2021 Annual Report

Cootamundra Public School

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Introduction

The Annual Report for 2021 is provided to the community of Cootamundra Public School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

Principals Report - Taken from the 2021 Presentation Day Program.

It is my privilege to be writing the closing report for 2021 as we celebrate the outstanding application and achievements of our students throughout the year. I am so proud of CPS students and our community of staff, parents and friends who are invested in the success of our school.

As was the case last year, 2021 presented us with a few challenges as the unpredictability of the global pandemic continued. While we were certainly luckier than our city counterparts who had much longer lock-downs throughout the year, the pandemic has given us an opportunity to reflect again on how important our own resilience and mindset is in challenging times. I would like to take this opportunity to again sincerely thank our families for your support during the home learning period earlier in the year. While we were perhaps more familiar with the routine this time around, it was so encouraging to see how flexible our community was able to be at relatively short notice while also putting in so much effort to ensure that your child maintained momentum in their learning. We recognise that for many of you, readjusting your work and home commitments to suit home learning was a huge undertaking! Thank you for being so tolerant of ongoing changes and for helping your child so well with their learning. For our essential workers, thank you so much for your ongoing commitment to our community. We thoroughly enjoyed having your children at school each day - even if it was a bit quieter than usual for a while!

This year, funding was made available to schools to support tutoring style programs in school hours as a way of reducing any negative impact of extended home learning periods in 2020. Small group intensive learning throughout 2021 was well received by students needing intervention for targeted learning areas and staff were able to track growth to ensure that students continued to make progress and were not behind on concepts covered during home learning. This funding will be extended into 2022.

The incredible work behind the scenes of the CPS staff team this year, particularly with changing guidelines and expectations is also something I would like to mention here. From the additional hours spent on the phone and connecting with students on our online learning platforms when learning from home, to making sure that lesson packs and materials were ready each week so that students could continue to make gains in their learning was a huge undertaking and should be commended. The support I have seen staff give students and families during this second pandemic year has been wonderful. I feel so honoured to work with people who are so dedicated and passionate about best outcomes for students. Thank you!

Throughout the year, programs such as Playground Pals, Garden Club, Chaplaincy programs and the various structured playground games on offer each day have contributed to the overall wellbeing of our students. These experiences and opportunities could not occur without the endless energy, skills and dedication of the Cootamundra Public School staff. I feel privileged to work alongside such a capable and inspiring group of professionals.

This year, our school entered a new strategic planning cycle (2021-2024) and has worked closely with network schools, CPS staff, students and our community to determine our focus areas for growth over the coming years. Within this school plan, our school will work under three strategic directions which will guide the activities we complete, the resources we prioritise and the professional learning our staff will undertake.

Strategic Direction 1: Student Growth and Attainment, is a state-wide focus area and will particularly target student growth in literacy and numeracy through the continuation of evidence-based programs in classrooms.

Strategic Direction 2: High Expectation Culture will focus on the professional development of staff as a way of ensuring students always have access to the highest quality teaching, with staff continuing to be responsive to learning data as a way of designing differentiated learning for students.

Strategic Direction 3: Knowing Students is all about whole school practices that lead to measurable improvements in student wellbeing and engagement in learning.

Professional development across our network of schools, and for all staff, continues to be a priority and will drive the continued success and growth of student learning outcomes in the future. Already this year, staff have been engaging in some really pivotal professional learning in areas of literacy (for the implementation of InitialLit programs in K-2 classes) and mathematics (this year we benefitted from the first year of the Primary Maths Specialist Teacher program with plans for further positive impact next year). Our school is also focused on improving practices for all students by looking at growth and engagement K-6 (we have started our Stronger Smarter journey to compliment the Yalbinyagirri learning project already in place), as well as building our understanding of trauma-informed practice to ensure we are providing safe, happy and flexible learning environments for our students.

As we approach the end of another year, I would like to extend a special thanks to our P&C who, as usual, went above and beyond the call of duty to provide whatever was necessary to add to our students' already rich school experience. Our 2021 meetings continued via zoom, where plans were made to run a number of successful and COVID-friendly

fundraisers that will allow the P&C to continue to support our students and their opportunities at school. I can't thank everyone enough for your endless hours that are put in behind the scenes to support students. Your children do you credit every day and your efforts to make Cootamundra Public School the best it can be do not go unnoticed.

A final word to Cootamundra Public School students: Thank you for all your hard work throughout the school year. Thank you for sharing your work with me, for your contributions to our school, and for all the great days we have shared. I am so honoured to be your principal - you all make me so proud! I am grateful for your joy, astute insights and amazing talents. To our Year 6 students who leave us next year, I hope that you always remember how much you have to offer those around you. Make smart choices, have tenacity, be kind to one another, and always pursue great things!

Message from the school community

P&C Presidents Report - Taken from the 2021 Presentation Day Program.

To the families of Cootamundra Public School,

As 2021 closes and we complete another year of uncertainty with COVID we the individuals of the Cootamundra Public School P&C Association hope that you are all surviving and are well. 2021 has been filled with multiple changes at short notice and we praise all families for their patience and for abiding by the ever-changing rules.

As a committee we have been making some small progress with raising funds, but much of our fundraising has been squandered by COVID as well. We did however complete the following fund raisers this year:

Easter Raffle

Mother's Day raffle

Mother's Day gift bags and plant

Meal deals via the school canteen

Mango Fundraiser

Sweet Gingerbread House Fundraiser

Xmas Raffle

Cake stall at the local voting poll

Voluntary contributions

Our major fundraisers will hopefully be back next year and there will even be a few new ones so stay tuned!

