and enriching learning opportunities and supporting all students to achieve their best. We celebrate diversity and inclusivity, with 6% of students identifying as Aboriginal and 12% of our students have a language background other than English.

The staff work consistently to develop a deep understanding of the students and to instill a sense of pride in their efforts and achievements. We provide a safe, friendly environment that promotes creativity, collaboration and strong communication. Innovative and flexible teaching and learning programs allow us to meet the needs of all students. Our student wellbeing approach is based on the R.E.A.L. concept of Relationships, Engagement, Achievement and Learning.

At CPS we offer a variety of extracurricular activities including band, debating, public speaking, robotics, literacy and STEM extension programs. We have a highly supportive community which has high expectations of the educational programs provided for the students. We have an active P&C that contribute significantly to the success of educational programs and initiatives.

Through our situational analysis we identified a need to focus further on collaborative practices within school as well as with the wider school community and increased communication channels. Further work will also need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. We also identified the need to continue to drive high expectation accountability measures to ensure we cater for the individual needs of students living with disabilities, students where English is an additional language or dialect (EALD) and Aboriginal and Torres Strait Islander students.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will be done to ensure increased evaluative practice and continue to develop staff's capacity to confidently use data informed practice to direct explicit teaching instruction and differentiation. Work will take place on developing quality summative and formative assessment tasks and consistent data collection practices and monitoring across the school. Effective feedback underpinned by the What Works Best in Practice document will also remain a focus moving forward to continue our success with the increase in student ownership of learning.

The staff will work to continue to improve wellbeing measures to promote improved student wellbeing and a sense of belonging after a traumatic year in 2020. Systems will be reviewed and attendance monitoring will be improved. Ensuring student voice is evident in our planning and implementation of whole school initiatives will be a focus moving forward.

Continual monitoring of student performance data and evaluative practice will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for 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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our 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/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2021 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Delivering |
| LEARNING: Wellbeing | Delivering |
| LEARNING: Curriculum | Delivering |
| LEARNING: Assessment | Delivering |
| LEARNING: Reporting | Delivering |
| LEARNING: Student performance measures | Delivering |
| TEACHING: Effective classroom practice | Delivering |
| TEACHING: Data skills and use | Delivering |
| TEACHING: Professional standards | Delivering |
| TEACHING: Learning and development | Delivering |
| LEADING: Educational leadership | Delivering |
| LEADING: School planning, implementation and reporting | Delivering |
| LEADING: School resources | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in numeracy and reading we will embed whole school collaborative processes to ensure explicit, differentiated and effective teaching practices that are underpinned by evidence based teaching strategies and informed by structured, sustained and rigorous data collection and analysis.

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.

- Enhancing our culture of high expectations
- Effective data skills and use

Resources allocated to this strategic direction

QTSS release: \$54,937.82

Literacy and numeracy intervention: \$47,089.56

Per capita: \$46,176.47

Integration funding support: \$116,952.00

English language proficiency: \$17,032.56

Low level adjustment for disability: \$37,918.71

Aboriginal background: \$8,180.01

Socio-economic background: \$6,681.76

Professional learning: \$6,007.53

Location: \$20,719.80

Summary of progress

Enhancing a culture of high expectations.

During 2021 student learning was supported through a deep and narrow focus on student growth and achievement, through the review of school-wide scope and sequences, assessment schedules, and teacher programming. A school-wide spelling intervention program was implemented, supported by phonological awareness and assessment to targeted identified need in spelling.

Staff engaged in collaborative sessions to evaluate teaching and learning programs, with a focus on redesigning systems and processes to align with Department of Education policy and procedure and evidenced-based practices. Staff participated in MathsBURST and ELSA numeracy programs to improve spatial awareness in conjunction with Canberra University and the Eden Monaro Network approach.

Our next steps with this initiative will have a focus on What Works Best 2020 - with collaborative planning time to drive high impact teaching and high expectations whole school. A review of the impact of the spelling intervention program will take place to ensure student need is met. The implementation of MathBURST and ELSA numeracy program will cease due to the identified area of need being place value.

Effective data skills and use.

In 2021 our focus was to ensure whole school systems and processes we embedded to ensure teaching and learning was driven by identified student need, through the effective use of student assessment data.

The leadership team engaged in professional learning through the Leading Evaluation, Evidence and Data (LEED) project, which resulted in a clear understanding of areas of strength and need in literacy and numeracy to support future initiatives in supporting student growth and attainment.

