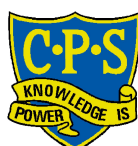


# 2021 Annual Report

## Cowra Public School



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## Introduction

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

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

### School contact details

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## Message from the principal

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2021 has been another exciting, but also challenging year for our school community. Globally, the Covid-19 pandemic continues to cast its shadow over the world, which has meant that locally, we have had to continue to adjust the ways in which we would normally do things. This has been particularly evident in our school environment. Despite this, when we reflect on all that we have achieved throughout 2021, I am immensely proud of every member of our school community.

I would like to firstly acknowledge each and every one of our students who have continued to show resilience, flexibility and stamina, throughout another difficult year of learning. Throughout 2021, many important school events again, had to be cancelled, including excursions, sporting competitions and leadership opportunities, and this has been difficult for everyone. Despite these disappointments, our students have continued to "get on with things" and have shown their impressive ability to continually adapt to change. This is a skill which will serve them well as they go through life, and one which the staff are incredibly proud of.

Thank you to the fantastic CPS staff, who again this year have shown determination to rise to any challenge thrown their way. They have continued to adapt, modify, re-think and re-invent the ways in which we deliver teaching and learning experiences to our students. We are blessed to have such talented teachers, caring School Learning Support Officers and school counsellors, highly skilled and efficient administrative staff, cleaners, general assistants and canteen managers who each, in their own unique way, make Cowra Public School the wonderful school that it is. Thank you also to our P&C committee, our parents, carers, grandparents, extended family and community members, who continue to support our school. We all have a common goal, and that is to guide, encourage and challenge our students so that together, we can help them to fulfil their potential.

Unfortunately, it was only a matter of time before Covid-19 made its presence felt in our school, not once but twice during the year. This significantly impacted on students, their families and our staff, however, throughout the self-isolation periods, regular testing, mask-wearing and on-site restrictions, our students showed courage, sympathy towards others and a determination not to let this dampen their spirits. Thank you to our caring staff who assisted with checking in on students and their families, during this time. Thank you to our dedicated P&C who supported many of our families affected, with care packages. And thank you to our amazing local community who rallied around our school and provided support in so many ways.

Cowra Public's strong connections to our community were highlighted at the end of Term 1, when 21 brave staff committed to shaving their heads for the Leukemia Foundation's "World's Greatest Shave". This fundraising venture, orchestrated by Mrs Emma Tree, raised in excess of \$37,000, and is testament to the generosity of our local community in raising money for such an important cause.

Next year, our school moves into the second year of our four-year Strategic Improvement Plan and we look forward to continuing to build on our efforts to improve student growth and attainment, provide excellence in teaching and strengthen connections with our community. Our school vision; 'Every Child, Every Opportunity, Every Day', is at the forefront of everything we do, and plan to do, moving into the future.

As we wrap up another year at Cowra Public School, I would like to take this opportunity to welcome our incoming Kindergarten students who will begin their seven-year primary education journey on Friday, 4th February, 2022 and will be our CPS Class of 2028. We bid farewell to our outgoing Year 6's, as they complete their final days as primary school students. This year's Year 6 have been a fabulous group who have continued to impress their teachers with their outstanding work ethic, their kind and caring nature and their sense of humour and fun. I am sure the grounding which they have received at CPS will stand them in good stead as they begin the next important phase of their school life.

Jenny Lewis - Principal

## Message from the school community

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What a year! 2021 was certainly one with some unusual obstacles. Covid-19 was definitely a big bump in the road. So many fundraising events we had planned, had to be set aside for a later date. We were however, able to run a super successful Lamington Drive, and the ever popular Mothers Day stall was well supported by all.

It was a pleasure to be able to cater for World Teachers Day, and we are grateful to all those parents who baked cakes for us to celebrate our teachers at Cowra Public School.

When Covid-19 rocked our school, we wanted to ensure that everyone felt the love and support of our community. We delivered P&C Care packages to each of the families affected, and hopefully they could feel a warm hug from us all.

We were excited to be able to contribute to many projects within the school. We purchased two new table tennis tables, contributed to the wonderful Didgeribone Indigenous Performance and to the Artist in Residence program that saw two

awesome murals painted at the school as well as workshops for the children.

I would like to take this opportunity to acknowledge all the hard work and contribution of the outgoing office bearers; President - Nigel Hazell, Vice President - Roberta Graham, Secretary - Sheridan Oborn and Treasurer - Andrew Morrison.

The new committee elected were President - Kylie Wood, Vice Presidents - Nigel Hazell and Sheridan Oborn, Secretary - Nicole Munday and Treasurer - Andre Morrison. I would also like to acknowledge the many hours spent by Sheridan and Andrew from a management perspective, in keeping the canteen functioning this year.

I wasn't aware that shaving my head would be part of this role, but was so proud to be a part of the "World's Greatest Shave" with Nigel and Sheridan and all of the fabulous teachers that took part in the event earlier this year.