We would like to thank all the staff at the Cootamundra Public School for all their hard work and dedication to our students through these tough times. May we as a community remember that the staff are the backbone of our children's learning and that they are in tough times, with teacher shortages a major issue for the federal government to address.

We would like to take this opportunity to thank all the local businesses for their support with donations for prizes we hope to gain their continued support in years to come.

We thank also our accountant Twomey's for their ongoing support

As we look ahead to hopefully a more settled and ordinary 2022, we welcome new families to our school and would love to invite any of the student's families to become involved with the P&C and help our school community.

The Committee - Cootamundra Public School P&C

School vision

At Cootamundra Public School we are fostering a learning community where every student is known, valued and cared for as they strive for academic, personal and social growth. Learning is inclusive, driven by high expectations, and underpinned by our ethos of Yindyamarra.

Opportunity, Excellence, Purpose and Belonging.

School context

Cootamundra Public School is focused on learning. An expert team of highly dedicated staff work collaboratively to make rigorous learning a daily focus. Evidence-based teaching methods are used across the school and staff incorporate technology to provide flexible, responsive and enriching environments for our students.

Cootamundra Public School was established in 1875 and is centrally located within the township of Cootamundra on Gudhamangdhuray Wiradjuri country. The school belongs to the Temora Network of schools. We are also proud to work in close partnership with the Gudhamangdhuray community of schools (Cootamundra, Stockinbingal and Wallendbeen) and with the Yalbinyagirri learning group (Harden, Jugiong and Cootamundra) supporting the development of rich learning programs that are focused on Wiradjuri culture, histories, stories and sites.

Embedded within the school is a culture of continuous improvement. Students are challenged to take risks with their learning and are constantly exploring and discovering the nature of their own capabilities. We aim to build confidence and resilience in students to be aspirational in their future learning goals for growth. Particular focus has been on building wellbeing structures and systems that allow students to have success and stay focused on learning while a drive around growth mindset learning gives students an explicit foundation on which to understand, monitor and extend their own learning.

We are committed to effective teaching practice. Staff continually reflect on and refine their practice, guided by evidence-based research. Time spent unpacking the 'What Works Best' and 'What Works Best in Practice' documents have guided professional learning discussions between staff. This reflection will be further developed through targeted professional reading study groups focused on unpacking best practice ideas and strategies. Cootamundra Public School is also committed to working within the Quality Teaching Rounds (QTR) framework. This high impact professional learning focuses on staff observation of lessons and deep discussion for the analysis and review of classroom practice. Systems for effective coaching and mentoring will be further developed as part of the QTR process. Building staff skills in expertly scripting learning that is differentiated and which gives students specific and detailed feedback will be an ongoing focus of professional learning.

As a result of data analysis, including NAPLAN gap analysis and school based reflection through the Situational Analysis process, we have unpacked our system-negotiated target areas in Wellbeing and Attendance, as well as expected growth and Top 2 bands in Reading and Numeracy. To achieve our targets, staff will be provided with opportunities to plan collaboratively and engage in professional learning. This will allow teaching and SLSO staff to implement evidence-based strategies that support explicit teaching, differentiation and high expectations. We will develop and implement consistent school-wide reading and numeracy interventions that focus on regular data collection and analysis through formative and summative assessment as a way of driving uplift in student results. An ongoing focus around the development of data skills and use when reflecting on curriculum and assessment, will be woven into mentoring programs provided by our curriculum leaders. This, alongside a sustainable roll out of Quality Teaching Round (QTR) reflections of practice for all staff, will allow teachers to further build their ability to deeply analyse data while planning effective strategies, goals and success criteria for personal and collective improvement in practice.

The school improvement plan was developed in consultation with students, staff and our school community. There is a positive working partnership with our parents and caregivers, leading to the provision of a quality education and enriching school experience. Our school has an active P&C and connects with community outreach programs including Kurrajong Therapy, Mission Australia and Kids Hope. We also seek experts in occupational therapy, music therapy, speech therapy and music programs to build complementary partnerships for the benefit of students learning. When analysing parent and community feedback, we identified the need to engage parents and community members not only in school decision making but also in improving students' learning. We will look to develop initiatives that strengthen parent and community engagement and understanding of curriculum that empower parents as partners in learning. We will also explore initiatives that build stronger connections with community organisations to further develop positive networks that connect families with community services and resources as well as build opportunities for mentoring.

In 2021, 25 students (9.3%) at Cootamundra Public School identified as being Aboriginal and/or Torres Strait Islander. Our school site proudly stands on Gudhamangdhuray Wiradjuri country. Gudhamangdhuray means 'marshlander' or

'keeper of the marsh'. The task of the Gudhamangdhuray Wiradjuri people was to keep their marsh lands and valley in good condition to protect their totems, the long neck turtle and pied currawong. We recognise the strength and resilience of the girls of the Stolen Generations who attended our school while residing at the Cootamundra Domestic Training Home for Aboriginal Girls, known as Bimbadeen. An initial consultation meeting with the local AECG and Cootamundra Aboriginal Working party has focused our intentions and actions within this improvement plan for positive growth in outcomes for Aboriginal and Torres Strait Islander students. Strengthening proactive and authentic community connections, localised learning, and a rigorous focus on learning goals within a culturally rich and safe environment will be a focus. The introduction of Stronger Smarter High Expectations Relationships frameworks along with a deepening partnership with the AECG presents many exciting opportunities and for our students, staff and the school community in building a culturally safe and enriching environment.