Next year, there will be an emphasis placed on the process of data informed practice with the introduction of two Assistant Principal Instructional Leaders to collaborate with staff and guide data-informed practice and professional learning K-6.

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 in the percentage of students achieving expected growth in reading with an uplift of 4.5% from the school's system determined baseline target. | NAPLAN scores indicate a 8.37% decrease in the percentage of students achieving expected growth in reading from the baseline data indicating progress is yet to be seen towards meeting the lower bound system negotiated target. |
| Increase in the percentage of students achieving expected growth in numeracy demonstrated by an uplift of 3% to reach the school's system negotiated lower bound target. | NAPLAN scores indicate a 16.24% decrease in the percentage of students achieving expected growth in numeracy from the baseline data indicating progress is yet to be seen towards meeting the lower bound system negotiated target. |
| Increase the percentage of students achieving in the top 2 bands of reading demonstrated by an uplift of 4% from the school's upper bound system negotiated target. | NAPLAN scores indicate a 7.7% increase in the percentage of students in the top two skill bands for reading from the baseline data indicating progress towards meeting the lower bound system negotiated target. |
| Increase in the percentage of students achieving in the top 2 bands of numeracy demonstrated by an uplift of 4% to move beyond the school's lower bound target. | NAPLAN scores indicate a 2.5% increase in the percentage of students in the top two skill bands for numeracy from the baseline data indicating progress towards meeting the lower bound system negotiated target. |
| 'Data Use in Teaching' and 'Data Use in Planning' moves towards Sustaining and Growing against the School Excellence Framework element 'Data Skills and Use' | Self-assessment against the School Excellence Framework shows the school is currently performing at Delivering in the element of 'Data Skills and Use'. |

Strategic Direction 2: Student wellbeing and attendance

Purpose

To improve overall student wellbeing and build a whole school culture of belonging within the school whilst increasing the percentage of students attending >90% of the time, we will use evidence based wellbeing initiatives guided by The Wellbeing Framework for schools and underpinned by trauma informed practice. Embedded processes to empower student voice throughout all aspects of learning and engagement within the school will be evident.

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.

- Building a whole school culture of belonging
- Enhancing student voice

Resources allocated to this strategic direction

Socio-economic background: \$119,110.00

Per capita: \$15,000.00

Professional learning: \$1,500.00

Aboriginal background: \$3,290.00

Low level adjustment for disability: \$5,790.00

Summary of progress

Building a whole school culture of belonging.

Supporting students to connect, succeed and thrive has been an area of focus in 2021. Our wellbeing procedures and processes were reviewed with an approach to positive wellbeing and engagement developed and implemented. An evidenced-based change and loss program was offered for students Years 3-6 to provide students with a safe space to share their experiences. In Semester 1 the role of an Assistant Principal Wellbeing was trialed and Smiling Minds professional learning was completed. Equity funding was used to support the development of this approach. Through the implementation of these changes, students reported an increased sense of belonging and ownership of the school.

Next year our focus will be to build upon this year's successes and implement a whole school social and emotional wellbeing program, that is grounded in the four pillars of research: positive psychology, public health, social and emotional learning and neuroscience.

Enhancing student voice.

Creating and fostering a school culture where students have an active voice in their education was a focus in 2021. Significant progress has been made in embedding procedures and processes to capture student voice through a range of initiatives across the school. Student leadership has evolved over the year to incorporate regular meetings and feedback to staff, Aboriginal student leadership and voice, and regular focus groups and student surveys. There are clearly communicated learning intentions and success criteria in every classroom to ensure students are aware of the purpose of the lesson and how they will show understanding. The Individualised Learning Plans and Personalised Learning Pathways have been revised to include regular progress meetings and updates to ensure the student is at the centre of the goal setting, in collaboration with their parents and staff.

Next year our focus will be on developing student voice with aspiration through enhanced partnerships with secondary and tertiary providers to support student voice in transitions and learning.

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 in the percentage of students demonstrating positive wellbeing as measured through the 'Tell Them From Me' survey with an uplift of 1.5% from | 'Tell Them From Me' survey data indicates a 5.57% decrease in the percentage of students reporting positive wellbeing from baseline data, indicating progress is yet to be seen towards the lower bound system negotiated target. |

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| the school's system negotiated baseline. | |
| Increase in the percentage of students attending school 90% of the time or more reported by an uplift of 2% from the school's system negotiated baseline data. | Attendance data indicates a decrease in the percentage of students attending 90% of the time or more by 7.68% from baseline data, indicating progress is yet to be seen towards the lower bound system negotiated target. |
| Decrease in the percentage of students attending <80% of the time by 3% | Attendance data indicates a decrease in the percentage of students attending less than 80% of the time by 0.3% from baseline data, indicating progress is being made towards the school target. |

Strategic Direction 3: Whole school communication and connections

Purpose

In order to increase whole school collaboration and communication systems including increasing community engagement and connections, we will foster partnerships, embed effective and genuine collaborative practices and ongoing consultative processes with all facets of the school community, whilst ensuring clear 2 way communication systems are enhanced and systematically evaluated.