Thank you to all staff, parents and helpers who have done their bit for the P&C in 2021.

I love being part of the Cowra Public School community, and as a P&C, we are passionate to be here for the most important people of all - our children. I encourage and welcome all parents to participate in supporting our school through P&C activities.

Kylie Wood - P&C President

### Message from the students

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We were so excited to be chosen as your school captains for 2021, and what a year it has been!

We have had a blast and we are so proud to have had the opportunity to represent our school community. We would like to thank Mrs McFarland for leading us in the right direction as the Stage 3 Assistant Principal. It has been great working with you.

This year, we proudly represented our school at the GRIP Leadership Conference in Bathurst where we got to meet leaders from other schools in the region. This year we represented CPS at school carnivals including cross country, athletics and best of all the annual swimming carnival.

During NAIDOC Week we led our school at a special assembly and through a smoking ceremony. Congratulations to our Boys Dance Group who performed at the Cowra Eisteddfod and placed 1st overall! A huge shout out also to the CPS Band who achieved second place.

Unfortunately due to Covid-19 we spent some time learning from home during Term 3. We were able to connect with our teachers and friends over Zoom sessions and had some interesting catch-ups in our pyjamas and some of us even brought our pets and favourite books along.

A massive thank you to our Student Leadership Team - Lacey Hinton-Besant, Nate Gunn, Jake Pullen, Evah Heidke, Blair Binder and Ebony Davis. We have supported one another on our journey from the start to the end. It would not have been a successful year without you and we are grateful to have amazing people like you in the leadership team with us.

We wish all the students and the incoming leadership team all the best for 2022.

Holly Fagan and Alex Boswell - Cowra Public School 2021 Captains



2021 Student Leadership Team



## School vision

***Every Child. Every Opportunity. Every Day.***

Cowra Public School prepares students for a rapidly changing world by equipping them with critical thinking skills, respect for core values and a strong connection to community. Students will become creative, flexible and independent lifelong learners who strive for personal excellence in all aspects of their life.

## School context

Cowra Public School is located in central-western NSW on the lands of the Wiradjuri people and has a student enrolment of 370. It was the first public school to be established in Cowra and has been educating children since 1858. The school's motto is 'Knowledge is Power' and the emphasis is on giving every child, every opportunity, every day to support them to reach their full potential as individuals.

Our school is supported by an active P&C, as well as other community organisations including Cowra Riding for the Disabled, Cowra Information and Neighbourhood Centre and Cowra Early Intervention Services. These services work in collaboration with the school to enhance outcomes for all students and their families. Approximately 4% of our students have a language background other than English while 24% of students identify as being of Aboriginal or Torres Strait Islander descent. All students take part in the Wiradjuri language program and the school has developed strong partnerships with the Cowra Local Aboriginal Education Consultative Group and community Elders.

Cowra Public provides comprehensive student wellbeing programs including Positive Behaviour for Learning (PBL) processes. The three school-wide expectations are to be respectful, safe and on task. Extra-curricular opportunities in sport and the creative arts enable our students to excel through a range of different experiences.

In developing our Strategic Improvement Plan, the school community was consulted via a series of parent forums, a community group forum and parent, staff and student surveys. Through our situational analysis we identified a need to use data-informed practices that ensures all students are accessing explicit teaching instruction, specific to their individual learning needs. Through internal and external data sources, the school has identified system-negotiated target areas in reading, numeracy, attendance and wellbeing.

In the area of **Student Growth and Attainment**, work will take place in the development of explicit teaching practices in the areas of reading and numeracy. Staff will be upskilled in the analysis of student data to inform their teaching and structures will be put in place to ensure that our work with students is responsive to this data, and closely monitored.

Our second strategic direction; **Excellence in Teaching** will have a strong focus on assessment and feedback, as we have identified these areas as 'developing' through the School Excellence Framework self-assessment. Establishing consistent formative and summative assessment processes and developing greater consistency in teacher judgement will be paramount.

Our third strategic direction; **Connection and Community** is in response to feedback from the school community via the situational analysis and also reflected in our External Validation process. Student wellbeing, with a focus on advocacy, a sense of belonging, expectations for success and attendance will be targeted through whole-school initiatives, as will establishing strong and sustainable collaborative practices between staff, students, families, partner schools, and the wider 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>

### 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	Delivering
LEARNING: Student performance measures	Delivering
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

We will continue to develop and sustain whole school explicit teaching practices that are data informed and responsive to the learning needs of individual students, to maximise student learning outcomes for every student in reading and numeracy, and build strong foundations for success in all other key learning areas.