The school fosters strong programs in the arts, particularly strings, dance, public speaking and debating. Sport is also a traditional part of the school culture, with a wide range of opportunities being offered to students throughout the school year. Students have access to extra-curricular clubs and opportunities that enrich their daily school experience. Aerobics, Code Club, Playground Regeneration and Garden Club are some of the engaging lunchtime programs we offer. A continued focus on embedding efficient wellbeing systems that help us target complex student needs is considered a shared responsibility for staff, students and our community. Strengthening student and community voice within our decision making will be a focus of this school plan.

Cootamundra Public School's systems continue to embed Positive Behaviour for Learning frameworks. Our expectations of being Respectful, Responsible, Learners underpins daily life at the school. The foundation of our positive behaviour philosophy is the ethos of 'Yindyamarra Yambuwan' - Wiradjuri for 'Respect Everything'. This ideology will continue to drive our actions and programs through the 2021-2024 school plan. The wellbeing and engagement of our students is an ongoing priority. When analysing the effectiveness of programs for wellbeing and engagement in our school, we identified the need to refocus our Positive Behaviour for Learning (PBL) Classroom Systems. The structures driving our PBL and learning support teams will be reworked through this plan in order to build greater consistency, drive restorative practices and embed trauma-informed decision making as a way of meeting the varied and complex needs of students. Opportunities for increasing student voice in our decision making and the development of student leadership driving positive change for students will be an area of focus for staff.

This plan was established in a consultative manner, with input from staff, students, parents and members of our broader community.

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure students meet and exceed expected growth targets, we will refine our responsiveness to student learning data. A focus on raising student attainment and growth will occur through a dedicated focus on reading and numeracy, explicit teaching, effective feedback and consistent data 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.

- Responsive practice
- Feedback for growth

Resources allocated to this strategic direction

Socio-economic background: $112,117.58
QTSS release: $44,847.03
Literacy and numeracy intervention: $12,570.00
English language proficiency: $2,400.00
Professional learning: $1,040.00

Summary of progress

In 2021, Cootamundra Public School focused on reviewing whole school assessment processes as a way of refining best practice across classrooms K-6. Planning is underway for a more robust system of sharing and analysing data in stage team meetings. Curriculum leaders have been identified, and are refining the whole school assessment schedule to determine which formative and summative assessment tasks and tools can be used to give the clearest insight into student learning and progress. Staff input has been sought by curriculum leaders in this process. Planned adjustments for addressing individual student needs are designed by classroom teachers and curriculum leaders.

Feedback for growth was a focus for staff in 2021. Observations of classroom practice suggest an increased focus of teachers giving feedback that targets actionable next steps in learning which has been a target in this strategic direction. Evaluations of this work has indicated that the next steps for feedback practice will be on building consistency of scripts for staff to use when conferencing with students around goal setting and evaluation of learning progress. By doing so, we aim for all student learning goals to be explicit, challenging and achievable.

Staff check-ins between staff and their supervisors was introduced in 2021 as an effective way for all staff members to discuss future directions, student learning, suggestions for improvement, modifications to programming and general wellbeing. The planned Quality Teaching Rounds (QTR) were mostly delayed as a result of staffing changes amongst the lead QTR group and COVID-19 cohorting restricting staff crossover. A small sample of QTR observations did go ahead within stage teams, however were not as widespread or robust as planned. This delay presents us with an opportunity to rebuild the QTR leaders group in 2022, with plans in place to develop QTR as an integral and sustainable part of the Performance Development Plan (PDP) structure.

InitiaLit training was completed this year for all staff in K-2. Literacy expertise of the School Learning Support Officer (SLSO) team and staff working with COVID-ILSP groups has also been a focus of the Literacy and Learning support teams, with growth being seen in the results of targeted students. Next year in this initiative, the school will extend InitiaLit delivery across all classes K-2. Staff have completed training in preparation for the 2022 school year. This will supplement MultiLit programs already in place.

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
NAPLAN BANDS • Increase the percentage of Year 3 & 5 students achieving the top 2 bands in NAPLAN to be above the system-	NAPLAN: When evaluating NAPLAN targets, the schools average percentage results in the top two bands for both reading and numeracy were below expected

negotiated baseline of 32% in Literacy • Increase the percentage of Year 3 & 5 students achieving the top 2 bands in NAPLAN to be above the system-negotiated baseline 48.1% in Numeracy.	levels in 2021. 38.1% of students in Year 3 and 35.9% of students in Year 5 achieved in the top two bands for reading. 23.81% of students in Year 3 and 35.9% of students in Year 5 achieved results in the top two bands in numeracy. Agreed Targets: Top 2 bands: Overall in Reading, 37.04% of students achieved top two bands in reading, sitting below the agreed upper bound of 44%. Overall in Numeracy - 19.75% of students met the target by achieving in the top two bands in numeracy. This is well below the upper bound target of 37.60%.
NAPLAN VALUE ADDED • Value Added is maintained at Delivering for K-3 and Sustaining and Growing for 3-6.	Overall growth of student scores from the 2021 NAPLAN within SCOUT plot K-3 at delivering, 3-5 at working towards delivering and 5-7 at sustaining and growing. Further focus and connection to internal measures of student growth will remain an ongoing priority to ensure consistent student growth.
PROGRESSIONS • 48.13% of students meet expected growth in Literacy using the Progressions, PLAN2 data and syllabus indicators • 45.4% of students meet expected growth in Numeracy using the Progressions, PLAN2 data and syllabus indicators	Incomplete data has not allowed an accurate assessment of expected growth. Frameworks have been set for staff to update PLAN2 data on a 5 weekly cycle across all grades K-6. Further staff professional Learning to be offered as a way of meeting these expectations of 5-weekly data cycle updates for all classes K-6 in 2022, with curriculum leaders supporting staff capacity in this.
ABORIGINAL AND TORRES STRAIT ISLANDER ACHIEVEMENT • NAPLAN data from 2021 show an increase in Aboriginal and Torres Strait Islander students achieving in the top three bands from 2020	NAPLAN data shows positive growth from 2020. In Literacy, Year 3 57% achieved in bands 5 or 6. In Year 5: 50% achieved in Bands 6 and 8. Individual student progress is reported directly to parents and carers throughout the year. In Numeracy, Year 3: 43% achieved in Bands 4 or 5. In Year 5: 75% achieved in Bands 5 or 6. Individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 2: High expectation culture

