

2022 Annual Report

Cowan Public School



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Introduction

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

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

School contact details

Cowan Public School

Chandler Ave

Cowan, 2081

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

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

9456 1065

School vision

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

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

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

School context

Cowan Public School is a nurturing small school with a teaching principal. Cowan is situated 15 kilometres north of Hornsby set on the outskirts of Muogamarra Nature Reserve and Ku-Ring-Gai Chase National Park. There are 32 families with a total of 36 students enrolled for 2022.

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

The school operates with two mainstream multi-stage classes and multi-categorical support class. The school consists of 4.5% of students who identified as having Aboriginal background and 21.6% of students who identify as having English as an additional language or dialect. Cowan Public School Family Occupation and Education Index (FOEI) is 67.

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Teaching Principal Relief: \$42,360.00

School support allocation (principal support): \$13,945.00

QTSS release: \$10,688.00

Low level adjustment for disability: \$22,984.00

Summary of progress

Resources Allocated

The above funding has allowed the full time employment of a second teacher to provide a full time temporary teacher on the 3-6 class. This allowed the principal to analyse data to inform practice, to identify students who need additional support, the development of individual education plans for all students and to ensure consistent differentiation across the curriculum so that students who require extension can be accelerated. 2022, also saw the continuation of the MacqLit program, targeting students who need extra help in Literacy.

Professional Learning

In 2022, planned professional learning on *Formative Assessment* and *Consistent Teacher Judgement* sessions were conducted with our small school networks and sister school Brooklyn Public School. Formative assessment data analysis is becoming a more regular component of the teacher toolkit although at this stage it is still mainly across reading, writing and mathematics. The teachers were able to collaborate, adopt evidence based teaching strategies, have professional conversations about how to improve their teaching and use evidence to inform practice. It provided the structure and process for teachers and students to develop a shared and deep understanding of learning intentions, success criteria and the curriculum standards on which assessment is based.

Strong formative assessment practices enabled our staff to have high expectations of their students and design and modify the learning programs as part of a continual process based on the feedback it provided. Teachers continued to build their capacity in differentiated teaching and selected strategies to extend the knowledge and skills of every student in every class, regardless of their starting point.

Our K-2 teacher was trained in *InitiaLit* program in readiness for the new English K-10 syllabus in 2023. This program is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. This program compliments the new K-10 English Syllabus. Resources were sort to purchase in 2022 and 2023.

The *High Potential Gifted Education* policy was explored further to improve growth and attainment across Cowan Public School. This will be an area for growth in 2023.

Data Used in Teaching and to Inform Teaching and Learning

Evidence showed that teachers undertook the collection and analysis of student performance data at various points throughout the year. In 2022, teachers continued using *Essential Assessments* software, *Check in Assessments* and *PLAN2* data. The collection of data has proven to give teachers more confidence in their ability to analyse student performance data to inform practice. With collaborative practice and reflection across the small school network and Brooklyn Public School we were able to build capacity in this area. Teachers and students used feedback from the *Essentials Assessments* reports, and confirmed by other assessments, to set learning goals in their own areas of need.

Progress towards these goals were discussed with the classroom teacher and monitored over time. Teachers continue to use a range of formative check-ins during lessons to support students working towards their goal.

Students began the process of reflecting on their learning goals, which was included in their semester reports.

Future Directions

- Purchase resources to implement new syllabus.
- Further work to be carried out on self assessment and peer feedback on success criteria and learning intentions in all Key Learning Areas.
- All class teachers will effectively differentiate their programs more effectively to cater for the needs of all students including the High Potential and Gifted students.
- A register of High Potential and Gifted students created K-6 for all four domains.
- An identification process will be developed to identify the students to be placed on the High Potential and Gifted student register.
- Whole staff will continue to evaluate school procedures, programs, practices, and analyse student growth and achievement data to inform school planning and continued policy implementation.
- Differentiated support and a schedule of assessment planning as well as analysing PLAN2 data to inform practice will be embedded into the whole school monitoring practice with teachers being up-skilled to unpack the needs of the students at regular intervals.
- Further professional learning for staff using the microlearning modules as part of the K-2 English and K-2 Mathematics syllabus reform.