### 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.

- Explicit Teaching
- Data to Inform Practice

### Resources allocated to this strategic direction

**Early Action for Success (EaFS):** \$205,815.56  
**QTSS release:** \$76,240.24  
**Professional learning:** \$11,211.80  
**Literacy and numeracy intervention:** \$47,089.56  
**Literacy and numeracy:** \$11,674.74  
**Low level adjustment for disability:** \$26,850.15  
**6101 - OLD MONEY:** \$62,951.92  
**Socio-economic background:** \$349,419.70  
**Refugee Student Support:** \$2,289.15  
**English language proficiency:** \$6,013.46  
**Aboriginal background:** \$5,000.00

### Summary of progress

Our focus for 2021 in Strategic Direction 1 was on developing and sustaining whole school explicit teaching practices that are data informed and responsive to the learning needs of individual students, so that student learning is maximised for every student in the areas of reading and numeracy. During 2021 continuity of learning was significantly interrupted due to Covid-19 lockdowns and Learning From Home.

During 2021 the teaching staff engaged in professional learning in the areas of numeracy, guided by the NSW Mathematics Strategy Professional Learning Team, and spelling based on the research of Tessa Daffern. In addition, the Building Numeracy Leadership (BNL) team participated in the professional learning courses; 'Starting Strong' and 'Working with the Big Ideas'. Evidence of impact included Freyer charts and number strings embedded in numeracy teaching programs and evident in classrooms. Collaborative discussions in stage teams led to staff trialling new strategies in the teaching of spelling and again, evidence of this was apparent in teaching programs and classroom environments.

In the initiative of 'Data to Inform Practice', teaching staff engaged in professional learning around ways in which to access, identify, triangulate and analyse internal and external data. Collaboratively, stage teams worked to determine targeted students for intervention and extension. The school utilised Covid Intensive Learning Support funds to engage three teachers to deliver small group tuition in Stage 1, Stage 2 and Stage 3, in the areas of numeracy and reading. Student achievement was tracked using PLAN2 and results for these focus students showed positive growth. School leaders participated in professional learning around developing a deeper knowledge of learning progressions, led by the Instructional Leader. This will be an ongoing focus as the school continues to build the capacity of middle school leadership.

In 2022, the school will engage two Assistant Principals - Curriculum and Instruction, to further support teachers and middle leaders in using student data to inform which high impact teaching strategies are most suited in addressing student need, in reading and numeracy. Further professional development will occur to continue to improve teachers' understanding of the use, and analysis, of data to ultimately improve student outcomes. Teachers will engage in five weekly 'Teaching Sprints' with an explicit focus on student need. The Covid Intensive Learning Support Program will continue in 2022 to support students who have had disrupted learning throughout 2021.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the number students achieving in the top 2 bands in NAPLAN reading by 8%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 27% with progress yet to be seen towards achieving the lower-bound system negotiated target.
70% of Aboriginal students in the Year 3 cohort are achieving in the top 3 bands of NAPLAN Reading.	In 2021, 58% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress towards the school identified target.
Increase the number students achieving in the top 2 bands in NAPLAN numeracy by 6%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 19.3% and progress has yet to be seen towards achieving the lower-bound system negotiated target.
Increase the number of students achieving at or above expected growth in NAPLAN reading by 5.8%.	The percentage of students achieving at or above expected growth in reading increased by 5.8% to 61.36% indicating achievement of the annual progress measure.
Increase the number of students achieving at or above expected growth in NAPLAN numeracy by 4.9%.	The percentage of students achieving at or above expected growth in numeracy decreased by 11.15% with progress yet to be seen towards achieving the lower bound system-negotiated target.
<p>Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS):</p> <p><b>Domain: Learning</b></p> <p><b>Element: Curriculum</b></p> <ul style="list-style-type: none"> <li>• Focus Theme - Curriculum Provision (D - maintain)</li> </ul> <p><b>Domain: Teaching</b></p> <p><b>Element: Data Skills and Use</b></p> <ul style="list-style-type: none"> <li>• Focus Themes - Data Analysis Data Use in Planning (D - maintain)</li> </ul>	Self-assessment against the School Excellence framework shows the theme of Curriculum Provision to be delivering. Self-assessment against the School Excellence framework shows the themes of Data Analysis and Data Use in Planning to be delivering.
<p>Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS):</p> <p><b>Domain: Learning</b></p> <p><b>Element: Curriculum</b></p> <ul style="list-style-type: none"> <li>• Focus Themes - Differentiation (S&amp;G - maintain), Teaching and Learning Programs (S&amp;G - maintain)</li> </ul> <p><b>Domain: Teaching</b></p> <p><b>Element: Data Skills and Use</b></p> <ul style="list-style-type: none"> <li>• Focus Themes - Data Literacy, Data Use in Teaching (S&amp;G - maintain)</li> </ul>	Self-assessment against the School Excellence framework shows the focus themes of Differentiation and Teaching and Learning Programs to be sustaining and growing. Self-assessment against the School Excellence framework shows the focus themes of Data Literacy and Data Use in Teaching to be sustaining and growing.