Purpose

To embed a culture of high expectations that is built upon excellence, accountability and collaboration, we will prioritise professional learning in data literacy and expert use of feedback.

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.

- Coaching and Mentoring
- Collective Focus on Improvement

Resources allocated to this strategic direction

Aboriginal background: $16,390.00
Professional learning: $23,194.11
Literacy and numeracy intervention: $12,267.26
QTSS release: $4,000.00
Low level adjustment for disability: $15,248.74
School support allocation (principal support): $17,468.74
Literacy and numeracy: $6,602.74

Summary of progress

A focus on building coaching and mentoring systems at Cootamundra Public School is being developed as a way of building the capacity of staff, in particular in extrapolating, analysing and planning next steps for learning based on various sources of learning data. In 2021, executive staff members developed a system of regular check ins for teaching and learning support staff to provide an avenue of regular, rigorous and targeted coaching for improvement.

Internal Performance Development Processes at Cootamundra Public School began to be updated in 2021 as a way of strengthening the collective focus on improvement through persistent professional learning and opportunities for collaboration. While staffing limitations and COVID-19 cohorting restrictions have hindered the new professional learning structure to a degree, in 2021 we were able to still provide powerful learning opportunities for staff. 3 staff members completed Smarter Stronger training in Semester Two of 2021 and have shared their learning and action plans with the whole staff team as well as the local Aboriginal Education Consultative Group (AECG). It is anticipated that a further 3 staff members will undertake the training in Semester One of 2022. InitiaLit training for all K-2 staff was also successfully completed in 2021, with the program resourced for all K-2 classes in 2022. The number of School Learning Support Officer (SLSO) staff trained in the complementary program, MiniLit, was also increased in 2021 as a way of addressing growing need for small group literacy intervention across all grades.

In 2021 our school was successful in joining the Primary Mathematics Specialist Teacher initiative (PMSTi). The specialist teacher appointed has provided coaching and mentoring support to the mathematics team through a series of opportunities for team teaching, curriculum analysis, lesson development and assessment of learning. Programs being developed through this initiative will support whole school professional learning and curriculum mentoring in 2022. As the implementation of the PMSTi mathematics is rolled out and implemented across K-2, the Relational Mathematics program has become less relied upon. In line with the take up of the new Mathematics Syllabus, the use of the relational mathematics program will need to be reviewed for 3-6 in 2022.

We highly value the importance of providing beginning teachers with opportunities to develop their teaching practice by providing them with an experienced teacher as a mentor. Beginning teachers connected with network offered professional learning around reading in 2021, which had a positive impact on early career teacher confidence and connection with others across the network of schools. Weekly mentoring time was allocated for early career teachers in their first year of teaching.

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

GROWTH • 48.13% of students meet expected growth in Literacy using the Progressions, PLAN2 data and syllabus indicators • 45.4% of students meet expected growth in Numeracy using the Progressions, PLAN2 data and syllabus indicators • Results from Tell Them From Me (TTFM) Teacher snapshot show an uplift in 'Collaboration' from the 2020 results (8.0)	One out of the 3 growth measures was met as NAPLAN data shows that our expected growth in numeracy was 54.55% The expected growth for literacy (reading) was 42.42% The data from the Tell Them From Me (TTFM) survey indicates that Teacher Collaboration went down by 0.6% from 2020-2021. This is an area of opportunity for our school in 2022, with planning in place for additional planning time for staff, additional release time for classroom teachers in Semester One and an ongoing commitment to the restructured professional learning model as a way of engaging teams in deep and focused learning that aligns with performance development goals.
VALUE ADDED • Valued Added for Educational Leadership is maintained at Delivering • Value Added for Learning Culture is maintained at Sustaining and Growing	On reflection of evidence toward the annual school self assessment, Educational Leadership has been maintained at delivering. Learning Culture has also been maintained at sustaining and growing.
READING STRATEGY • 90% of students will achieve the expected fluency target of words per minute as outlined for each grade in the CPS Reading Strategy document	Fluency targets were identified and from the mid year results, students across the school were tracking to achieve the expected annual targets, however results at the end of the year show a plateau of student growth rates. Continual focus on fluency during literacy lessons K-6 and the explicit teaching of InitaLit in K-2 in 2022 is expected to uplift our results to grade targets.
PROGRESSIONS - NUMERACY • 60% of students will achieve the grade appropriate progression marker for Additive Strategies.	Internal stage based assessments and tracking have placed 63% of students at or beyond the grade appropriate progression markers for Additive Strategies. Further staff development around tracking the specific markers within Additive Strategies will be an ongoing priority for 2022. The continued expertise and guidance from the PMSTi program should ensure accurate placement of students against progression markers.