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
Achievement of 2022 system-negotiated targets: * Percentage of students in the top 2 bands of NAPLAN reading to be maintained at 45.6% or above.	The percentage of students that achieved in the top two skill bands for reading for Year 3 and Year 5 was 60%. Our results have increased by 24%. Due to the small size of the cohort, and percentage value of each student, the data does significantly impact the overall school results (one student is approximately equivalent to 25% for Year 3 and Year 5 combined).
Achievement of 2022 system-negotiated targets: * Percentage of students in the top 2 bands of NAPLAN numeracy to be maintained at 42% or above.	The percentage of students that achieved in the top two skill bands for numeracy for Year 3 and Year 5 was 40%. We were able to increase the number of students achieving the top two bands in numeracy by 22%, however we did not reach the 2022 target of 42% (a 2% difference). Due to the small size of the cohort, and percentage value of each student, the data does significantly impact the overall school results (one student is approximately equivalent to 25% for Year 3 and Year 5 combined).
To reach the following percentages of students achieving expected growth in reading: * Percentage of students from 65% to 75% or above.	Due to the cancellation of NAPLAN in 2020, we were unable to measure students achieving expected growth in reading 2022 NAPLAN results.
To reach the following percentages of students achieving expected growth in numeracy: * Percentage of students from 65% to 75% or above.	Due to the cancellation of NAPLAN in 2020, we were unable to measure students achieving expected growth in numeracy 2022 NAPLAN results.
SEF * SEF element 'Learning - Assessments'- From Sustaining and Growing to Excelling.	Self-assessment against the School Excellence Framework shows the school continues to be performing at Sustaining and Growing in the element of Assessment (Learning Domain).

Strategic Direction 2: Effective teaching and engaged learning

Purpose

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

Initiatives

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

- Effective teaching
- Engaged learning

Resources allocated to this strategic direction

Professional learning: \$1,100.00

Summary of progress

Effective Teaching, Engaged Learning

Our focus for 2022 was on the use of highly effective teaching practices to improve students' reading fluency and comprehension, as well as core mathematical understanding and skill development. Focusing on high impact professional learning, staff were guided through the process of developing consistent, evidence informed practices across the school, using a combination of formative and summative assessments to identify the point of need for student learning.

Professional Learning

Implementing programs such as MacqLit and InitialLit reduced the number of students requiring Tier 2 intervention (increasing amount of instructional time in addition to reading instruction in the classroom) by Year 3. A third of students that participated in Tier 2 intervention no longer required additional support by the time they reached Year 3, as the comprehension and fluency levels had increased. A further third of students needed close monitoring but no longer required intervention outside the classroom. The remainder of students will continue on a scaled down program incorporating the MacqLit format.

In 2022, staff engaged in professional learning in Numeracy, with a focus on *Number Talks*. Number Talks were implemented into our Numeracy lessons. Students were increasingly able to verbalise reasoning and understanding, and they gained a deep understanding of the curriculum. Teachers gained a further insight into the continuum of student learning and this practice will be reinforced when implementing the new K-10 Mathematics syllabus in 2023.

Future Directions

In 2023 Cowan Public School staff will:

- Target professional learning for both new syllabus documents.
- Continue with professional learning in entering data into the updated ALAN (PLAN2) software as part of anecdote note taking and planning for individual learning to track student achievement across the school. This will ensure that this data informs teacher practice to improve student learning outcomes.
- Finalise our assessment and reporting scope and sequence, taking into account the new syllabus implementation. This will become a priority after the Department of Education new assessments are released.
- Improve practices on annotating programming, engaging in units of work and assessment. This will be led by our Assistant Principal, Curriculum and Instruction.

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

<p>To increase the percentage of students attending > 90% of the time to be at or above the system-negotiated lower bound target of 70%.</p>	<p>The number of students attending greater than 90% is 83.83% of the time or more. This has decreased by 8.9% since last year.</p>
<p>To achieve percentages for Sense of Belonging:</p> <p>* Increase the proportion of students reporting Sense of Belonging to be at or above 70%.</p>	<p>Tell Them From Me data indicates 79.79% of students report a positive sense of wellbeing (Expectations for success, advocacy, and Sense of Belonging at school).</p>
<p>SEF</p> <p>* SEF element 'Learning Culture - Transitions and Continuity of Learning'- From Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning Culture - Transitions and Continuity of Learning.</p>
<p>SEF</p> <p>*SEF element 'Effective Teaching - Explicit Teaching'- From Delivering to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Effective Teaching - Explicit Teaching.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$10,812.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cowan Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of specific classroom strategies. • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Eligible student demonstrated progress towards their personalised learning goals. The student's PLSP was regularly updated and responsive to the student's learning needs and progress ensuring eligible student received personalised learning and support within their own classroom. Teachers were better supported to assist students with their learning and management of behaviour in the classroom.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs. * Continue SLSO support and professional learning particularly in ASD. * Continue annual review meetings and consultations with parents to assist with student growth and learning.
<p>Socio-economic background</p> <p>\$4,290.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cowan Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through InitialLit to support student learning • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Students received equitable access to educational resources and curriculum needs. * Students were supported in the classroom to improve literacy and numeracy outcomes. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * The Learning Support Team planning support for identified students and implementing specific programs, for example MacqLit. * Continue to ensure that all students have equal access to activities and school resources, particularly those who are constrained financially.

