

# 2022 Annual Report

## Cowra Public School



1671

# Introduction

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

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

## School contact details

---

Cowra Public School  
Vaux St  
Cowra, 2794  
<https://cowra-p.schools.nsw.gov.au>  
[cowra-p.school@det.nsw.edu.au](mailto:cowra-p.school@det.nsw.edu.au)  
6342 2400

## Message from the principal

---

2022 has almost come to an end and what a rollercoaster of a year it has been! Whilst we started off the year firmly impacted by the State-wide health orders, and are finishing 2022 recovering from devastating floods, we need to remember that, there have also been many wonderful moments of celebration. Throughout all the highs and the lows, our students and staff continue to show amazing resilience and an ability to adapt and be flexible when things don't go according to plan. If 2022 has taught us anything, it is embodied in the words of the Greek philosopher Heraclitus - "Change is the only constant in life".

Congratulations to each and every student in our school for the effort they have put into their learning, throughout 2022. I am so proud to see the growth that each student has made throughout the year and look forward to watching this continue into 2023 and beyond. This year, our students have enjoyed participating in a wide variety of extra-curricular activities, from sports, to dancing, art, public speaking, excursions, leadership, band, gardening, singing, technology and drama, and I look forward to seeing these opportunities for our students, continue to expand in 2023.

Thank you to our amazing staff who are committed to making Cowra Public School the best place to learn and grow for every single one of our students. I am immensely proud to lead such a dedicated team of teachers who work incredibly hard to plan and deliver rich and engaging learning opportunities to every student, every day. In addition to the in-class learning, our teachers have gone the extra mile to ensure that our students have had every opportunity to participate in the wide array of extra-curricular activities, now that the State-wide health orders have been somewhat relaxed. The additional workload that comes with organising these events is significant, as is the time our teachers spend away from their families, and for this I am extremely thankful and appreciative. In addition to our teachers, we have a wonderful team of caring School Learning Support Officers and school counsellors, highly skilled and efficient administrative staff, cleaners, general assistants, scripture teachers and canteen managers who each, in their own special way, make Cowra Public School the amazing school that it is.

Thank you to our P&C committee, our parents, carers, grandparents, extended family and community members, who continue to support our school every day. We all have a common goal, and that is to guide, encourage and challenge our students so that together, we can help them to reach their potential. I would especially like to acknowledge the ongoing partnership we have with CINC and thank them for their continued support of our students and families. I would also like to take this opportunity to acknowledge and thank our current P&C President Kylie Wood, for her dedication to the CPS P&C over the past 10 years. This year, as Kylie's youngest child finishes Year 6, her time on our P&C Committee will sadly come to an end. Kylie's energy, enthusiasm and commitment to supporting every family in our school is second to none, and she will be greatly missed.

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

As we finish up another year at Cowra Public School, I would like to extend a warm welcome to our incoming

Kindergarten students and their families. Our new Kinders will begin their seven-year primary education journey on Friday, 3rd February, 2023 and will become the CPS Graduating Class of 2029! I would also like to congratulate our outgoing Year 6's, as they complete their final weeks of primary school and wish them the very best as they move on to high school, next year. I am sure the friendships they have made and the solid grounding which they have received at Cowra Public School, has prepared them well and they are more than ready to begin the next important phase of their school life. Good luck to the Cowra Public School Graduating Class of 2022 - we will miss you!

Jenny Lewis - Principal

### Message from the school community

---

It was SO exciting to be able to resume "business as usual" for the P&C this year.

Early in the year the P&C made the decision to focus our fundraising efforts on a major project, that being a new Primary Playground equipment area. Whilst this is a more long term direction, we believe it to be a fantastic opportunity to build something for the children in our school community to enjoy for many years to come.

Our efforts have been many and varied throughout the year. We kicked off with a delicious Easter Egg Raffle, followed by the ever popular Mother's Day Stall. We ran the canteen & BBQ at the Athletics Carnival and again at a school movie night, offering yummy nachos and spaghetti bolognese. Our election day cake stall was a huge hit, with a sell out of the delightful delicacies made by our CPS families. We then manned the gate at the hugely popular Woodstock show, and then it was time for the popular Father's Day Stall.

Our Lamington drive was slightly different this year. In the past the lamingtons were made by the Hospital Auxiliary Ladies. With the ladies no longer making the yummy treats, the P&C stepped up and added Lamingtons to their list of skills, with many volunteers learning that coconut is similar to glitter and can be still be found days later. The 3840 lamingtons made were incredibly well received.