Strategic Direction 3: Knowing students

Purpose

To enable long term excellence, engagement and aspiration for success, a focus on restorative wellbeing systems, strong relationships and trauma informed practice will be embedded. Students, staff and community share a common purpose and understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

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.

- Positive behaviour engaging learners
- Aspiration for learning

Resources allocated to this strategic direction

Low level adjustment for disability: $156,259.45
Integration funding support: $165,350.01
Socio-economic background: $9,702.18
Aboriginal background: $9,344.77
Beginning teacher support: $8,970.00
Location: $27,500.00
Professional learning: $1,040.00
Literacy and numeracy: $1,040.00
Literacy and numeracy intervention: $22,251.74
QTSS release: $6,875.62

Summary of progress

Adaption of whole school Positive Behaviour for Learning (PBL) systems to better reflect Restorative Practice frameworks was a developing focus in 2021. Wellbeing data shows that some staff are utilising restorative conversations when approaching incidents within the playground or classroom, however the change in student data has not yet met the expected shift that we expect to see from this approach. Ongoing work in this space will continue, with a particular focus on supporting staff with scripting and strategies for leading effective restorative conversations. Building strength in unpacking lagging skills for students (in both learning and behaviour) by using Ross Greene's Assessment of Lagging Skills and Unsolved Problems (ALSUP) framework will be a future focus for the school.

Our data informed practice has increased, with Tier 2 and Tier 3 data driving learning and support conversations and tiered intervention planning with staff. Student results within Sentral Wellbeing data and Check In Assessment data have shown growth, however strategies will need to be put in place to ensure growth is meeting expected targets within the set timeframes. The schools restructure of the PBL team to reflect a multi-tiered approach to behaviour and learning is an ongoing focus.

Student voice continues to be a driving force for engaging learning across the school. Through student leadership teams and stage based Gamarra projects (integrated units covering science, history, geography and arts), students have had input in the planning for updating the playground space, the Inquiry Outdoor Learning Space and the beatification of the front of the school. Gamarra projects will continue to focus on embedding student voice and efficacy in the school. Seeking opportunities to share this project based learning with parents and the community will continue to be a focus in 2022.

Learning interventions focusing on literacy skills has shown a strong impact in stage 1 classrooms, allowing for those students to readjust their own learning goals within the classroom. The combined use of student wellbeing, behaviour and learning data to design and differentiate support to specific identified students has allowed for those individuals to re-engage in their learning and/or build connections in order to understand their behaviour.

High expectations across the school specifically related to attendance has seen an increase in staff recording and maintaining rolls with greater accuracy. This focus will continue into 2022 with planned PL from the Home School Liason Officer (HSLO) to ensure attendance records are coded accurately and the importance of regular schooling is shared with our school community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
BEHAVIOUR DATA • PBL Benchmarks of Quality results show an improvement in "Staff Commitment" from the 2019 results (67%) • PBL Benchmarks of Quality results show an improvement in "Effective procedure for dealing with discipline" from the 2019 results (73%) • Results from the Tell Them From Me Student Survey show an uplift in 'students that value schooling outcomes' from the previous years results	Positive Behaviour for Learning (PBL) Benchmarks of Quality (BoQ) assessment has not yet been administered to allow for an effective comparison of data. This should be completed in Semester One, 2022. Results from the end of year Tell Them From Me (TTFM) student survey show that 89% of students in Year 4, 95% of students in Year 5 and 97% of students in Year 6 believe that schooling will have a strong bearing on their future. This is similar to previous results of 88% of Year 4 , 95% of Year 5 and 100% of Year 6 students.
VALUE ADDED • Value Added for Wellbeing is at Delivering • Value Added for Learning Culture is at Sustaining and Growing	On reflection of evidence toward the annual school self assessment, value add for Wellbeing is at delivering. This is a reduction from 2020 when wellbeing was ranked at sustaining and growing. Building more rigorous and consistent processes for collecting and using reliable student, parent and staff feedback as a way of refining our whole school approach to wellbeing and engagement to improve learning will be a future focus in school planning. Learning Culture is being maintained at sustaining and growing.
COMMUNITY • Results from the Tell Them From me Parent Survey show an uplift in 'Parents are informed' from the 2020 results. • Results from the Tell Them From Me Staff Survey show an uplift in 'Parent Involvement' from the 2020 results	The 2021 Tell Them From Me Parent (TTFM) survey results of how informed parents feel have declined from 2020. In 2020, 75% of the 14 parents surveyed agreed or strongly agreed that they felt well informed around all aspects of their student's schooling. In 2021, 41% of the 17 parents surveyed felt well informed. The 2021 Tell Them From Me Teacher survey results around parent involvement have slightly declined from 2020. In 2020, 100% of the 20 surveyed staff agreed or strongly agreed that they make an effort to involve parents with their child's schooling. In 2021, 93% of the 15 staff surveyed felt that they consistently involved parents. Although both results do not show an uplift, it is of note that less staff completed the survey in 2021, and a small capture of our parent body completed in both 2020 and 2021. Parent engagement will continue to be a focus. We also acknowledge the impact that COVID restrictions have had in this space, with staff needing to change practices in order to maintain deep and productive connections with families. These changes have caused some initial instability, particularly with parents feeling involved and connected, however staff are committed to building strong partnerships will all families and will continue to pursue growth in this area.
ATTENDANCE • All students meeting or exceeding the lower bound system-negotiated target of 84.3% for Attendance.	School attendance rate is currently 91.7%. This sits above state level of 85.1% and network rates of 82.7%. Currently, 60.7% of students are attending more than 90% of the time. Targeted interventions and special programs are in place to support students who find the transition to school or separation from parents and carers difficult. Programs are designed to engage and connect our students to their peers and teachers in order to feel connected, safe and welcome at school. The learning and support coordinator drives the attendance procedures and systems in the school. Staff regularly check in with parents and carers as a way of promoting regular attendance and supporting families as learning partners.

