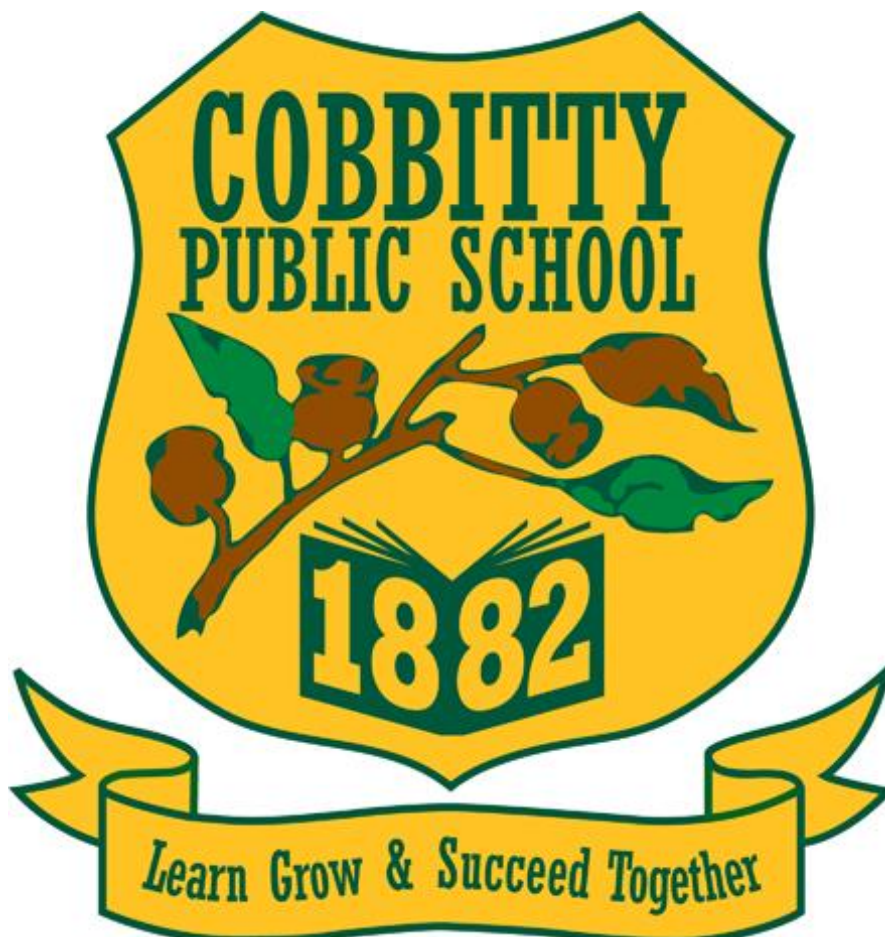


# 2022 Annual Report

## Cobbitty Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Cobbitty Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

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

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

## School context

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

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

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

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

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

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

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

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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

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

### Initiatives

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

- Numeracy
- Reading

### Resources allocated to this strategic direction

**Integration funding support:** \$75,585.00

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

**Aboriginal background:** \$15,136.10

**Literacy and numeracy intervention:** \$11,464.20

**Professional learning:** \$600.00

**Low level adjustment for disability:** \$80,444.70

**English language proficiency:** \$14,616.84

**Socio-economic background:** \$55,491.27

**Per capita:** \$35,000.00

### Summary of progress

During 2022, a variety of strategies have been implemented to support student growth and achievement of targets. These strategies have included:

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

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

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

2022 NAPLAN data showed:

The percentage of students achieving Expected Growth in NAPLAN Reading increased by 19.53% from 2019 to 2021. There was no data available to determine growth in 2022 due to NAPLAN not proceeding in 2020.

The percentage of students achieving in the top two bands in NAPLAN Reading increased by 28.49% from 2019 to 2022 exceeding the determined upper bound target.

The percentage of students achieving Expected Growth in NAPLAN Numeracy increased by 3.4% from 2019 to 2021 indicating achievement of lower bound target. There was no data available to determine growth in 2022 due to NAPLAN not proceeding in 2020.

The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has increased by 9.79% from 2019 to 2022 indicating achievement of lower bound target and progress towards achievement of upper bound target.

In 2023, a continued focus on improved outcomes in reading and numeracy will continue with resources allocated to provide intensive student support and to facilitate staff collaboration in the implementation of high-quality curriculum.

