

2021 Annual Report

Cowan Public School



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Introduction

The Annual Report for 2021 is provided to the community of Cowan 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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Cowan Public School

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School vision

At Cowan Public School, it is our vision for staff and the wider community to work together to enable all students to aspire for personal best, experience success and promote individual student growth through a focus on personal effort and a positive growth mindset.

Cowan Public School empowers students to become independent, resilient, life-long learners, who are actively engaged, motivated and committed to their community.

Cowan Public School is a student-centred school, focusing on diverse and inclusive experiences that recognise and respond to the individual needs of each of our students. Every student is known, valued and cared for. It is the belief of the entire school community that by valuing and respecting others, the school incites a love of learning with a vision 'the students will become responsible, caring and successful members of the community'.

School context

Cowan Public School is a nurturing small school with a teaching principal. Cowan is situated 15 kilometres north of Hornsby set on the outskirts of Muogamarra Nature Reserve and Ku-Ring-Gai Chase National Park. There are 34 families with a total of 44 students enrolled for 2021.

Cowan Public School is a focal point in the local community and is well supported by its parent body. The school caters for students from Kindergarten to Year 6.

The school operates with two mainstream multi-stage classes and multi-categorical support class. The school consists of 4.5% of students who identified as having Aboriginal background and 18.18% of students who identify as having English as an additional language or dialect. Cowan Public School Family Occupation and Education Index (FOEI) is 64.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan. These two areas are '*Student growth and attainment*' and '*Effective teaching and engaged learning*'. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum, to meet changing requirements of the students and new curriculums. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement. Clear processes will be put in place to support students with additional needs.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To Increase student achievement, growth and performance in literacy and numeracy through staff using data to understand the learning needs of individual students and inform differentiated teaching for all students through explicit, consistent and research-informed teaching.

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.

- Data to inform teaching and learning
- Data use in teaching

Resources allocated to this strategic direction

School support allocation (principal support): \$13,605.00

QTSS release: \$8,745.00

Teaching Principal Relief: \$41,405.00

Low level adjustment for disability: \$31,721.00
: \$585.00

Summary of progress

The evidence showed that teachers undertook the collection and analysis of student performance data at various points throughout the year, however this was not done consistently across the school. Due to COVID-19 planned professional learning on formative assessment and consistent teacher judgement sessions did not go ahead. However, data analysis is becoming a more regular component of the teacher toolkit although at this stage it is still mainly across reading and mathematics,

In 2022, we will need to upskill teachers further in using Essential Assessments to allow teachers to become more confident in the ability to analyse student performance data to inform practice. Also moving forward, in 2022 we will finalise our assessment and reporting scope and sequence to ensure consistency across the school. Further professional learning in entering data into the software PLAN2 as part of anecdote note taking and planning for individual learning to track student achievement across the school. This will ensure that this data informs teacher practice to improve student learning outcomes.

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
To maintain baseline percentages for NAPLAN: * Percentage of students in the top 2 bands NAPLAN reading - to maintain baseline of 37% or above.	The percentage of students that achieved in the top two skill bands for reading for Year 3 and Year 5 was approximately 37%. We were able to maintain our baseline for 2021. Due to the small size of the cohort, and percentage value of each student, the data does significantly impact the overall school results (one student is approximately equivalent to 9% for Year 3 and Year 5 combined).
To maintain baseline percentages for NAPLAN: * Percentage of students in the top 2 bands NAPLAN numeracy - to maintain baseline of 35% or above.	The percentage of students that achieved in the top two skill bands for numeracy for Year 3 and Year 5 was approximately 18%. We were unable to maintain our baseline for 2021 with a decrease of 17% of students nor achieving the top two bands in numeracy. Due to the small size of the cohort, and percentage value of each student, the data does significantly impact the overall school results (one student is approximately equivalent to 9% for Year 3 and Year 5 combined).
To maintain baseline or above percentages of students achieving expected growth in reading:	The percentage of students achieving expected growth in reading for Year 5 is 40% which is showing a decrease by 17.5% of our target of 57.14%. Due to the small size of the cohort, and percentage value of each student, the

<p>* Percentage of students range from 57.14% to 60% or above.</p>	<p>data does significantly impact the overall school results (one student is approximately equivalent to 9% for Year 3 and Year 5 combined).</p>
<p>To maintain baseline or above percentages of students achieving expected growth in numeracy:</p> <p>* Percentage of students range from 14.29% to 60% or above.</p>	<p>The percentage of students achieving expected growth in numeracy for Year 5 is 40% indicating achievement has increased by 29% of our target of 14.29%. Due to the small size of the cohort, and percentage value of each student, this data does significantly impact the overall school results (one student is approximately equivalent to 9% for Year 3 and Year 5 combined).</p>
<p>SEF * SEF - 'Learning - Assessment (Formative Assessment)' is validated at Sustaining and Growing and 'Data skills and use' is maintained at Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Assessment (Formative Assessment) and Data Skills and Use.</p>

Strategic Direction 2: Effective teaching and engaged learning

Purpose

Our purpose is to ensure students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality and targeted professional learning.