To close off the year we are running a Christmas Raffle and will host another BBQ at the end of year Talent Quest. It was also our continued pleasure to fund the postage of the PBL postcards.

None of these events can be run, without the generosity of spirit of our volunteers. Different volunteers have worked different events, and we are always extremely excited to see new faces come on board. We understand that everyone's life is very full, and that it is difficult for all of us to find time to help. To each and every person that has given their time to the P&C this year, we say a HUGE thank you. To those faces that keep turning up again and again, please know that we are truly grateful for your support.

Many may not be aware that the Canteen is run by the P&C. I would like to thank the Canteen Manager Deanne, and Michelle, for all their hard work.

As the President of the P&C I would like to thank the Executive & committee (Sheridan, Nigel, Andrew, Nicole, Emma, Sarah, Ka & Chief) , not only for their incredibly hard work, but also for their commitment to the cause. It has been an absolute pleasure working with you all. I would also like to thank the school staff for all of their help and support.

This is my last year as President and also my last year at Cowra Public School. With our youngest finishing Year 6, it is the end of a 10 year journey at CPS. I have thoroughly enjoyed being part of this school community, and would urge everyone to continue to support the P&C in its various endeavours.

The P & C is not just about making money&hellip;&hellip;;it is about so much more. I will end with this quote that sums it up beautifully&hellip;&hellip;;

*Community is much more than belonging to something;*

*It is about doing something together, that makes belonging matter.*

Kylie Wood

President - CPS P&C

### Message from the students

---

Wow! 200 days of leading Cowra Public School - what a privilege it's been!! We are honoured to be selected as part of the 2022 School Leadership Team. We are so thankful we haven't endured a pandemic or a lockdown like our previous

## School Leaders.

During our time as Leaders we have represented Cowra Public School at many community events including the Anzac Parade, GRIP Leadership Conference, CPS Swimming and Athletic Carnivals, Cowra Breakout and Remembrance Day.

We have had many memorable moments but our favourite was the World Peace Day Youth Forum at the Cowra Civic Centre celebrating the UN International Day of Peace on 21 September. We joined with School Leaders from the local region to engage in workshops on the United Nations theme: End Racism: Build Peace. We proudly represented our school in the ceremony commemorating the 30th Anniversary of Australia's World Bell. Unfortunately, as we were listening to one of the guest speakers the emergency alarm sounded. We all panicked and exited the building leaving our teacher behind - only to find out it was a drill!! We are sure we will look back on this moment and laugh. One of the truly memorable moments we have had at Cowra Public School.

The 2022 School Leadership Committee (SLC) is made up of the Student Leadership Team and SLC representatives from each class. It has been a privilege to be a part of this team. This Committee has worked extremely hard this year with Mrs Cassidy, Mrs Jeffs and Miss Sullivan to represent the students of Cowra Public School. The SLC organises most of the fundraising and special events for our school. This year we have helped raise money for a new uniform for the CPS Netball Team and the installation of new playground equipment in the primary playground. Our School Leadership Team including our Sports Captains have assisted with refereeing and supervising daily soccer matches in the Infants playground. As a part of this Leadership Committee, we have strived to improve our school to ensure every student, every opportunity, every day.

The role of a School Leader is such a privilege and we have enjoyed every opportunity presented to us. Being a School Leader allows you to gain confidence in yourself as you take on new responsibilities from conducting whole school assemblies, representing our school at official functions, guiding visitors through our school, attending School Leadership Committee meetings, and being a positive role model.

Last but not least we would like to thank all of our teachers for their organisation and encouragement, and doing an amazing job at our school.

We would also like to wish the 2023 School Leaders all the best for next year.

Farewell from your 2022 School Leadership Team,

Matilda, Tom, Lily and Will



Our school leaders; Lily, Matilda, Tom and Will represented at our school at the Cowra Remembrance Day Commemoration Ceremony.