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.

- Fostering Partnerships
- Clear Communication

Resources allocated to this strategic direction

Socio-economic background: \$6,000.00

Professional learning: \$19,000.00

Low level adjustment for disability: \$112,118.00

Literacy and numeracy: \$6,970.74

School support allocation (principal support): \$15,000.00

Carry forward policy: \$119,381.00

Summary of progress

Fostering partnerships and clear communication.

Enhancing connections with parents, students, staff and the broader community was a priority for 2021 to ensure a shared understanding of student learning. The 'Learning from Home' environment was used as an opportunity to develop a strong online presence between school and home. Engagement with Class Dojo and Microsoft Teams ensured the entire school community allowed communications to be timely and effective in a time of constant change. The success of this is reflected in the Tell Them From Me survey with 79% of respondents agreeing or strongly agreeing that engagement with the school throughout learning from home was supportive.

Limitations to normal school operations, where parental presence on site was restricted caused difficulty post lock-down, despite attempts to address the issue using innovation. Improved communication with parents is anticipated moving into 2022 as parents have become familiar with communication channels and platforms, generating opportunities for parents to connect outside of school hours, as well as targeting student voice in student-led conferences in Terms 2 and 4.

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 in the percentage of parents reporting they are satisfied with our communication systems demonstrated by an upward trend from the 2020 baseline data evidenced by our parent satisfaction survey. | Tell Them From Me Survey data indicates a decrease in the percentage of parents satisfied with communication systems, indicating progress is yet to be seen towards the school target. |
| Increase in the percentage of parents utilising our whole school communication app, Class Dojo. | Class Dojo data indicates an increase in the percentage of parents utilising the whole school communication App by 36% indicating progress towards the school target was achieved. |
| Increase in the percentage of parents actively participating/contributing in events demonstrated by parent attendance data trending upwards from | There was not enough data collected to enable effective evaluation of the progress measure due to COVID-19 restrictions this year, preventing parents from coming onsite for the majority of the year. |

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| 2020 baseline parent attendance data. | |
| An increase in the percentage of parents undertaking feedback opportunities through the TTFM survey when compared to 2020 baseline data. | The Tell Them From Me survey data indicates an increase in the percentage of parents undertaking feedback opportunities compared to 2020 baseline data, indicating progress towards the school target was achieved. |
| Parent engagement in the Reporting element of the Learning Domain improves to 'Delivering' against the School Excellence Framework. | Self-assessment against the School Excellence Framework shows the school is currently performing at Delivering in the element of Reporting. |

| Funding sources | Impact achieved this year |
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| <p>Integration funding support</p> <p>\$116,952.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Cooma 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"> • Enhancing our culture of high expectations <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Increased support for students with additional needs, enabling them to access the curriculum. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Additional professional learning for staff to ensure increased differentiation strategies and revised assessment for students in order to increase their access to the curriculum, with a specific focus on non-verbal students and students with complex care needs. |
| <p>Socio-economic background</p> <p>\$131,791.76</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cooma 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"> • Building a whole school culture of belonging • Enhancing our culture of high expectations • Fostering Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement Aboriginal Education programs. • Supplementation of extra-curricular activities • Equitable access to specialist resources • Staff release to increase community engagement • Employment of additional staff to support the REAL wellbeing program implementation. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Increased engagement of the Aboriginal community. - The creation of a community approach to Aboriginal Education across 3 schools. - Increased resources for students with additional learning needs. - Supplementation of costing for activities to ensure additional student participation. - Well-resourced future-focused classroom and library space completed with additional ICT resources purchased. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Increased Tier 2 wellbeing and engagement interventions such as 'Rock and Water'. - The purchase of additional technology resources to enable equity between rural and metro schools. - The investment in a wellbeing dog to join the school community to support students with wellbeing needs. - The continuation of time allocated to a wellbeing leader to track student wellbeing and behaviour incidents K-6 |