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.

- Effective teaching
- Engaged learning

Resources allocated to this strategic direction

Professional learning: \$697.10
Socio-economic background: \$3,238.00
Literacy and numeracy: \$5,730.00
Integration funding support: \$17,400.00
English language proficiency: \$3,674.89
Aboriginal background: \$1,241.98

Summary of progress

Professional learning was undertaken in targeted Professional Learning sessions each week. Most Professional Learning is conducted with the Mooney Mooney Small Schools network and Brooklyn Public School. This has provided teachers with a forum for collaboration and reflection. Using work samples, programs and observations, teachers had the opportunity to moderate work samples and gain new skills in consistent teacher judgement. This process has also enabled staff to reflect on aspects of their teaching and their impact on student learning. We engaged a Literacy and Numeracy Strategy Advisor, who developed professional learning that assisted with using evidence-based pedagogical practices across all Key Learning Areas, especially in numeracy.

This year we purchased site licenses for teachers for the website 'Inquisitive'. *Inquisitive* is an Australian education company that provides teacher access to quality lessons, so teachers can enjoy teaching and students can enjoy learning. This program has many engaging lessons with resource materials across a variety of the curriculum e.g. English, mathematics, science and technology, geography and history. This site is constantly being updated to have relevant information., it also allows the teachers to differentiate and adjust the learning in a multi-stage classroom. The students and teachers are enjoying the resources used during these lessons and the teachers are enjoying the teaching notes and lessons that are provided and adjusting them according for their students' needs.

Although we had started our journey in 2020 in introducing High Potential and Gifted Education into our teaching, this year we were able to continue our journey with professional learning in identifying students that are HPGE and furthering our understanding of best practice for these students. In 2022, we will continue professional learning with the Small School Network to further enhance procedures in this area.

In 2022, we will continue our commitment to ensuring we have quality professional learning to enable best practice to help our staff to continue to produce effective teaching and engaging our learners. All staff will continue to build their skills as leaders in the classroom and to collaborate and share with their colleagues from the Mooney Mooney network.

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
To maintain baseline percentage for students attending > 90% of the time: <ul style="list-style-type: none">• Increase the percentage of students attending > 90% of the time to be at or above the system-negotiated lower	The percentage of students attending > 90% of the time has increased to 84%. This is above the system-negotiated lower bound target of 70%

bound target of 70%	
<p>To maintain baseline percentage for Sense of Belonging:</p> <p>* Increase the proportion of students reporting Sense of Belonging to be at or above the system-negotiated lower bound target of 67%.</p>	<p>The proportion of students reporting Sense of Belonging has increased to be 71%. This is above the system-negotiated lower bound target of 67%.</p>
<p>SEF</p> <p>* SEF element 'Learning Culture - High Expectations'- From Delivering to Excelling.</p>	<p>Self-assessment against the School Excellence Framework identifies the school currently performing at Sustaining and Growing in the element of 'Learning Culture - High Expectations'.</p>
<p>SEF</p> <p>*SEF element 'Effective Teaching - Lesson Planning'- From Delivering to Excelling.</p>	<p>Self-assessment against the School Excellence Framework identifies the school currently performing at Excelling in the element of 'Effective Teaching - Lesson Planning' . Therefore meeting our Annual Progress Measure in this area.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$17,400.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cowan 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"> • Effective teaching <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 • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$4,008.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cowan 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"> • Effective teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Students having equitable access to educational resources. and curriculum needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued communication with families outlining the opportunities this program offers. The Learning Support Team planning support for identified students.</p>
<p>Aboriginal background</p> <p>\$1,241.98</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cowan 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</p>

<p>Aboriginal background</p> <p>\$1,241.98</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaged learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Individual PLPs developed, for students, where learning goals were designed in conjunction with students and parent/carers. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Improved engagement of students and their families with the personalised learning pathway (PLP) process. * supporting student engagement in curriculum activities. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>A teaching and learning focus on quality literacy and numeracy to further improve student engagement.</p>
<p>English language proficiency</p> <p>\$3,674.89</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cowan 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"> • Engaged learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Quality Teaching and Differentiation • All students eligible to receive EAL/D support were assessed against the ESL Scales and plotted on the EAL/D progression. Targeted support was provided based on students individual needs. <p>The allocation of this funding has resulted in:</p> <p>EAL/D support differentiated programs and support.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to provide professional learning for staff around differentiation and using data to inform practice and support for EAL/D students needs.</p>
<p>Low level adjustment for disability</p> <p>\$31,721.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cowan 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"> • Data to inform teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Quality Teaching and Differentiation - formative assessment and differentiation in reading & numeracy • Macqlit intervention program - students identified for additional support. <p>The allocation of this funding has resulted in:</p> <p>Teaching programs, strategies have improved.</p> <p>Whole school Numeracy template was created by staff, in order to make planning coherent for differentiation across multi -stage classes.</p> <p>Staff set SMART goals for identified students in their class. School leader set SMART goals to inform and support the school community about speech, language and communication needs and their strategies. Through the implementation of the MacqLit program most students are not</p>