## School vision

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

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

## School context

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

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

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

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

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

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

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



## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Explicit Teaching
- Data to Inform Practice

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$180,685.20  
**Socio-economic background:** \$185,882.13  
**Low level adjustment for disability:** \$176,566.57  
**Professional learning:** \$43,965.29  
**English language proficiency:** \$3,753.68  
**Refugee Student Support:** \$2,063.04  
**Aboriginal background:** \$35,839.00

### Summary of progress

The school's focus throughout 2022 in Strategic Direction 1, continued on developing whole school explicit teaching practices that are data informed and responsive to the learning needs of individual students, so that student learning is maximised for every student, particularly in the areas of reading and numeracy.

At the end of 2021, the school was successful in its application to become a 'Self-Selector' school, and was one of 358 schools selected to lead Curriculum Reform across the state. Teachers in Stage 1 and Early Stage 1 engaged in a 12 month journey to implement the new English and mathematics syllabuses K-2, supported by the scope and sequences, units of work, and professional learning provided through the Department of Education. This included the implementation of a systematic process for introducing and teaching phonics across all Stage 1 classes and enacting and embedding processes aligned with evidence-based research from Desley Konza. The school used operational funds to purchase an extensive supply of decodable reading texts to build phonic knowledge, allowing early readers the opportunity to practice grapheme-phoneme correspondences and build their confidence and ability to read connected text. This resource was purchased at the beginning of 2022 in preparation for curriculum implementation and has been used extensively in Early Stage 1 and Stage 1. The continued focus on explicit teaching in the area of numeracy saw the school develop a collaborative planning model where Stage teams were allocated time to meet together as a group to develop a fortnightly numeracy teaching program based on pre and post assessment data to target specific areas of learning need. Based on the work of Dr Simon Breakspear, the school began the process of implementing 5-weekly teaching sprints, where teaching teams engaged in rich dialogue about their practice and considered relevant research to identify an area of teaching practice to focus on. Following the implementation of the sprint, teachers analysed their impact, based on evidence, and considered how to transfer their new pedagogical knowledge and skills into future practice. The school received Strategic Support from the State Numeracy Team, however due to external factors this support was significantly interrupted and had to be modified to suit the restricted timeframe and expertise of support personnel.

In the initiative of 'Data to Inform Practice', the school engaged with support from the Numeracy Lead Specialist and implemented a Strategic School Support plan in the area of numeracy. Stage leaders participated in a 10-week program of structured support with the Lead Specialist, to deepen their understanding of data literacy and data analysis. In addition to this, middle leaders completed modules from the professional learning course; "Leading Literacy and Numeracy Professional Learning in My School", and developed, implemented and evaluated action plans, based on the Learn/Do/Reflect model. Assistant Principals used the collaborative planning structure to enable this process. The school utilised Covid Intensive Learning Support funds to engage three teachers to deliver small group tuition in Stage 1, Stage 2 and Stage 3, in the areas of numeracy and reading. Student achievement was tracked using PLAN2 and despite significant interruptions to the delivery of this support due to staff shortages, results for these focus students showed positive growth.

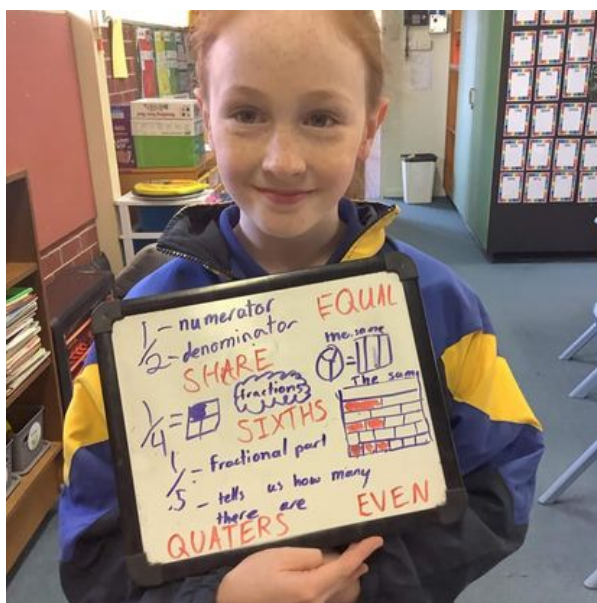
In 2023, the school will continue to implement professional learning for staff around the English and mathematics syllabuses for Year 3-6 in 2024. Ongoing whole-school professional learning in the teaching of reading will include the systematic teaching of phonics and spelling and staff will explore the reciprocity between phonics, reading and writing