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| <p>Aboriginal background</p> <p>\$11,470.01</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cooma 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"> • Building a whole school culture of belonging • Enhancing our culture of high expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised support for Aboriginal students • Community consultation and engagement to support the development of cultural competency • Staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Increased engagement of the Aboriginal community. - A revised PLP template and process that is an authentic 3 way ongoing process. - Professional learning to increase cultural competency and confidence within staff. - The establishment of an Aboriginal student leadership group that has resulted in increased student attendance and engagement and increased sense of belonging for our Aboriginal students. - The creation of an Aboriginal garden, utilised for outdoor learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - The continuation of the Aboriginal student program, the Bingitj Boorais, with additional resources and professional learning to ensure Aboriginal education is embedded and sustained practice. - The continuation of Aboriginal community consultation, particularly around embedding language into the teaching and learning programs. - Signage for the school utilising Aboriginal language. |
| <p>English language proficiency</p> <p>\$17,032.56</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cooma 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"> • Enhancing our culture of high expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Increased differentiation and support to assist students' English language proficiency facilitated with the provision of a Student Learning Support Officer. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continuation of the differentiated support and targeted individual intervention. - Additional professional learning for staff to develop strategies in order to cater for student who are EAL/D. |
| <p>Low level adjustment for disability</p> | <p>Low level adjustment for disability equity loading provides support for</p> |

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| <p>\$155,826.71</p> | <p>students at Cooma 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"> • Fostering Partnerships • Enhancing student voice • Enhancing our culture of high expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Professional learning targeted at specific strategies to engage students with disabilities in mainstream classes. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Increased participation of students with disabilities in mainstream and whole school activities. - The purchase of specialised equipment and extra staffing for excursions to allow inclusion of students with disabilities in all school activities. - A thorough and improved ILP process that supports teacher collaboration with parents, students and external support personnel. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - The continuation of the Centre for Effective Reading program for two identified and approved students. - The continuation of student interest groups and the purchase of provisions or staff to support the inclusion of students with disabilities in the activity of their choice. |
| <p>Location</p> <p>\$20,719.80</p> | <p>The location funding allocation is provided to Cooma 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"> • Enhancing our culture of high expectations <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Technology resources to increase student engagement <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Increased access to technology resources for students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Purchase additional laptops to continue to increase access to technology resources. |
| <p>Professional learning</p> <p>\$26,507.53</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cooma 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"> • Enhancing our culture of high expectations • Building a whole school culture of belonging • Fostering Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> |

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| <p>Professional learning</p> <p>\$26,507.53</p> | <ul style="list-style-type: none"> • The leadership teams engagement in the 3Rivers4Learning leadership development program. • The wellbeing teams engagement in the SAFEMinds professional learning to increase knowledge of and response to the increasing number of students suffering mental health concerns. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - The revised whole school approach to managing the complexities of student mental health conditions, including response protocols. - The creation of the collaboration model 'The CPS Wheel of Power' to enhance collaborative practice and the design of a research-based approach to increasing collaborative practice for staff, students and community. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Implementation of the collaborative practice model with continued research and evaluation focused on the impact on students - Additional professional learning to support the whole staff with management strategies to support students with mental health concerns. - Increased focus on professional learning to support data-informed practice. |
| <p>School support allocation (principal support)</p> <p>\$15,000.00</p> | <p>School support allocation funding is provided to support the principal at Cooma 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"> • Clear Communication <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engage additional administrative staff in order to increase communication with parents and reduce principal workload. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - The implementation of a fortnightly newsletter to parents - Increased information communicated to parents in a timely manner - Revised and updated Health & Safety and Child Protection procedures <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - The continuation of the newsletter and communication to parents - The continuation of relieving some of the administrative burden on the Principal in order to support more effective whole school instructional leadership. |
| <p>Literacy and numeracy</p> <p>\$6,970.74</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cooma 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"> • Clear Communication <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy • Teacher release to engage staff in additional collaboration <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Increased collaboration and communication between staff who work part time and their stage teams to ensure continuity of learning for students. <p>After evaluation, the next steps to support our students with this funding will be:</p> |