WELLBEING • Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations) improves to be trending upwards towards 90% (lower bound target).	In 2021 survey data, 94% of students felt they benefitted from a positive sense of advocacy at school - that is, someone who consistently provides encouragement and can be turned to for advice. This is an improvement on the 91% of students who identified benefitting from a sense of advocacy in 2020. When considering the cross over of high expectations and a sense of belonging, the following data was seen in 2021. Year 4 - High Belonging, High Expectations: 75% Year 5 - High Belonging, High Expectations: 83% Year 6 - High Belonging, High Expectations: 76% In planning for 2022 and beyond, staff will be drilling down on the elements of our school culture and climate to determine what factors increase a sense of belonging and connection to build high expectations and advocacy for our students.

Funding sources	Impact achieved this year
Integration funding support $165,350.01	Integration funding support (IFS) allocations support eligible students at Cootamundra Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Positive behaviour engaging learners **Overview of activities partially or fully funded with this targeted funding include:** • employment of SLSO staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in:** Data analysis of check in assessments, NAPLAN and internal assessments drive flexible learning groups for identified Tier 2 and 3 students. Literacy interventions are evidenced-based and follow MacLit programs targeted at a specific skill development. Targeted interventions are focused on skill development for students which transfers to classroom learning. Students not showing expected growth are reconsidered for additional interventions. **After evaluation, the next steps to support our students with this funding will be:** School Learning Support Officer (SLSO) team supporting Tier 2 and 3 students will continue to work with the Learning and Support coordinator to design and deliver learning programs that are responsive to data from check-ins and internal assessments.
Socio-economic background $121,819.76	Socio-economic background equity loading is used to meet the additional learning needs of students at Cootamundra Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Responsive practice • Positive behaviour engaging learners **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through Stronger Smarter and Trauma Informed Practice to support student learning **The allocation of this funding has resulted in:** All staff have a growing understanding of the response to student wellbeing, trauma and the complexities that come with this. Beginning teachers have received additional support to lead restorative practices at the classroom level. Professional conversations and support based on learning from Ross Greene and the Berry Street model has supported planning for students with complex backgrounds. **After evaluation, the next steps to support our students with this funding will be:** Departmental Trauma Informed Practice modules will be delivered to all staff in 2022, supported by the AP Learning and Support (APLS.) The learning and support team will continue to build connections between school and community services as well as supporting staff in developing individualised education plans and differentiated programs according to need.

Socio-economic background $121,819.76	Staff will be supported to analyse student learning data for programming differentiated learning for all students. School Learning Support Officer (SLSO) team professional learning will continue to focus on building strategies for support in regulation, learning differences and re-engagement.
Aboriginal background $25,734.77	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cootamundra 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Aspiration for learning • Positive behaviour engaging learners • Coaching and Mentoring **Overview of activities partially or fully funded with this equity loading include:** • timetabled additional release of Aboriginal Education Team 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 **The allocation of this funding has resulted in:** Regular student mentoring has been introduced this year. Staff leading the Aboriginal Education team are working one on one and in small groups with students K-6 as a way of strengthening learning outcomes, cultural safety, cultural awareness and pride. Mentoring time gives an opportunity for staff to build connections and support student goal setting - this has had a positive impact on student connectedness and also offers classroom teachers the opportunity to work in partnership with other teachers in meeting and exceeding learning goals. **After evaluation, the next steps to support our students with this funding will be:** Mentoring to continue into 2022. Further staff being trained in Stronger Smarter will allow the Aboriginal Education team to further expand their support of students through learning support and enrichment, goal setting and cultural connection. Stronger Smarter Action Plans from cohorts 1 (2021) and 2 (2022) will be combined to develop a cohesive plan of support for students, staff and community. Connections with the local high school Elder in Residence will be considered for 2022.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Cootamundra Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Responsive practice **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students **The allocation of this funding has resulted in:** EAL/D student assessment data is used to monitor and evaluate student understanding of content and English language development. Staff differentiation of learning programs allows students to successfully engage with learning in the classroom. Class teachers know the importance of

English language proficiency $2,400.00	providing regular and varied opportunities for speaking and listening in second language development and seek opportunities for this in the classroom. Interpreting and translation services are on offer to families on a needs basis through the learning support team to ensure effective communication with families. **After evaluation, the next steps to support our students with this funding will be:** Alternate labelling with first language and English as well as differentiated programs will be continued as a strategy in classrooms. A focus on accessibility for families will be an ongoing priority. Further tools such as Google translate will be used as a way of increasing authenticity and depth in conversations when sharing information about student goals, learning and growth. Staff professional learning in the complexities surrounding EAL/D learners will be considered for 2022.
Low level adjustment for disability $171,508.19	Low level adjustment for disability equity loading provides support for students at Cootamundra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collective Focus on Improvement • Positive behaviour engaging learners • Aspiration for learning • Coaching and Mentoring **Overview of activities partially or fully funded with this equity loading include:** • 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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in:** Additional release from face to face was provided to staff in order to complete check-ins with their supervisors. The focus of these meetings was to provide one on one targeted support for all teaching and SLSO staff. Discussions around student learning needs, differentiation for support and enrichment, PDP goal tracking allowed stage leaders to support staff in further developing classroom programs as well as supporting ongoing professional development, resulting in positive outcomes for students in the classroom. Students entitled to Integration Funding Support were supported through the learning and support team to access additional programs in sensory regulation, literacy and numeracy support, and social development. The SLSO team worked with targeted students both in and out of the classroom, with timetables adjusted regularly to reflect changing needs and priorities. **After evaluation, the next steps to support our students with this funding will be:** Regular check ins will continue in 2022 with classroom teachers and SLSO staff as a way of informing best practice and understanding support needs. Timetabled check ins for executive staff will be added to the check in schedule to enable greater consistency of communication and responsive planning. All staff will be supported in accessing departmental resources that focus on effective differentiation, student engagement and adjustment for disability. School Learning Support Officer (SLSO) team timetables will continue to be updated regularly as a way of being responsive to need and prioritising five-weekly intervention cycles.
Location $27,500.00	The location funding allocation is provided to Cootamundra Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students**