### Progress towards achieving improvement measures

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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
Continue an upward trend with the percentage of students achieving Expected Growth in NAPLAN Numeracy.  <i>NB NAPLAN data not available due to Covid 2020. Internal data and check in assessment data used to determine and monitor growth</i>	The percentage of students achieving Expected Growth in NAPLAN Numeracy increased by 3.4% from 2019 to 2021 indicating achievement of lower bound target. There was no data available to determine growth in 2022 due to NAPLAN not proceeding in 2020.
Increase the percentage of students in the top 2 bands of NAPLAN Numeracy by <b>7.22%</b> .	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has increased by 9.79% from 2019 to 2022 indicating achievement of lower bound target and progress towards achievement of upper bound target.
Continue the upward trend in the percentage of students Achieving Expected Growth in Reading. <i>NB NAPLAN data not available due to Covid 2020. Internal data and check in assessment data used to determine and monitor growth</i>	The percentage of students achieving Expected Growth in NAPLAN Reading increased by 19.53% from 2019 to 2021. There was no data available to determine growth in 2022 due to NAPLAN not proceeding in 2020.
Increase the percentage of students in the top 2 bands of NAPLAN Reading by <b>8.04%</b> .	The percentage of students achieving in the top two bands in NAPLAN Reading increased by 28.49% from 2019 to 2022 exceeding the determined upper bound target.

## Strategic Direction 2: Excellence in teaching

### Purpose

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

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

### Initiatives

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

- Instructional Growth
- Collaborative Practice

### Resources allocated to this strategic direction

**QTSS release:** \$62,631.95

**Professional learning:** \$21,892.66

**Low level adjustment for disability:** \$38,673.07

**Literacy and numeracy intervention:** \$11,520.00

### Summary of progress

#### Instructional Coaching

During 2022, all teaching staff actively engaged with an instructional coach to enhance teaching pedagogies and improve student learning outcomes. A strong component of instructional coaching across 2022 was participation in targeted, evidence based professional learning in literacy and numeracy. This included utilising the National Literacy and Numeracy Learning Progressions as a planning tool, embedding formative and summative assessment practices into teaching and learning programs, weekly timetabled in class support to model quality teaching pedagogies in reading and Mathematics, providing feedback and supporting differentiation.

#### Collaborative Practice

During 2022, all teaching staff engaged in weekly staged based collaboration sessions. These sessions supported staff in co-planning and reflecting on teaching and learning programs, analysing internal and external assessment data to identify targeted students, informing teaching and learning practices to plan against the NSW English and Mathematics K-6 Syllabus and the National Literacy and Numeracy Learning Progressions. This year the school was provided with School Strategic Support in the area of reading and a number of collaboration sessions were dedicated to working alongside the team to compliment current pedagogies in reading. Staff participated in online learning modules and were given opportunities to reflect on current teaching practices in reading and receive quality and authentic feedback to enhance teaching practices to improve student learning outcomes.

In 2023, resources will continue to be allocated to provide strategic, needs based professional learning for all staff with a focus on quality assessment, evidence based teaching strategies and the use of effective feedback.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All teachers report an increase in understanding of and capacity to use the Learning Progressions as a tool to enhance learning.	<p>During 2022, all classroom teachers engaged in school based professional learning with an instructional coach during weekly stage collaboration meetings to track student progression and achievement against the National Literacy and Numeracy Learning Progressions in phonics, fluency, spelling, additive thinking and multiplicative thinking.</p> <p>All classroom teachers are using the Learning Progressions as a tool to</p>

All teachers report an increase in understanding of and capacity to use the Learning Progressions as a tool to enhance learning.	enhance learning.
All teaching staff are engaged in professional learning through authentic structured collaboration, to share teaching expertise and knowledge, enabling peer review and feedback.	Throughout 2022 structured weekly stage collaboration sessions were implemented to provide staff with rich, needs based professional learning. All classroom teachers participated in collaboration sessions facilitated by an Instructional Coach. People Matter Survey results showed that 100% of staff worked collaboratively to achieve common goals, 70% of staff received feedback to help improve their work and 83% of staff stated they have informal feedback conversations with their supervisor.
<p>All teachers work with an Instructional Coach to identify and employ evidence-based effective teaching strategies.</p> <p>Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.</p>	<p>Throughout 2022, classroom teachers K-6 worked closely with an Instructional Coach within the classroom environment to embed and consolidate evidence-based teaching strategies, such as explicit phonological awareness and phonics instruction, mathematics groups and visible learning that directly link to collaboration sessions.</p> <p>End of year survey results show that 100% of teachers feel their participation in collaboration and working with an instructional coach has positively impacted their ability to teach reading and numeracy effectively using evidence based practices while catering for a range of abilities.</p>
<p>Leadership teams review school progress against priorities described in the school's Strategic Improvement Plan using relevant data, and its analysis determines the ongoing professional learning needs of teaching staff.</p> <p>All teachers undertake targeted and relevant evidence-informed professional learning, driven by teacher and student needs.</p>	<p>Throughout 2022, all staff have participated in targeted professional learning aligned with school targets in order to enhance teaching practices and improve student learning outcomes.</p> <p>2022 Check-in Assessment data for Reading showed that students in Year 4 and Year 6 achieved above statistically similar school groups and above state in both Reading and Mathematics. 2022 People Matter Survey results show that a higher percentage of staff at Cobbitty Public School believe they have received the appropriate training and development to perform their role well than Department of Education overall responses.</p> <p>Staff survey results show that 100% of teachers have participated in targeted professional learning around the new curriculum reform with 93% of teachers feeling confident to implement the new K-2 English and Mathematics syllabus documents in 2023.</p>