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| <p>Literacy and numeracy</p> <p>\$6,970.74</p> | <ul style="list-style-type: none"> - Online program subscriptions to support literacy and numeracy - Updating reading resources to meet the needs of students in Years 3-6 |
| <p>QTSS release</p> <p>\$54,937.82</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cooma 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"> • Enhancing our culture of high expectations • Effective data skills and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs • Staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - The Assistant Principals were given more time to provide shoulder-to-shoulder observations, feedback, data analysis and modelled lessons to support their stage teams. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Increased collaboration time for stage teams to analyse data and identify gaps in student achievement and plan for effective teaching strategies in order to address the areas of need. - Formal Learning Sprints and observations will be timetabled and implemented. |
| <p>Literacy and numeracy intervention</p> <p>\$47,089.56</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cooma Public School who may be at risk of not meeting minimum standards.</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"> • Enhancing our culture of high expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 • Employment of an Instructional Leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - A revised process for data analysis and evaluation of current practice across the school. - High impact, evidence-based, professional learning delivered to staff, specifically in the area of numeracy via the MathsBURST initiative and spelling. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - A revised staffing structure to allow two Assistant Principal Instructional Leaders, with no supervisory role to be off-class next year in order to effectively lead data-informed practice and evidenced-based interventions K-6. - The implementation and continual evaluation of the revised scope and sequence of learning and assessment schedules to ensure student |

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|--|---|
| <p>Literacy and numeracy intervention</p> <p>\$47,089.56</p> | <p>engagement and improvement.</p> |
| <p>COVID ILSP</p> <p>\$152,416.37</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>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 targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • Providing targeted, explicit instruction for student groups in literacy - reading comprehension strategies, and numeracy - additive strategies. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - A higher level of differentiation provided to students across all classes Years 1-6. We have seen an increase against the learning progressions recorded in PLAN2 for reading comprehension and additive strategies for the students who participated in the explicit small group tuition. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Increased accountability for data analysis and recording in PLAN2 from staff. - Reallocation of the staffing structure. The groups will be formed utilising two Student Learning Support Officers. One targeting the infants and the other the primary classrooms, to ensure support occurs more regularly throughout the week. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2018 | 2019 | 2020 | 2021 |
| Boys | 151 | 151 | 132 | 134 |
| Girls | 108 | 100 | 99 | 95 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2018 | 2019 | 2020 | 2021 |
| K | 94.2 | 92.2 | 94.3 | 88.9 |
| 1 | 92.7 | 93.2 | 93 | 90.7 |
| 2 | 92.9 | 93.4 | 94 | 89.9 |
| 3 | 93.1 | 88.9 | 93.6 | 90.7 |
| 4 | 94.2 | 94 | 91.5 | 90.8 |
| 5 | 93.2 | 87.6 | 92.8 | 86.4 |
| 6 | 88.3 | 90.1 | 92 | 87 |
| All Years | 92.7 | 91.4 | 93 | 88.9 |
| 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) | 4 |
| Classroom Teacher(s) | 10.6 |
| Literacy and Numeracy Intervention | 0.42 |
| Learning and Support Teacher(s) | 1 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 5.52 |
| Other Positions | 1 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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 | 355,809 |
| Revenue | 3,695,628 |
| Appropriation | 3,643,953 |
| Sale of Goods and Services | 1,886 |
| Grants and contributions | 48,490 |
| Investment income | 399 |
| Other revenue | 900 |
| Expenses | -3,485,082 |
| Employee related | -3,144,228 |
| Operating expenses | -340,854 |
| Surplus / deficit for the year | 210,546 |
| Closing Balance | 566,355 |

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 | 116,952 |
| Equity Total | 316,121 |
| Equity - Aboriginal | 11,470 |
| Equity - Socio-economic | 131,792 |
| Equity - Language | 17,033 |
| Equity - Disability | 155,827 |
| Base Total | 2,627,097 |
| Base - Per Capita | 61,185 |
| Base - Location | 20,720 |
| Base - Other | 2,545,191 |
| Other Total | 305,415 |
| Grand Total | 3,365,585 |

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

The School collected data through consultation with the community via School Parent & Citizen Association (P&C) meetings, school based surveys and student interviews. The school was also involved in the 'Tell Them From Me Survey'. Parent/carer responses showed a decline across all domains despite measuring at or above NSW government norms.

Student survey responses showed an increase of 9% from 2020 results in the area of positive relationships, which given the challenges of 2021, reflects the efforts of the entire school community in supporting student wellbeing.

Staff at Cooma PS completed the People Matters survey. 76% of respondents felt they had an active voice in school decisions and that the workplace was inclusive and diverse.

Next year the focus will be placed on measuring school community (parent and student) satisfaction more routinely and sharing the analysis and actions in response to the findings with our community more consistently.

Consultation with the whole school community was key in the development of our Strategic Improvement Plan. Working together continues to be a focus as we grow together as a school community.

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.