using Sedita's Writing Rope as the theoretical foundation. Collaborative planning sessions in the area of numeracy will again be prioritised, facilitating a consistent explicit teaching focus across all stages. This will be linked to the teaching sprints model with particular focus on identifying and accommodating high potential and gifted students. Building middle leadership capacity in data literacy and analysis will continue to be a focus in 2023.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the number students achieving in the top 2 bands in NAPLAN reading by 3.2%	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 26.75% with progress yet to be seen towards achieving the lower-bound system negotiated target.
70% of Aboriginal students in the Year 4 cohort are maintaining achievement in the top 3 bands of NAPLAN Reading as measured by PAT-R stanines 5-7.	67% of Aboriginal students have achieved results equivalent to the top 3 NAPLAN bands in reading indicating progress towards the target of 70%.
Increase the number students achieving in the top 2 bands in NAPLAN numeracy by 2.5%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 15.1% and progress has yet to be seen towards achieving the the lower-bound system negotiated target.
Maintain the number of students achieving at or above expected growth in NAPLAN reading by 5.8%.	Expected growth data is not available due to NAPLAN assessments in 2020 being cancelled. Internal assessment measures including Check-in and PAT were used to monitor progress.
Maintain the number of students achieving at or above expected growth in NAPLAN numeracy by 4.9%.	Expected growth data is not available due to NAPLAN assessments in 2020 being cancelled. Internal assessment measures including Check-in and PAT were used to monitor progress.
Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS)  <b>Domain: Teaching</b>  <b>Element: Data Skills and Use</b> • Focus Themes - Data Analysis, Data Use in Planning (S&G)	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data Analysis. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data Use in Planning.





## Strategic Direction 2: Excellence in Teaching

### Purpose

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

### Initiatives

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

- Assessment
- Effective Feedback

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$400.00

**Socio-economic background:** \$71,595.00

### Summary of progress

In Strategic Direction 2, the focus in 2022 was on building explicit feedback practices and developing whole school assessment practices focusing on the consistent use of student data to inform teaching.

Professional learning around effective feedback practices was revisited in early 2022, with all current and new staff revising the core elements from the professional learning package delivered in 2021. Each Stage Team worked collaboratively to review the draft Stage-based Explicit Feedback Framework document created in 2021, and further modifications were made, with the final documents being published and shared with all staff in Term 3. The intention of this document is to support staff to implement effective feedback with their students through providing practical examples of feedback strategies and verbal prompts to assist with providing feedback at task, process and self-regulatory levels. 'Gallery Walks' were introduced as an additional feedback strategy to assist with peer feedback and teachers trialed this in their classrooms, with staff seeking observational feedback on the effectiveness of their implementation. With support from the Digital Pedagogy Mentor, a core group of staff have begun to explore the use of digital feedback in their classrooms and this will be an ongoing focus in 2023. The development of relational trust between colleagues also remains a focus in 2023, so that professional feedback conversations about teaching practice becomes a valued professional learning opportunity for all staff.

Key staff leading the assessment initiative, engaged in a two-day professional learning course called 'Leading Assessment Practice in Schools K-12'. This professional learning was delivered by Professor Jim Tognolini through the Centre for Professional Learning, and highlighted the main elements of modern assessment theory, providing a deeper understanding of data and assessment literacy. Staff sought to develop an Action Plan to identify the processes and steps necessary to explore effective assessment practices, including the language of assessment, types of assessment practices and ways to build consistent teacher judgement so that assessment practices become more purpose-driven to inform teaching, with historical assessment schedules being challenged. Due to staff changes in Semester 2, this Action Plan was postponed until the beginning of 2023. The NSW Department of Education assessment tools, including the Spelling Diagnostic Assessment and Interview for Student Reasoning have been trialed across all stages and their effectiveness in informing teaching will need to be evaluated as part of developing a whole-school assessment schedule. Teachers use of PLAN2 to track and monitor student progress using the Literacy and Numeracy Learning Progressions has improved, although greater consistency across all stages is required to develop more detailed student learning profiles.