## Strategic Direction 2: Excellence in Teaching

### Purpose

In order to differentiate teaching, in response to student need, we will develop whole school assessment practices which focus on the consistent use of student data to inform teaching. Through establishing an explicit feedback framework to evaluate student progress and teacher effectiveness, we will reflect and adapt our teaching practice to meet the learning needs of individual students.

### Initiatives

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

- Assessment
- Effective Feedback

### Resources allocated to this strategic direction

**6101 - OLD MONEY:** \$19,529.55

**Socio-economic background:** \$26,908.00

### Summary of progress

The focus for 2021 in Strategic Direction 2 was on developing whole school assessment practices focusing on the consistent use of student data to inform teaching and establishing explicit feedback practices.

Teaching and School Learning Support Officer (SLSO) teams were guided through a six-part professional learning program around establishing learning intentions and success criteria, linking this to effective feedback, and this led to the development of a draft stage-based explicit feedback framework document for teachers to use in classrooms as a scaffold. Feedback was targeted during lesson observations in Semester 2, aligned with Teaching Standard 5, and teachers implemented effective feedback to colleagues around individual teacher feedback practices. The effectiveness of colleague-to-colleague feedback was not measured in 2021, as teachers had indicated mixed feelings in regards to giving and receiving feedback from their peers. Further work on developing relational trust between colleagues will be a focus in 2022 so that professional feedback conversations about any aspect of teaching practice becomes an embedded and valued professional learning opportunity.

An initial audit was completed of both internal and external assessments across K-6. This is in the process of being refined to become more purpose-driven to inform teaching, with historical assessment schedules being challenged. The NSW Department of Education assessment tools, including the Spelling Diagnostic Assessment and Interview for Student Reasoning have been trialed and their effectiveness in informing teaching will need to be explored further, as part of evaluating and developing the whole-school assessment schedule. Teachers use of PLAN2 to track and monitor student progress using the Literacy and Numeracy Learning Progressions has improved, although greater consistency across all stages is required to develop more rigorous and detailed student learning profiles. This will continue to be an area of focus moving into 2022, with the impact of new staff to the school, and staff moving to new stages to be considered.

In 2022 teachers will continue to work on deepening their understanding of the impact of effective feedback, and broadening their knowledge of feedback strategies (feeding up, feeding back and feeding forward) by implementing a feedback framework in all learning contexts. Teachers will continue to critically analyse current school assessment practices, alongside newly developed Department of Education assessments, and evaluate their effectiveness in providing formative and summative data. A draft whole school assessment schedule will be produced, and feedback invited from teachers, for refinement and trial implementation in 2023. This will support further improvements in the development of excellence in teaching practices, across the school.

### 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
Improvement as measured by the School Excellence Framework Self-	Self-assessment against the School Excellence framework shows the theme of Formative Assessment to be delivering. Self-assessment against

<p>assessment Survey (SEF S-aS):</p> <p><b>Domain: Learning</b></p> <p><b>Element: Assessment</b></p> <ul style="list-style-type: none"> <li>• Focus Theme - Formative Assessment (D - maintain)</li> </ul> <p><b>Domain: Teaching</b></p> <p><b>Element: Effective Classroom Practice</b></p> <ul style="list-style-type: none"> <li>• Focus Themes - Feedback (D - maintain)</li> </ul>	<p>the School Excellence framework shows the theme of Feedback to have progressed from delivering to sustaining and growing.</p>
<p>Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS):</p> <p><b>Domain: Learning</b></p> <p><b>Element: Assessment</b></p> <ul style="list-style-type: none"> <li>• Focus Theme - Summative Assessment (S&amp;G - maintain)</li> <li>• Focus Theme - Student Engagement (S&amp;G - maintain)</li> <li>• Focus Theme - Whole School Monitoring of Student Learning (S&amp;G maintain)</li> </ul>	<p>Self-assessment against the School Excellence framework shows the themes of Summative Assessment, Student Engagement and Whole School Monitoring of Student Learning to be sustaining and growing.</p>
<p>Tell Them From Me surveys of students in Years 4-6 shows an increase in Explicit Teaching Practices and Feedback from 7.0 to 7.3 <i>Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback</i></p>	<p>Tell Them From Me Surveys were administered to Year 4, 5 and 6 students in Term 1 and again in Term 4. Results show that in Term 1, students rated their teachers provision of clear learning intentions, success criteria and feedback at 6.9. Following a rigorous professional learning program for teaching and support staff during Term 2 and Term 3, results from the Tell Them From Me Survey administered to the same Year 4, 5 and 6 students in Term 4 showed an overall increase of 0.4 to an average rating of 7.3.</p>



Feedback evident in Kindergarten writing books.

## Strategic Direction 3: Connection and Community

### Purpose

We will continue to expand school-wide processes to ensure there is effective collaboration and communication at a class, stage, school and community level ensuring continuity of learning for all students. We will implement an evidence-based approach to whole school wellbeing practices which optimises student engagement to support learning, in a supportive environment.