<p>Aboriginal background</p> <p>\$1,732.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cowan Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Improved engagement of students and their families with the personalised learning pathway (PLP) process. • Supporting student engagement in curriculum activities. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Improved engagement of students and their families with the personalised learning pathway (PLP) process. * Supporting student engagement in curriculum activities. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * A teaching and learning focus on quality literacy and numeracy to further improve student engagement. * Continue to build on the PLP process to ensure Aboriginal students are meeting their educational, social and emotional goals through differentiated and personalised support. * To increase understanding of Aboriginal culture and local knowledge of practices.
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cowan Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom and as part of differentiation initiatives • All students eligible to receive EAL/D support were assessed against the ESL Scales and plotted on the EAL/D progression. Targeted support was provided based on student's individual needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * EAL/D funding supported differentiated programs and support. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * To closely monitor students against the EAL/D progressions. * Continue to provide professional learning for staff around differentiation and using data to inform practice and support for EAL/D students needs. * Provide EAL/D Progression levelling PL to staff.
<p>Low level adjustment for disability</p> <p>\$22,984.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cowan Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data use in teaching • Other funded activities

<p>Low level adjustment for disability</p> <p>\$22,984.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention MacqLit to increase learning outcomes • relieving teaching principal to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • fund Learning Support Teacher to work with individual students and in a case management role within the classroom/groups/whole school setting <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * An increased percentage of students achieving in the top two bands in NAPLAN results in Literacy and Numeracy. * The school achieved a more consistent approach to student learning support and interventions, and subsequent collaborative learning support activities. * Targeted support in meeting the needs of a diverse range of students within a mainstream classroom environment. * 66% of the identified students for the MacqLit program no longer require intervention. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * To continue to monitor and evaluate the impact of the additional support for identified students through the PLSP process. * To continue to deliver curriculum and differentiated support for students.
<p>Professional learning</p> <p>\$7,276.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cowan Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engaged learning • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a Literacy and Numeracy Strategy Advisor teacher to unpack evidence-based approaches to Formative Assessment and High Potential and Gifted Education. • Verbal interventions course <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Differentiated teaching through on-going formative assessment * Identified students performing below and above the expected level for their stage and providing interventions and programs to support student learning. * Improved student engagement in learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Provide mentoring and coaching (APC&I) to teachers to improve their capacity to differentiate literacy and numeracy learning programs.
<p>Literacy and numeracy</p> <p>\$5,737.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cowan Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy (Essential

<p>Literacy and numeracy</p> <p>\$5,737.00</p>	<p>Assessments and Inquisitive).</p> <ul style="list-style-type: none"> • targeted professional learning to improve numeracy. • resources to support the quality teaching of literacy and numeracy. • targeted professional learning to improve numeracy. • resources to support the quality teaching of numeracy. • updating reading resources to meet the needs of students. • teacher release to engage staff in professional learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Professional learning focused on literacy and numeracy was well received and enhanced classroom teaching practice. * Strategic literacy and numeracy support for students in Years K-2, small group tuition. * Resources purchased to support teachers in implementing quality programs and the K-2 new English syllabus. These resources are being used regularly in classrooms to increase student engagement in learning. <p>After evaluation, the next steps to support our students will be:</p> <p>No funds will be provided in 2023 in this area.</p>
<p>QTSS release</p> <p>\$10,688.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cowan Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data use in teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum. • staffing release to align professional learning to the SIP and develop the capacity of staff. • principal provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Improved staff confidence and teaching practice. Teachers used learning intentions, success criteria and had a strong focus on formative assessment. Teachers embedded evidence-based, high impact teaching strategies within their classroom practice. * Teachers provided students with the opportunity to implement self-assessment practices in relation to learning intentions and success criteria. * Staff Performance and Development Plans were aligned to the Australian Professional Standards for Teachers. Professional learning was aligned to staff performance goals and the Strategic Improvement Plan strategic directions. * Support for classroom teachers with behaviour management and classroom learning program delivery. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * To support the implementation of quality teaching programs and support for the delivery of explicit teaching. * To utilise the Assistant Principal Curriculum and Instruction to oversee the implementation of literacy and numeracy intervention support for students.
<p>COVID ILSP</p> <p>\$12,587.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$12,587.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy.. • providing intensive small group tuition for identified students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * The majority of the students in the program achieved significant progress towards their personal learning goals. * 66% of the identified students for the MacqLit program no longer require intervention. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continued monitoring of student progress using PLAN3 to ensure that gains made are retained in the classroom setting. * To enable the Assistant Principal, Curriculum and Instruction to coordinate intervention groups. * Employment of Student Learning Support Officers to deliver intervention and professional learning to support this. * Provide additional in-class support for identified students to continue to meet their personal learning goals.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	25	25	26	22
Girls	18	20	18	14