In 2023 teachers will continue to work on deepening their understanding of the impact of effective feedback, and broadening their knowledge of feedback strategies by embedding the Cowra Public School Feedback Framework in all key learning contexts. Digital feedback strategies will be explored further, as additional student and teacher devices are purchased enabling a higher ratio of devices to students. In 2023, a draft whole school assessment schedule will be produced, and feedback invited from teachers, for refinement and trial implementation. This schedule will incorporate Version 3 of the National Literacy and Numeracy Learning Progressions. Teachers will continue to critically analyse current school assessment practices and evaluate their effectiveness in providing formative and summative data to inform teaching. These initiatives will support further improvements and consistency in the development of excellence in teaching practices, across the school.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS):</p> <p><b>Domain: Learning</b></p> <p><b>Element: Assessment</b></p> <ul style="list-style-type: none"> <li>• Focus Theme - Formative Assessment (D)</li> <li>• Focus Theme - Summative Assessment (S&amp;G maintain)</li> <li>• Focus Theme - Whole School Monitoring of Student Learning (S&amp;G maintain)</li> </ul> <p><b>Domain: Teaching</b></p> <p><b>Element: Effective Classroom Practice</b></p> <ul style="list-style-type: none"> <li>• Focus Theme - Feedback (S&amp;G)</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Formative Assessment.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Summative Assessment.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Whole School Monitoring of Student Learning.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Feedback.</p>
<p>Tell Them From Me surveys of students in Years 4-6 shows an increase in Explicit Teaching Practices and Feedback from 7.3 to 7.4 - <i>Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback</i></p>	<p>Tell Them From Me Surveys were administered to Year 4, 5 and 6 students in May 2022 and again in Term November 2022. Results show that at the beginning of Term 2, students rated their teachers provision of clear learning intentions, success criteria and feedback at 7.2, however results from the Tell Them From Me Survey administered to the same Year 4, 5 and 6 students in Term 4 showed a decrease of 0.5 to an average rating of 6.7.</p>



## Strategic Direction 3: Connection and Community

### Purpose

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

### Initiatives

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

- Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$25,230.00

### Summary of progress

The focus for 2022 in Strategic Direction 3 was on the implementation of evidence-based whole school wellbeing practices and building effective collaborative practices at a class, stage, school and community level.

The school was successful in accessing a grant through Western Area Health to purchase the 'Positive Living Skills' Wellbeing Program. This program assisted the school to facilitate a whole school approach to improving student, staff, and community wellbeing. Initially, staff utilised the program to successfully support their teaching in the area of Personal Development and Health, with plans to explore how elements of this program can be used in the community context in 2023. The school also implemented 'Zones of Regulation' to support students and staff in developing strategies to assist with self-regulating their emotions. Staff were supported to embed the common language associated with the 'Zones of Regulation', through professional learning and weekly tips and reminders at communication meetings with a staff survey showing an increased understanding of the place of Zones of Regulation within the PBL framework at Cowra Public School, while off class and relief staff have indicated a decrease in understanding. Scripts and signage were requested for both classrooms and the playground, along with ongoing professional learning in 2023. All staff participated in ongoing professional learning in relation to roll marking procedures, and initiatives to recognise students attending school more than 90% of the time were implemented in Semester 2, with early data showing an uplift in overall student attendance rates. Attendance targets were not met in 2022 and this can be attributed to a number of factors including the state-wide health orders and the town being impacted by flood. A schedule to implement these initiatives at the beginning of next year, will ensure a greater chance of improving attendance rates in 2023.

Plans for an Aboriginal Cultural Hub in the school began in 2022, with the establishment of an outdoor learning space, incorporating indigenous edible plants and a yarning circle. This space has been named 'Aunty Esther's Bush Tucker Garden', in honour of Wiradjuri and Cowra Elder, Aunty Esther Cutmore, who has strong connections to Cowra Public School. With a specific focus on Aboriginal cultural pedagogy, this space will be available for all classes to access as an outdoor classroom and for school and community groups to use as a meeting place. Cowra Public School's development of a Reconciliation Action Plan will continue to be worked on in 2023, in consultation with the Aboriginal Education Committee, Aboriginal families, Cowra Local AECG and community elders. Collaborative practices will be embedded across other initiatives.

In 2023 staff will continue to work on whole-school wellbeing practices by refining and monitoring attendance procedures, acknowledging students with attendance over 90%, embedding programs including 'Positive Living Skills' and 'Zones of Regulation' into classroom routines and practice, and re-structuring the current Positive Behaviour for Learning (PBL) acknowledgement system to ensure the school is recognising all students for their safe, respectful and on task behaviours. Work on further developing the Cowra Public School Aboriginal Cultural Hub and Reconciliation Action Plan will continue through genuine and authentic consultation with all stakeholders.