### 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.

- Wellbeing
- Collaboration

### Resources allocated to this strategic direction

**Professional learning:** \$16,727.08

**6101 - OLD MONEY:** \$560.59

**Socio-economic background:** \$2,741.18

**Aboriginal background:** \$38,702.18

### Summary of progress

The focus for 2021 in Strategic Direction 3 was on the implementation of evidence-based whole school wellbeing practices and building effective collaborative practices at a class, stage, school and community level.

All staff undertook professional learning in relation to roll marking procedures and a flowchart was developed which outlined the roles, responsibilities and referral procedures for all school-based and school services staff. In 2021, the school was part of the NSW Department of Education's Pioneering Attendance Trial which involved 195 schools. The final report from this trial indicated no difference in attendance rates between students at schools that sent regular SMS messages to parents and students at schools which did not (control group). As a school in the control group, we have opted not to continue with this trial in 2022 and instead will continue to focus on school-based strategies to improve the percentage of students attending school more than 90% of the time. Unfortunately, attendance targets were not met in 2021 and this can be attributed to the ongoing impact of the Covid-19 pandemic. The House structure in the school was reviewed and systems developed so that all students are allocated a House when enrolling. Restrictions around cohorting in 2021 impacted significantly on House-based activities and this will be a focus in 2022, to contribute towards students' sense of belonging. Cowra Public School started the process of developing a Reconciliation Action Plan, which will be worked on, in consultation with the Aboriginal Education Committee, Aboriginal families, Cowra Local AECG and community elders. Plans for an Aboriginal Cultural Hub in the school have been discussed with the AECG and this consultation process will be ongoing, throughout 2022. The Student Representative Council was used as an avenue to facilitate student voice across the school and this will be expanded in 2022 to include Captains, Vice Captains and Prefects to further develop their leadership skills.

The Cowra Middle School Initiative which is aimed at collaborating with, and developing partnerships between local schools, did not eventuate in 2021. This was in primarily due to restrictions around cohorting and limitations on cross-school visits for students and staff. The introduction of regular collaborative planning days for Stage teams has been received positively by teachers, enabling a greater level of collaboration around programming, designing and reviewing more rigorous and consistent assessments for their students. Establishing a greater level of collaboration with parents and community was also impacted by Covid-19 restrictions and plans in relation to this have been rescheduled for 2022.

In 2022 staff will continue to work on whole-school wellbeing practices by refining and monitoring attendance procedures. Current wellbeing programs such as Positive Behaviour for Learning and Zones of Regulation will be further embedded into classroom routines and practice, and investigation into a whole school social skills program will be undertaken. Work on developing the Cowra Public School Aboriginal Cultural Hub and Reconciliation Action Plan will continue through genuine and authentic consultation with all stakeholders. Collaborating with partner schools will be a priority, particularly across the Early Childhood/Early Stage 1 and Stage 3/Stage 4 transition points, as will working with community and parents to embed a culture of high expectations.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase of 4.9% of students attending school more than 90% of the time, equal to the lower bound target of 75.8%.	The number of students attending greater than 90% of the time or more has decreased by 16.45%.
Increase the number of students reporting positive wellbeing in the areas of student advocacy, sense of belonging and expectations of success by 4.5%.	The percentage of students reporting positive wellbeing outcomes has slightly decreased by 0.49% across the positive wellbeing measures.
<p>Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS):</p> <p><b>Domain: Learning</b></p> <p><b>Element: Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Focus Theme - Caring for Students (D - maintain)</li> <li>• Focus Theme - Parent Engagement (D - maintain)</li> </ul>	Self-assessment against the School Excellence framework shows the theme of Caring for Students and Parent Engagement to be delivering.
<p>Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS):</p> <p><b>Domain: Learning</b></p> <p><b>Element: Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Focus Theme - A Planned Approach to Wellbeing (S&amp;G - maintain)</li> <li>• Individual Learning Needs (S&amp;G - maintain)</li> </ul> <p><b>Domain: Learning</b></p> <p><b>Element: Learning Culture</b></p> <ul style="list-style-type: none"> <li>• Focus Theme - Attendance (S&amp;G - maintain)</li> </ul> <p><b>Domain: Leading</b></p> <p><b>Element: Educational Leadership</b></p> <ul style="list-style-type: none"> <li>• Focus Theme - Community Engagement (S&amp;G - maintain)</li> </ul>	Self-assessment against the School Excellence framework shows the theme of A Planned Approach to Wellbeing and Individual Learning Needs to be sustaining and growing. Self-assessment against the School Excellence framework shows the theme of Attendance to be sustaining and growing. Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of community engagement.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$85,486.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cowra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release for targeted professional learning around personalised student needs/safety</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students receiving personalised learning support to enable full access to all aspects of the curriculum. All School Learning Support Officers were trained in student safety procedures. All eligible students demonstrated progress towards their personalised learning goals, and received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> 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 has been discussed with the students parent/carer throughout the year, as part of their Individual Education Plan (IEP) review, to ensure funding has been used to specifically address each student's support needs.</p>
<p>Literacy and numeracy</p> <p>\$11,674.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cowra Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional School Learning Support Officers (SLSO's) to support the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> School Learning Support Officers (SLSO's) were employed to support identified students three times per week for targeted intervention in the areas of literacy and numeracy. These interventions included speech and language support, phonemic awareness and phonics knowledge, reading and numeracy skill acquisition. Students were supported with their learning both in small groups and within the classroom. Students receiving this intervention showed an improvement against the literacy and numeracy learning progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to implement targeted literacy and numeracy support, using data sources to identify specific student needs.</p>
<p>Refugee Student Support</p> <p>\$2,289.15</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p>