Student attendance profile

School				
Year	2019	2020	2021	2022
K	99.3	98.0	93.0	82.3
1	91.1	93.7	96.8	84.8
2	99.3	93.6	96.2	85.7
3	95.8	92.8	96.6	84.9
4	96.3	93.9	95.7	86.1
5	97.4	91.4	90.0	83.3
6	91.1	95.5	95.2	86.6
All Years	94.7	94.7	94.9	85.0
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

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.43
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	2.4

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	192,316
Revenue	954,074
Appropriation	874,844
Sale of Goods and Services	15
Grants and contributions	79,730
Investment income	1,619
Other revenue	-2,135
Expenses	-947,527
Employee related	-798,368
Operating expenses	-149,159
Surplus / deficit for the year	6,547
Closing Balance	198,864

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.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	40,926
Equity - Aboriginal	1,732
Equity - Socio-economic	4,290
Equity - Language	2,400
Equity - Disability	32,504
Base Total	753,985
Base - Per Capita	12,639
Base - Location	0
Base - Other	741,346
Other Total	36,858
Grand Total	831,769

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

During 2022 there were various opportunities for parents/caregivers, staff and students to provide feedback about various aspects of Cowan Public School.

Students

Students who are socially engaged are actively involved in the life of the school; their friends and they are involved in sports or other extra-curricular activities. This involvement can give students an advocacy at school, an expectation of success, a sense of belonging and an increase in academic motivation. All school staff regularly seek student opinions and feedback in learning, wellbeing, playground, extra curricular activities and their general feelings about school. Themes are identified and discussed at staff meetings to review any areas for improvement in our school.

The Tell Them From Me survey was completed in 2022 by students from Years 4 to 6. The survey provided insights about students advocacy at school, expectation of success and sense of belonging to Cowan Public School.

At Cowan Public School -

- The percent of students reporting positive outcomes in the above mentioned targeted areas was greater than NSW Government norm results as well as Statistically Similar Schools Group (SSSG).
- 100% of students have a positive advocacy at school, which is up 43% from 2019 (no data for 2020 and 2021 due to COVID 19).
- 100% of students have a positive expectation of success, which is equivalent to 2019 (no data for 2020 and 2021 due to COVID 19).
- 80% of students have a positive sense of belonging. This percentage has decreased by 20% from 2019 (no data for 2020 and 2021 due to COVID 19). An area of improvement for 2023.

Teachers

A limited number of teachers participated in the Tell Them From Me survey. Therefore the survey results were not released to the school, as they were invalid. However, an internal survey was completed on current practices, to identify areas for improvement through practice and future professional learning.

Two areas identified as areas of improvement are use of data to inform practice and effective feedback. We have already started our learning journey in these two areas and we will consolidate these practices in 2023.

Parent/Caregivers

Many opportunities were provided for parents and caregivers to become involved and have a voice. The school continued to receive excellent feedback from our survey.

Results are as followed:

- 92% of parents/carers strongly agreed or agreed that they felt welcomed when visiting the school. The remainder felt neutral.
- 83 % of parents/carers strongly agreed or agreed that they could speak easily with the teachers. The remainder felt neutral.
- 92% of parents/carers strongly agreed, agreed or felt neutral about being informed about school activities.
- 92% of parents/carers strongly agreed or agreed that they see positive, respectful relationships between students and staff at Cowan Public School. The remainder felt neutral.
- 75% of parents/carers strongly agreed, agreed or felt neutral about the school helping to prevent bullying.
- 83% of parents/carers strongly agreed, agreed or felt neutral about behaviour issues dealt with in a timely manner.
- 92% of parents/carers strongly agreed, agreed or felt neutral about their child's learning needs are being addressed in the classroom.
- 92% of parents/carers strongly agreed, agreed or felt neutral about teachers consider their child's needs, abilities and interests when supporting their child's learning.
- 100% of parents/carers strongly agreed, agreed or felt neutral about school academic reports written in terms that the parents understand.
- 100% of parents/carers strongly agreed or agreed that attendance is encouraged and supported at Cowan Public School.
- 90% of parents/carers strongly agreed or agreed that they felt supported by school staff when their child was starting Kindergarten.
- 80% of parents/carers agreed or felt neutral about their Year 6 child being supported transitioning to high school.
- 84% of parents/carers felt their child was always or mostly keen to attend school. 16% felt their child was sometimes or rarely positive about going to school.

The SkoolBag app is still a significant source of communication between school and the community, however in 2023 we will be changing this format to a new company called *Compass*, as it offers a one stop shop for all our communication

needs with the Cowan Public School community and for streamlining our processes within the school.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.