### 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

Sustain the number of students attending school more than 90% of the time by 2.9%	In 2022, the number of students attending school greater than 90% of the time or more decreased by 14.03%.
Increase the number of students reporting positive wellbeing in the areas of student advocacy, sense of belonging and expectations of success by 4.6% from the baseline figure.	In 2022, the percentage of students reporting positive wellbeing outcomes has increased by 1.84% across the positive wellbeing measures compared to 2021, however this is short of the baseline figure.
<p>Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS):</p> <p><b>Domain: Learning</b></p> <p><b>Element: Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Focus Theme - Caring for Students (S&amp;G)</li> <li>• Focus Theme - A Planned Approach to Wellbeing (S&amp;G - maintain)</li> </ul> <p><b>Domain: Learning</b></p> <p><b>Element: Learning Culture</b></p> <ul style="list-style-type: none"> <li>• Focus Theme - Attendance (S&amp;G - maintain)</li> </ul>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Caring for Students. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of A Planned Approach to Wellbeing. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Attendance.</p>



Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$43,485.89</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cowra Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Feedback</li> <li>• Other funded activities</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 an additional teacher to enable literacy and numeracy intervention</li> <li>• targeted professional learning to improve literacy and numeracy teaching with a specific focus on providing effective feedback</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An additional classroom teacher was employed to release skilled teachers of literacy and numeracy to support identified students in Stage 1 and Stage 2 for a minimum of three sessions per week for targeted intervention in the areas of literacy and numeracy. These interventions included comprehension and vocabulary, phonemic awareness and phonics knowledge, reading and numeracy skill acquisition. Students were supported with their learning both in small groups and within the classroom. Students receiving this intervention showed an improvement against the literacy and numeracy learning progressions, however due to changes in staffing, this intervention support was not able to be sustained in the second half of 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to implement targeted literacy and numeracy support in 2023, using data sources to identify specific student literacy and numeracy learning needs.</p>
<p>Professional learning</p> <p>\$43,965.29</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 Cowra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• professional learning activities to support and build the capacity of teaching and non-teaching staff, which align with the school's Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional Learning was linked to the school's Strategic Improvement Plan, with a specific focus on building K-2 teachers understanding around the new English and mathematics syllabus, which, as a self-selector school, all K-2 staff implemented in 2022. All classroom teaching staff were released for two hours each fortnight, as a whole stage, to work together to build their understanding around the latest research, in line with the new syllabuses, as well as other areas identified in the school's Strategic Improvement Plan. Professional learning funds were also used to build the capacity of middle leaders through leadership of collaborative planning sessions focused on explicit teaching of numeracy, which included the development of a school-wide programming and assessment model. Funds were allocated for itinerant teachers, school support and administrative staff, and counselling staff to attend professional learning conferences and</p>



<p>Professional learning</p> <p>\$43,965.29</p>	<p>network days, which related to their particular fields of expertise.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The professional learning structure within the school, where staff are released with their Stage colleagues to engage in high impact professional learning will continue in 2023 with modifications to enable a 4 hour planning sessions every 4 weeks. This time will also be used to professionally develop staff in the implementation of the new English and mathematics syllabuses (K-2 2023, 3-6 2024).</p>
<p>Refugee Student Support</p> <p>\$2,063.04</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of an additional School Learning Support Officer for targeted student support in the areas of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Other funding sources were combined with Refugee Student Support funds and School Learning Support Officers (SLSO's) were employed to support identified refugee students for targeted intervention in the areas of literacy and numeracy. These interventions included speech and language support, early reading and numeracy skill acquisition. Students were supported with their learning both in small groups and within the classroom. Students receiving this intervention showed maintenance at 'Developing' and 'Consolidating' against the EALD learning progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the school will continue to implement targeted language, literacy and numeracy support, using data sources to identify specific student needs.</p>
<p>Socio-economic background</p> <p>\$397,183.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cowra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Effective Feedback</li> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Band program implementation.</li> <li>• employment of additional staff to support Creative Arts program implementation.</li> <li>• employment of a Digital Pedagogy Mentor to support teachers to embed digital technology into classroom practice.</li> <li>• employment of additional School Learning Support Officers to support literacy and numeracy program implementation providing a more personalised and supportive learning environment for students.</li> <li>• employment of additional 0.8FTE of Assistant Principal Curriculum and Instruction staff to support K-2 teachers with professional learning around effective feedback and the new English and mathematics curriculum implementation.</li> <li>• employment of additional staff to enable an off-class Deputy Principal to support attendance and wellbeing programs across the school</li> </ul>