<p>Refugee Student Support</p> <p>\$2,289.15</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional School Learning Support Officer for targeted student support in the areas of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Other funding sources were combined with Refugee Student Support funds and School Learning Support Officers (SLSO's) were employed to support identified refugee students for targeted intervention in the areas of literacy and numeracy. These interventions included speech and language support, early reading and numeracy skill acquisition. Students were supported with their learning both in small groups and within the classroom. Students receiving this intervention showed maintenance at 'Developing' and 'Consolidating' against the EALD learning progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to implement targeted language, literacy and numeracy support, using data sources to identify specific student needs.</p>
<p>Socio-economic background</p> <p>\$382,147.09</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cowra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Data to Inform Practice</li> <li>• Explicit Teaching</li> <li>• Effective Feedback</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the school Band program implementation.</li> <li>• employment of additional staff to support Creative Arts program implementation.</li> <li>• additional staffing to support classroom teachers in the embedding of new technology into classroom practice</li> <li>• employment of additional staff to provide a more personalised and supportive learning environment for students</li> <li>• employment of additional SLSO staff to support literacy and numeracy program implementation.</li> <li>• professional development of executive staff on PLAN2 software to support student data collection and analysis</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The employment of additional staff enabled the school to run specialised programs in 2021, including a primary Band program and a Creative Arts program. This provided students with access to specialised tutelage and exposed them to new learning opportunities. Additional classroom teachers were engaged to facilitate a more personalised and supportive learning environment for all students. The engagement of a technology support teacher supported staff to engage more readily with new technologies, including iPads and online platforms such as Google classroom, in response to ongoing Learning from Home. Socio-economic funds were combined with other funding sources to engage SLSO's to work with targeted students in the areas of literacy and numeracy, provide release for the executive</p>

<p>Socio-economic background</p> <p>\$382,147.09</p>	<p>team to engage in professional learning in relation to data collection and analysis, and supplemented extra-curricular activities for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Investigating further avenues to ensure there is equitable access to specialist resources to enhance learning opportunities for the students at Cowra Public School so that no student experiences educational disadvantage, as a result of their socio-economic background.</p>
<p>English language proficiency</p> <p>\$6,013.46</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cowra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staff employed to implement English language support programs for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Other funding sources were combined with English language proficiency funds and School Learning Support Officers (SLSO's) were employed to support identified students for targeted intervention in the areas of literacy and numeracy. These interventions included speech and language support, early reading and numeracy skill acquisition. Students were supported with their learning both in small groups and within the classroom. Students receiving this intervention showed maintenance at 'Developing' and 'Consolidating' against the EALD learning progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to implement targeted English language proficiency support, using data sources to identify specific student needs.</p>
<p>Low level adjustment for disability</p> <p>\$176,174.95</p>	<p>Low level adjustment for disability equity loading provides support for students at Cowra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging four learning and support teachers aligned to each Stage in the school, to support students with additional learning needs within the whole school setting</li> <li>• employment of SLSO to improve the development of students by implementing speech programs developed by specialists</li> <li>• employment of Speech Pathologists to develop phonological awareness, articulation, receptive, expressive language programs for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Four Learning and Support Teachers were employed to work within each Stage across the school to provide targeted support for students with additional learning needs within the whole school setting. School Learning Support Officers (SLSO's) were employed to support identified students for targeted intervention in the areas of literacy and numeracy. These interventions included speech and language, along with literacy and</p>