### Purpose

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

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

### Initiatives

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

- Attendance
- Social / Emotional Wellbeing

### Resources allocated to this strategic direction

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**Per capita:** \$47,120.91

### Summary of progress

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#### Attendance:

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

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

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

An individualised semester Attendance Report was provided to parents and carers as an addition to the Academic Report. The report included individualised attendance percentages and partial absence percentages as well as information regarding requirements from the Attendance Matters website.

In 2023, resources will continue to be allocated to provide targeted daily attendance monitoring to support students in attending more than 90% of the time. Community awareness will be maintained through the regular distribution of attendance information.

#### Social / Emotional Wellbeing:

In 2022, a social skills program was implemented to provide targeted intervention for students identified as requiring additional social/emotional support. The program focussed on supporting students to choose appropriate play activities, engage in play with others effectively, take turns, listen to instructions, set up, pack up and help others. Structured activities were provided for students such as lunch time games and extra-curricular clubs for LEGO, gardening, art and technology. SLSO training in structured play programs was provided to support individual students/small groups in the playground.

Teachers were supported to incorporate Zones of Regulation in the classroom to support student social and emotional wellbeing. Zones of Regulations were utilised through Think Tank reflections, supporting students to reflect on their actions, identify personal goals and develop strategies for success in the school setting, and implemented by classroom teachers within all Stage 2/3 classes. The program supported many students in understanding their emotions and provided teachers/Assistant Principals with a consistent platform to support student social and emotional intelligence.

The Open Parachute program was implemented in Stage 2/3 classrooms. Professional learning (via Zoom) was

provided for staff involved with the program. Regular contact occurred with staff and the program director/clinical psychologist, Dr Haley Watson. One staff member participated in a Q&A session with Open Parachute staff and other schools to discuss the impact on student wellbeing within our school. Students engaged in lessons covering aspects such as emotional literacy, perspective taking, social media & self-esteem, setting limits & saying no. Teachers also had access to an online video-based program to support their own wellbeing.

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

In 2023, a focus on scheduled check-ins with students, social skills programs and the allocation of resources, to promote a positive sense of belonging and advocacy at school, will support the social and emotional wellbeing of our students and staff.