<p>Low level adjustment for disability</p> <p>\$31,721.00</p>	<p>in the bottom 25% percentile for reading.</p> <p>Students performance measures have improved for Numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Adjustment learning plans and PLASPs have been finalised for 2021, with this information to feed into the creation of these plans for students in 2022.</p>
<p>Professional learning</p> <p>\$1,697.10</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 Cowan 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"> • Effective teaching • Engaged learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a LaNSA teacher to unpack evidence-based approaches to teach mathematics. across stage classes. also develop teachers understanding of Learning Intentions and Success Criteria. <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of mathematics, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and collaborating with Small Schools Network.</p>
<p>Literacy and numeracy</p> <p>\$5,730.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cowan 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"> • Effective teaching <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 (Essential Assessments and Inquisitive) • targeted professional learning to improve numeracy • resources to support the quality teaching of literacy and numeracy • targeted professional learning to improve numeracy • resources to support the quality teaching of numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in professional learning <p>The allocation of this funding has resulted in: Professional learning (numeracy) was well received and valuable to teachers. We took a stocktake of current resources, then purchased some materials to support teachers in implementing quality programs. These resources are being used regularly in classrooms to increase the engagement of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff have expressed that they would like to continue to engage in professional learning in numeracy. In 2022, school data will be analysed to inform where to next for these sessions. We will do a stocktake to add to our</p>

<p>Literacy and numeracy</p> <p>\$5,730.00</p>	<p>mathematics resources for students to use.</p>
<p>QTSS release</p> <p>\$8,745.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cowan 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"> • Data to inform teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the SIP and develop the capacity of staff. <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Principal to lead improvement in an area where teachers need support in numeracy.</p>
<p>COVID ILSP</p> <p>\$15,734.00</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 educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. * regular monitoring of students to make sure they are meeting their individual learning goals. * provide additional in-class support for some students to continue to meet their personal learning goals.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	30	25	25	26
Girls	20	18	20	18

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96	99.3	98	93
1	98.5	91.1	93.7	96.8
2	96.8	99.3	93.6	96.2
3	96.9	95.8	92.8	96.6
4	98.4	96.3	93.9	95.7
5	97.6	97.4	91.4	90
6	95.6	91.1	95.5	95.2
All Years	97.1	94.7	94.7	94.9
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
Classroom Teacher(s)	2.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	2.4

*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	226,772
Revenue	897,282
Appropriation	864,907
Sale of Goods and Services	109
Grants and contributions	26,969
Investment income	240
Other revenue	5,057
Expenses	-922,531
Employee related	-804,351
Operating expenses	-118,180
Surplus / deficit for the year	-25,249
Closing Balance	201,523

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	17,468
Equity Total	40,647
Equity - Aboriginal	1,242
Equity - Socio-economic	4,009
Equity - Language	3,675
Equity - Disability	31,721
Base Total	739,718
Base - Per Capita	11,729
Base - Location	0
Base - Other	727,989
Other Total	25,286
Grand Total	823,119

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

During 2021 various opportunities were given to parents/caregivers, staff and students to give feedback about various aspects of Cowan Public School.

Students

The Tell Them From Me survey completed in 2021 gave us insights from students about sense of belonging and advocacy at school. These will be areas of focus in the new school plan. All school staff regularly seek student opinions and feedback in learning, wellbeing, playground, extra curricular activities and their general feelings about school. Themes are identified and discussed at staff meetings to review any negative information and aim for improvement.

Students who are socially engaged are actively involved in the life of the school; their friends and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation.

At Cowan Public School -

* 71% of students have a positive sense of belonging. This percentage has increased from the previous years.

Teachers

A limited number of teachers participated in the Tell Them From Me survey. Therefore the survey results were not released to the school, as they were invalid.

Parent/Caregivers

Communication with parents and caregivers was essential during the COVID-19 lockdown period. Regular contact was made to ensure that students had access to the home learning kits and were actively engaged. The regular phone contact allowed opportunities for parents and caregivers to seek help and raise any issues so they could be dealt with expeditiously. Many opportunities were also provided for parents and caregivers to become involved and the school received excellent feedback on the innovative learning strategies.

A limited number of parents and community members participated in the Tell Them From Me survey. Anecdotal evidence suggests that the school plays a central role in the local community and that all seemed happy with the schools direction.

The SkoolBag app still plays a significant source of communication between school 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.