<p>Low level adjustment for disability</p> <p>\$176,174.95</p>	<p>numeracy support . The school engaged speech pathology students from the Australian Catholic University to deliver speech sessions to students via Zoom, with SLSO's supporting these students whilst they were undertaking sessions online. Students receiving these interventions showed improvements in their literacy and numeracy development and those accessing speech sessions also showed improvements based on pre and post intervention assessments.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support students requiring a low level of adjustment for disability with additional Learning and Support teacher and SLSO support in 2022.</p>
<p>Location</p> <p>\$9,114.81</p>	<p>The location funding allocation is provided to Cowra Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Excursions for students were subsidised using location funding and this was spread across the various stages in the school. Funds were used to subsidise entry fees for Kindergarten and Stage 1 students to attend a local excursion to the Cowra Japanese Gardens, bus costs for Stage 2 students to attend an overnight excursion to Canberra, and bus costs and entry fee for Stage 3 students to attend an excursion to the Bathurst Goldfields. These excursions supported and enhanced student learning in the classrooms and were linked to History and Geography learning outcomes. A online subscription to Clickview was purchased for all staff to access to support and enhance student engagement and teaching programs across all key learning areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to use location funding to support students to attend local and overnight excursions, through subsidising transport costs and entry fees, to further enhance the learning experiences for all. Review of impact of Clickview after subscription expires in Term 2 2022 to determine whether to continue in 2022/2023.</p>
<p>Early Action for Success (EAfS)</p> <p>\$205,815.56</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Cowra Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Data to Inform Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> <li>• lead professional learning opportunities available through the Numeracy Strategy</li> <li>• lead analysis of student performance data with whole school and stage teams</li> </ul>

<p>Early Action for Success (EaFS)</p> <p>\$205,815.56</p>	<p><b>The allocation of this funding has resulted in:</b>  Staff attending high impact professional learning sessions in the areas of reading, spelling and numeracy led by the Instructional Leader. Professional learning enhanced teachers' knowledge around the core concepts in mathematics, developed their understandings to inform an evidence-based approach to the teaching of spelling, and revisited prior learning around reciprocal reading strategies. Teachers' understanding around data to inform teaching and school-wide processes for collecting and analysing student data were enhanced through the establishment of school systems. The Instructional Leaders provided teacher support and mentoring related to improving pedagogy and teaching practice, implementing high-impact literacy and numeracy teaching strategies, data collection and analysis, and curriculum differentiation.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  In 2022 Early Action for Success funding will cease. Sustainability around the structures and supports developed by the Instructional Leaders will be maintained moving into 2022 with two full time Assistant Principal - Curriculum and Instruction (APCI).</p>
<p>QTSS release</p> <p>\$76,240.24</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cowra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• engagement of an additional Assistant Principal (Early Stage One) to sustain a culture of effective evidence-based teaching and ongoing improvement through high quality instructional leadership.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Staff were employed on a temporary contract for 12 months to enable stage teams to be released off class together for two hours every fortnight for the full year, to undertake high impact professional learning aligned to the Cowra Public School Strategic Improvement Plan. Staff engaged in professional learning, focusing on numeracy, spelling and reading, attendance procedures, data literacy, collaborative planning, feedback, technology, assessment and consistent teacher judgement, to develop and build their skills and capacity. Remaining QTSS funds were put towards the employment of an above-establishment Assistant Principal in Early Stage One to build and sustain a culture of evidence-based teaching and ongoing improvement through high quality instructional leadership in the first year of school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  The high impact professional learning model implemented in 2021 will be continued in 2022. Research has shown the most significant influence on student achievement to be the quality of the teacher, and an embedded system of targeted professional learning aligned to the School Improvement Plan will ensure that this remains a strong focus for the school. Likewise, instructional leaders in the form of an Assistant Principal leading all stages in the school will be continued in 2022, to ensure ongoing support for all teachers and a system of distributed educational leadership across the school.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cowra Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional School Learning Support Officers (SLSO's) to support the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> School Learning Support Officers (SLSO's) were employed to support identified students in three Early Stage 1 classes and five Stage 1 classes three times per week for targeted intervention in the areas of literacy and numeracy. These interventions included speech and language support, phonemic awareness and phonics knowledge and early numeracy skill acquisition. Students were supported with their learning both in small groups and within the classroom. Students receiving this intervention showed an improvement against the literacy and numeracy learning progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to implement targeted literacy and numeracy support in Early Stage One and Stage One classes, using data sources to identify specific student needs.</p>
<p>COVID ILSP</p> <p>\$229,607.88</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition to provide targeted, explicit instruction for student groups in literacy and numeracy in Stage 1, Stage 2 and Stage 3</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The majority of the students in the CILSP program achieved progress towards their identified learning goals as demonstrated through individual student growth in the areas of UnT 6-9 (reading) and QuN8-11, InF3-6, UGP3, OwD1-4 (numeracy) recorded using PLAN 2, SENA and teacher observations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs in Stage 1, Stage 2 and Stage 3 in 2022. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority and this will be supported through the Learning and Support Team.</p>
<p>Aboriginal background</p> <p>\$129,307.03</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cowra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>



Aboriginal background

\$129,307.03

**enabling initiatives in the school's strategic improvement plan including:**

- Wellbeing
- Data to Inform Practice
- Other funded activities

**Overview of activities partially or fully funded with this equity loading include:**

- employment of specialist language teacher to deliver Wiradjuri language lessons K-6
- employment of specialist additional staff (Aboriginal SLSO) to support Aboriginal students cultural identity
- professional learning for staff to support the development of cultural competency
- staffing release to support community consultation and engagement in the development of cultural competency
- establishment of school literacy library resources embedding indigenous perspectives

**The allocation of this funding has resulted in:**

The employment of additional Aboriginal staff to deliver a Wiradjuri language and cultural program to all classes for the duration of 2021. This program supports Aboriginal students cultural identity and sits within the context of the local community. Additional indigenous literacy resources were purchased to support the teaching of Aboriginal culture and to build staff cultural competencies. Staff engaged in a full day of cultural awareness training with the Aboriginal Education and Engagement Adviser and local Elders. Staff were released to support community consultation and engagement in the development of a design proposal for a school-based Aboriginal Cultural Hub.