### 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
<b>Attendance</b>  Increase the percentage of students with a 90% attendance by 3.98%	Progress towards achieving this target was not seen. The number of students attending greater than 90% of the time or more has decreased by 40.5% to 39.6%.  The number of students identified as attendance concerns (attendance rate below 90%) increased by 2.98% to 168 from 2021 to 2022.  Attendance rates were significantly impacted by isolation requirements relating to Covid and school access due to flooding.
<b>Social / Emotional Well-being</b>  TTFM student data (Social and Emotional Outcomes - Positive sense of belonging) indicates an upward trend.	83% of students indicate they feel accepted and valued by their peers and by others at their school (TTFM: Social and Emotional Outcomes - Students with a positive sense of belonging) demonstrating an increase of 13% from 2021.
TTFM student data Drivers of Student Outcomes - Advocacy at School indicates an upward trend.	An upward trend was seen with an increase of 0.2 on a 10-point scale in Tell Them From Me: Drivers of Student Outcomes - Advocacy at School (above NSW Govt Norm).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$75,585.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cobbitty Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Integration funding support (IFS) was used to provide School Learning Support Officer (SLSO) support for students with moderate and high learning and support needs, within the classroom and playground. Targeted support was provided for academic programs, social skill development and transition. Integration Funding increased targeted student capacity to access the curriculum, interact with peers effectively and engage in learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Integration Funding will continue in 2023 for funded students. Additional Access requests will be completed as needed.</p>
<p>Aboriginal background</p> <p>\$15,136.10</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cobbitty Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </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 specialist additional staff (LaST) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022, strategies were implemented to improve the learning outcomes for Aboriginal students in Literacy and Numeracy and increase the profile of Aboriginal Education. Personalised Learning Plans (PLPs) were completed for each student, in consultation with parents, detailing individual learning needs and how strategies to address the learning needs will be implemented and monitored throughout the year. This collaboration continued to enhance partnerships between home and school. All students participated in NAIDOC Week activities to promote and celebrate the culture of Aboriginal and Torres Strait Islander communities. In 2022, the overall results in NAPLAN Reading and Numeracy for Aboriginal students were above State and Statistically similar school groups and showed minimal discrepancy with the results of non-Aboriginal students at Cobbitty Public School.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Aboriginal background</p> <p>\$15,136.10</p>	<p>In 2023, strategies will continue to be implemented to provide personalised learning and support programs for Aboriginal students and to improve the learning outcomes for Aboriginal students in Literacy and Numeracy. This support will include the continuation of intensive Mathematics and reading support to facilitate maximum growth in achievement for all students. Funding will also be used to purchase resources with Aboriginal perspectives to be embedded in teaching and learning programs K-6.</p>
<p>English language proficiency</p> <p>\$14,616.84</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cobbitty Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were provided with highly differentiated programs to address individualised learning needs. Students who were identified as requiring additional support to achieve learning outcomes or increase growth were supported with differentiated intensive instruction. In Mathematics, this was done through differentiated mathematics groups, with smaller group sizes and additional support within the groups. In reading, students worked in small needs-based groups with explicit differentiated programs to address gaps identified through internal assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, strategies will continue to be implemented to provide personalised learning and support programs for EALD students to improve the learning outcomes for EALD students in Literacy and Numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$119,117.77</p>	<p>Low level adjustment for disability equity loading provides support for students at Cobbitty Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of a Learning and Support Teacher to provide targeted support to identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional Learning and Support time was allocated to provide intensive support to students who not demonstrating expected growth or meeting expectations on internal and external assessment measures. Students worked in small groups with highly differentiated programs to address specific learning needs in Reading and Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, additional Learning and Support time will be allocated to provide additional intensive support to students requiring learning adjustments in Literacy and Numeracy.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$22,492.66</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cobbitty Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Instructional Growth</li> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaging an Instructional Coach to facilitate targeted, evidence based professional learning in literacy and numeracy, provide in class support to model quality teaching pedagogies in reading and Mathematics, provide feedback and support development of differentiated needs-based teaching and learning programs.</li> <li>• Releasing teachers in stage groups for 1 hour each week to engage in collaboration sessions, co-plan, reflect on teaching and learning programs, analyse assessment data and engage with evidence based educational research.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The participation in professional learning and commitment to collaborative practice in both literacy and numeracy has resulted in increased teacher capacity, leading to improved student learning outcomes. End of year survey results show that 100% of teachers feel their participation in collaboration and working with an instructional coach has positively impacted their ability to teach reading and numeracy effectively using evidence-based practices while catering for a range of abilities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, all teachers will continue to participate in quality, evidence based professional learning that aligns with school priorities through teacher release and collaboration time with an instructional coach, building their capacity and improving student learning outcomes.</p>
<p>Literacy and numeracy</p> <p>\$11,520.68</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cobbitty Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• teacher release to engage staff in instructional coaching</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved teacher expertise in teaching Mathematics resulting in improved student learning outcomes. 2022 NAPLAN data showed that the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has increased by 9.79%. Internal assessment measures indicates high levels of student growth. There was no data available to determine NAPLAN growth in 2022 due to NAPLAN not proceeding in 2020.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Intensive teacher support to increase the number of students achieving expected growth in NAPLAN Reading and NAPLAN Numeracy. Provision of teacher release to engage in collaboration and instructional coaching to support ongoing growth in teaching expertise in English and Mathematics.</p>