Location $27,500.00	**enabling initiatives in the school's strategic improvement plan including:** • Positive behaviour engaging learners **Overview of activities partially or fully funded with this operational funding include:** • Student learning programs K-6 embedding Gamarra inquiry based projects. **The allocation of this funding has resulted in:** Location funds have been used to increase student ownership and engagement in learning. Staff have been released to engage in planning for inquiry based learning and SLSO staff have been employed to support learners in the classroom. Students across all grades have engaged with various inquiry based projects through Gamarra that link learning in science, technology, history, creative arts and geography. Projects have been focused on context driven learning - developing designs and planning for an outdoor learning space within the school. Engagement levels of learners was increased as a result of the authenticity of projects and through developing student skills in connecting to the local environment around them. Garden club representatives were able to further deepen their connection to the project spaces by participating in various working bees to develop the new outdoor learning area, yarning circle and entrance garden which had been designed by their peers. **After evaluation, the next steps to support our students with this funding will be:** The model of inquiry based learning projects through Gamarra will continue in 2022. Team leaders for Gamarra will develop deep inquiry questions to drive authentic projects of learning for students K-6. 2022 programs will also incorporate localised Aboriginal perspectives by incorporating the Yalbinyagirri learning project into Gamarra sequences of learning.
QTSS release $55,722.65	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cootamundra Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Responsive practice • Coaching and Mentoring • Aspiration for learning **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in:** Funding from QTSS has been allocated to support our school executive team in providing targeted, ongoing support to their learning teams. 2 of 3 stage leaders were released off class in 2021, taking on RFF and Learning Support coordination roles and the third taking on a part time class load to support the introduction of the Primary Mathematics Specialist Teacher Initiative. This not only allowed executive staff to build connections with all students K-6, but also enabled flexibility in timetables for executive staff to be more responsive to staff and student needs. QTSS funding also supports observation time in classrooms, mentoring time between stage leaders and staff, and the development of stage plans and programs which are responsive to student data. The funding has also provided an opportunity for stage leaders to connect with our Learning and Support Coordinator for preparation of access requests, behaviour intervention plans, risk assessments and individualised education plans. **After evaluation, the next steps to support our students with this**

QTSS release $55,722.65	**funding will be:** QTSS will continue to be used in 2022 for additional release for the executive team and identified curriculum leaders.
Literacy and numeracy intervention $47,089.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cootamundra Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Responsive practice • Coaching and Mentoring • Collective Focus on Improvement • Aspiration for learning **Overview of activities partially or fully funded with this initiative funding include:** • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • 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 **The allocation of this funding has resulted in:** Funding from Literacy and numeracy intervention has allowed the training K-2 staff in InitiaLit as well as the classroom resource kits and manuals to be purchased. This ensures that our commitment to the InitiaLit rollout is met and will allow for future planning for staff to adapt and develop their literacy practice. The purchase of high quality literacy resources, has allowed for an increase in the access, use of and assessment of student's core knowledge and foundational skills. Staff meetings were focused around the school's K-6 assessment schedule, direct links with the reading strategy, and specific stage assessment tools, allowing for clear and concise implementation of the assessment strategy. This will improve tracking of students through a range of strategies including PLAN2, internal assessments and check-in assessments. Literacy and numeracy intervention funds have also been allocated towards employing Student Learning Support Officers to run literacy small group interventions. The growth of identified tier 2 students has shown an uplift from 2020. **After evaluation, the next steps to support our students with this funding will be:** A focus for 2022 will be to further develop and run parent workshops around our literacy focus of vocabulary and reading as well as our numeracy focus around additive strategies. As well as the continuation of targeted interventions for specific students and small groups identified from data analysis. This will be tracked and allocated through the Learning and Support Team's referral system and the triangulation with SCOUT and progression data to inform planning.
COVID ILSP $180,891.47	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]