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

The Wiradjuri Language and Cultural program will continue in 2022, with some changes from the 2021 model due to availability of the Wiradjuri language teachers. The consultation process regarding the design proposal for a school-based Aboriginal Cultural Hub will continue throughout 2022.



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	192	201	188	183
Girls	187	188	200	188

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.4	93.4	91.5	90.2
1	91.7	91.9	94	86.6
2	92.3	90.7	94	89.9
3	92.4	92.5	92.5	89.3
4	92.2	92.2	93	88.6
5	93.5	91.5	91.3	85.4
6	93	92.6	91.6	85.9
All Years	92.5	92.2	92.7	88.1
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

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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)	5
Classroom Teacher(s)	19.14
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	7.05

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

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

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

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	541,257
<b>Revenue</b>	5,691,785
Appropriation	5,668,286
Sale of Goods and Services	5,936
Grants and contributions	16,686
Investment income	76
Other revenue	800
<b>Expenses</b>	-5,822,866
Employee related	-5,362,948
Operating expenses	-459,917
<b>Surplus / deficit for the year</b>	-131,080
<b>Closing Balance</b>	410,177

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.





## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	70,389
<b>Equity Total</b>	693,643
Equity - Aboriginal	129,307
Equity - Socio-economic	382,147
Equity - Language	6,013
Equity - Disability	176,175
<b>Base Total</b>	3,449,892
Base - Per Capita	99,465
Base - Location	9,115
Base - Other	3,341,313
<b>Other Total</b>	1,155,082
<b>Grand Total</b>	5,369,006

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

The 'Partners in Learning' Parent Survey is based on a questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based on Joyce Epstein's framework for fostering positive relations between the school and the community. The survey provides feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The results from the Parent Survey are based on data from 28 respondents who completed the survey between 5th November and 18th November 2021. This represents approximately 11% of families in the school.

In the area of 'Two-way Communication with the School', parents indicated that they could easily speak with their child's teachers, they felt that written information from the school is in clear, plain language and the school's administrative staff are helpful when they have a question or problem. The school was rated the lowest in the area of parents being informed about opportunities concerning their child's future, along with parents being informed about their child's social and emotional development. In regards to 'Parents' Participation in School', 64% of respondents had spoken to their child's teacher more than twice during the year, with 81% having attended a parent meeting or school function during the year. In the area of 'Parents Supporting Learning at home' respondents allocated the lowest scores to taking an interest in their child's school assignments and the highest to praising their children when they perform well in school and encouraging their children to do well in school. The 'Schools Supports Positive Behaviour', with the school having clear rules and expectations for behaviour scoring 8.3. Parents surveyed indicated that formal interviews, telephone and email were the most useful methods of communication when discussing their child with the school and when finding out news about the school, text message, email and the school newsletter were more useful than the school website and P&C.

The 'Tell Them From Me Student Survey II' was administered to 142 students in Years 4, 5 and 6 who completed the survey between 14th November and 25th November 2021. The survey results are based on the most recent research on school and classroom effectiveness.

Areas of strength identified by the students surveyed included social-emotional outcomes, where students were involved in sports and extracurricular activities, positive behaviour at school, positive relationships with peers and teachers and Aboriginal students feeling that teachers understand their culture and they feel good about their culture. 90% of students surveyed knew where to seek help if they, or someone they knew, was being bullied. Areas for development include ensuring all students feel a sense of belonging and communicating clear expectations around the completion of homework tasks.

The 'Tell Them From Me Teacher Survey' results are based on data from 11 respondents in this school who completed the survey between 23 November 2021 and 26 November 2021. The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program.

Areas of strength identified by the teachers surveyed, where the school was rated higher than, or equal to state norms include leadership, collaborative practices and establishing a strong learning culture. Areas for development include assisting teachers to engage with student data to inform practice, teaching strategies including setting learning goals and providing feedback, supporting students to effectively use technology in their learning and involving parents in their child's learning. Across the four dimensions of Classroom and School Practices, teachers surveyed indicated that establishing challenging and visible learning goals, and the provision of quality feedback to support learning as the areas to build their skills in, with planning for learning opportunities and assisting students to overcome obstacles to learning, as areas they were more confident and skilled in.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.