<p>QTSS release</p> <p>\$62,631.95</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cobbitty Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Growth</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved teacher expertise in reading instruction resulting in improved student learning outcomes. A highly committed learning community has been sustained with an ongoing commitment to:</p> <ul style="list-style-type: none"> <li>- Increased understanding of student data.</li> <li>- Increased differentiation of learning content to match core competencies for individual students.</li> <li>- Increased repertoire of instructional strategies through shared leadership and sharing of expertise across the school.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, QTSS allocation will be targeted to supplement the Assistant Principal Curriculum and Instruction allocation to 1.0FTE. QTSS release will be used to provide all teachers with dedicated time to work collaboratively within stage based teams to co-design teaching and learning programs, model and observe classroom practice, reflect on teaching, analyse assessment data, engage with research and new curriculum.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cobbitty Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Collaborative 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 classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students worked in small Mathematics and reading groups with highly differentiated programs to address specific learning needs. Students who were identified as experiencing gaps in their learning were supported with differentiated instruction to improve their skills and understanding. In Mathematics, this was done through differentiated mathematics groups, with smaller group sizes and additional support within the groups. In reading, students were supported within the classroom to work with teachers on differentiated programs to address gaps with a focus on reading</p>



<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>comprehension and fluency.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Intensive support in reading for Stages 1, 2 and 3 for students not meeting expected benchmarks through small group withdrawal.  Intensive support in Mathematics for students in Years 3-6 who are identified as not achieving expected growth in numeracy or who are not meeting grade expectations.</p>
<p>COVID ILSP</p> <p>\$85,838.00</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 2022.</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/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Intensive small group instruction has been provided for students who were identified as not achieving expected growth or not achieving grade expectations in Mathematics.  Intensive small group and individual tuition has been provided for students who were identified as not achieving expected growth or not achieving grade expectations in literacy.  2022 NAPLAN data showed that the number of students at Cobbitty Public School who achieved in the bottom two bands for NAPLAN Numeracy and Reading was significantly below State and Statistically Similar School Groups (SSSG). The number of students in the top two NAPLAN bands increased by 22.76 percentage points in Reading compared to the schools highest performance over the past five years and 2.85 percentage points in Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023, intensive small group tuition will continue to be provided for identified students who have not demonstrated expected growth or performance in literacy and numeracy. Students will be identified through internal performance measures, Check-in Assessments and the Phonics Screener.</p>
<p>Socio-economic background</p> <p>\$55,491.27</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cobbitty Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support CILSP and Learning and Support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Intensive support has been provided for students who were identified as not achieving expected growth or not achieving grade expectations in Mathematics and reading.  2022 NAPLAN data showed that the number of students at Cobbitty Public School who achieved in the bottom two bands for NAPLAN Numeracy and Reading was significantly below State and Statistically Similar School Groups (SSSG). The number of students in the top two NAPLAN bands</p>

<p>Socio-economic background</p> <p>\$55,491.27</p>	<p>increased by 22.76 percentage points in Reading compared to the school's highest performance over the past five years and 2.85 percentage points in Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, strategies will be implemented to provide intensive learning support for students in Reading and Numeracy.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	162	149	149	148
Girls	153	167	176	163

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	94.1	94.0	88.8
1	94.0	93.3	94.1	86.9
2	93.0	93.8	94.0	89.1
3	95.3	94.3	93.1	86.9
4	94.6	93.2	93.0	86.8
5	93.0	94.6	92.8	87.2
6	92.7	92.5	93.4	87.6
All Years	93.9	93.7	93.5	87.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	3
Classroom Teacher(s)	11.59
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.02

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	267,727
<b>Revenue</b>	3,319,390
Appropriation	3,141,242
Sale of Goods and Services	6,281
Grants and contributions	166,623
Investment income	5,144
Other revenue	100
<b>Expenses</b>	-3,192,055
Employee related	-2,957,066
Operating expenses	-234,989
<b>Surplus / deficit for the year</b>	127,336
<b>Closing Balance</b>	395,062

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	75,585
<b>Equity Total</b>	204,362
Equity - Aboriginal	15,136
Equity - Socio-economic	55,491
Equity - Language	14,617
Equity - Disability	119,118
<b>Base Total</b>	2,483,864
Base - Per Capita	82,121
Base - Location	0
Base - Other	2,401,743
<b>Other Total</b>	171,729
<b>Grand Total</b>	2,935,539

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

In 2022, the school sought the opinions of parents, students and staff members about the school.

Their responses are presented below.

- Parents / carers have a positive relationship with the school.
- The school is committed to continued improvement in learning programs.
- Children are challenged to improve in their learning.
- The individual needs of children are met to ensure continued success.
- Parents have a good understanding of what their children are learning.
- The school provides an inclusive and supportive learning environment.
- A professional learning community is maintained which is focused on continuous improvement of teaching and learning.

The areas for improvement included providing opportunities for parents and carers to increase their understanding of assessment strategies used in the school and their benefits for learning.



# 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.