COVID ILSP $180,891.47	**The allocation of this funding has resulted in:** The COVID ILSP funding has allowed the school to employee two Student Learning Support Officers, one fulltime teacher and one teacher who works two days a week to explicitly run interventions for 59 students across K-6. All students showed growth directly relating to their participation in the literacy or numeracy focused intervention. Check-in assessment results showed a number of students from COVID ILSP groups achieving at the same level or higher than their peers. There were some students who are still operating below their peers, but have made personal growth on both internal and external assessment measures. **After evaluation, the next steps to support our students with this funding will be:** Teacher referrals to the Learning and Support team, school data analysis and wellbeing data will be collated and used to inform 2022 group formation. A continuation of small group intervention in literacy and numeracy will be implemented to support students who have been impacted the most by COVID in 2022. A focus on using a wider range of data sources that are best suited to tracking growth and identifying specific needs of identified students will be a key aspect in strengthening data analysis in 2022.
Literacy and numeracy $7,642.74	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cootamundra Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collective Focus on Improvement • Aspiration for learning **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students **The allocation of this funding has resulted in:** InitiaLit has been identified as a priority program for CPS, with trials in the K/1 classes demonstrating its positive impact on internal student results. Professional learning was prioritised for all K-2 staff in the InitiaLit program, with resources also purchased to effectively resource the introduction of the InitiaLit frameworks for the start of the 2022 school year. Students involved in the 2021 trial of InitiaLit showed good levels of engagement with the program, however the logistics of composite classes will need to be addressed for future years, as the program was seen to be more impactful when run with single grade groups. Our school Literacy coordinator has worked with staff to introduce and explore the school reading strategy. Staff had input into the updated assessment schedule and partnered with their stage leaders to determine assessment priorities for valid teacher judgement sessions. Consistency of PLAN2 use is still an area for development and professional learning. Parent workshops around exposing students to quality vocabulary was not able to proceed as planned in 2021. Opportunities will be sought to introduce this in 2022. Parent home packs were included in the 2021-2022 Kindergarten Transition process and was met with positive praise from parents. These packs will continue to be offered to all incoming families. The introduction of the Primary Mathematics Specialist Teacher (PMST) initiative was positive in 2021. The schools specialist teacher focused on developing staff capacity in number talk skills and additive strategies while also supporting the redevelopment of the K-2 numeracy scope and sequence documents in preparation for the introduction of the new curriculum. Staff have been supported through demonstration lessons, shared resources and discussions around evidence-based practice. **After evaluation, the next steps to support our students with this**

Literacy and numeracy $7,642.74	**funding will be:** The school has committed to a rollout of the InitiaLit framework for all classes K-2 in 2022. Students identified as requiring additional support will continue to be supported by the learning and support team in accessing interventions such as MiniLit. The reading strategy will continue to be incorporated into professional learning plans, with a similar numeracy strategy plan to be developed in 2022. The Primary Mathematics Specialist Teacher (PMST) initiative will continue into 2022. Our identified specialist teacher will continue to work with the mathematics team to develop resources, lessons and professional development opportunities for staff. The 3-6 numeracy scope and sequence will be updated so that it is in line with incoming curriculum updates. Team teaching opportunities will be supported, with all staff given the opportunity to seek mentoring time with the PMST. Increasing opportunities for parent engagement in the areas of reading support, vocabulary and additive strategies will be considered in the school plan with workshops, tips and tricks in the school newsletter and student led 'what we are learning' clips used as a way to build connections between home and school.

Student information

Student enrolment profile

	Enrolments			
Students	**2018**	**2019**	**2020**	**2021**
Boys	156	154	144	133
Girls	148	148	153	138

Student attendance profile

School				
Year	**2018**	**2019**	**2020**	**2021**
K	92.4	94.8	91.8	89
1	95.3	93.1	92.7	91.8
2	92.6	94.2	93.1	91.7
3	92.7	91.8	87.9	90.9
4	93.2	94.8	85.7	90.4
5	94.1	91	93.1	92
6	93.9	92	92.2	90.6
All Years	93.5	93.1	91	91
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)	9.46
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration and Support Staff	2.6

*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	281,962
Revenue	3,294,270
Appropriation	3,242,045
Sale of Goods and Services	3,090
Grants and contributions	48,785
Investment income	250
Other revenue	100
Expenses	-3,453,267
Employee related	-3,077,129
Operating expenses	-376,139
Surplus / deficit for the year	-158,997
Closing Balance	122,964

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	165,539
Equity Total	321,467
Equity - Aboriginal	25,739
Equity - Socio-economic	121,820
Equity - Language	2,400
Equity - Disability	171,508
Base Total	2,167,222
Base - Per Capita	73,215
Base - Location	27,549
Base - Other	2,066,458
Other Total	323,192
Grand Total	2,977,420

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. At Cootamundra Public School this was achieved through participation in the Tell Them From Me Survey towards the end of 2021. Results are from 17 parents, 15 staff and 118 students.

Parent survey responses indicate that:

- 88% of parents agree or strongly agree that our school promotes positive behaviour and wellbeing across all settings.
- 76% of parents agree or strongly agree that they feel welcome when they visit the school
- 64% of parents agree or strongly agree that the school supports their child to do their best.
- 70% of parents felt supported by the school during the home learning periods

Staff survey responses indicate that:

- 100% of staff agree or strongly agree that our school is a welcoming and inclusive place for all students.
- 100% of staff agree or strongly agree that they strive to deliver learning opportunities that are planned, engaging and relevant.
- 73% of staff agree or strongly agree that school leaders in our school are leading improvement and change.

Student survey responses indicate that:

- 68% of students indicated that they feel accepted and valued by their peers and others at school
- 93% of students believe that schooling is useful in their everyday life and has a strong bearing on their future
- 89% of students indicate that they try hard to succeed in their learning
- 85% of students indicate that they display appropriate behaviour at school and are not disruptive.

Areas for future focus:

- To continue to strengthen community connections with intentional collaboration for feedback and future planning and strong communication habits.
- To continue to implement strategies that meet the diverse individual needs of students and their families.
- To continue to build positive relationships with parents and share learning successes more frequently.
- To encourage high expectations of parents, leaders and teachers for students achieving their short and long term learning goals.
- To continue building a collective vision of excellence and how that looks in our school for students, staff and the 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.