<p>Socio-economic background</p> <p>\$397,183.39</p>	<ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of additional staff enabled the school to run specialised programs in 2022, including a primary Band program and a Creative Arts program. This provided students with access to specialised tutelage and exposed them to new learning experiences and opportunities. The school funded 0.8FTE of an additional Assistant Principal Curriculum and Instruction and Assistant Principal Early Stage One to support 10 infants staff to develop and build on their understanding and implementation of the new English and mathematics syllabuses as a "self-selector" school, through the provision of targeted professional learning and individualised coaching and mentoring. This resulted in K-2 staff feeling confident to implement the new syllabuses in 2023, with a consistent, evidence-based approach to the teaching of reading, consistent across all classes in Early Stage one and Stage One.. The employment of a Digital Pedagogy Mentor supported staff to engage more readily with new technologies, including iPads and online platforms such as Google classroom. A Stage-based scope and sequence of technology skills is under development, with completion expected mid-2023. The school used socio-economic funds to provide an off-class Deputy Principal to oversee wellbeing programs across the school, including attendance monitoring. The impact of this personalised approach to improving attendance across the school will be evaluated once sufficient time for implementation of attendance improvement strategies is complete. Socio-economic funds were combined with other funding sources to engage SLSO's to work with targeted students in the areas of literacy and numeracy and provided students without economic support with educational materials, uniforms, equipment and other items.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Investigating further avenues in 2023 to ensure there is equitable access to enhance learning and wellbeing opportunities for the students at Cowra Public School so that no student experiences educational disadvantage, as a result of their socio-economic background.</p>
<p>English language proficiency</p> <p>\$3,753.68</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cowra Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• 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> Other funding sources were combined with English language proficiency funds and School Learning Support Officers (SLSO's) were employed to support identified students for targeted intervention in the areas of literacy and numeracy. These interventions included speech and language support, early reading and numeracy skill acquisition. Students were supported with their learning both in small groups and within the classroom. Students receiving this intervention showed maintenance at 'Developing' and 'Consolidating' against the EALD learning progressions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to implement targeted English language proficiency support, using data sources to identify specific student needs.</p>
<p>Low level adjustment for disability</p> <p>\$176,566.57</p>	<p>Low level adjustment for disability equity loading provides support for students at Cowra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$176,566.57</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of four School Learning and Support Officers to work across each Stage within the school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Four Learning and Support Teachers (LaST) were employed to work within each Stage across the school to provide targeted support for students with additional learning needs within the whole school setting. Unfortunately due to staffing challenges, this was reduced to three LaST's from Term 2 onwards. In addition, four School Learning Support Officers (SLSO's) were employed to support identified students for targeted intervention in the areas of literacy and numeracy within each Stage. These interventions included speech and language, along with literacy and numeracy support. The school engaged speech pathology students from the Australian Catholic University to deliver speech sessions to students via Zoom, with SLSO's supporting these students whilst they were undertaking sessions online. Students receiving these interventions showed improvements in their literacy and numeracy development and those accessing speech sessions also showed improvements based on pre and post intervention assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support students requiring a low level of adjustment for disability with additional Learning and Support teacher and SLSO support in 2023.</p>
<p>Location</p> <p>\$9,193.80</p>	<p>The location funding allocation is provided to Cowra Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Excursions for students were subsidised using location funding and this was spread across the various stages in the school. Funds were used to subsidise entry fees and bus costs for Stage 1 students to attend a local excursion to the Cowra Japanese Gardens, bus costs for Stage 2 students to attend an overnight excursion to Dubbo, and bus costs for Stage 3 students to attend an excursion to Canberra. The school also subsidised costs for Stage 2 and Stage 3 students to attend the week-long Schools Spectacular event in Sydney. These excursions supported and enhanced student learning in the classrooms and were linked to History and Geography learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use location funding to support students to attend local and overnight excursions, through subsidising transport costs and entry fees, to further enhance the learning experiences for all.</p>
<p>QTSS release</p> <p>\$73,549.44</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cowra Public School.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>QTSS release</p> <p>\$73,549.44</p>	<p><b>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 initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assistant Principals in Stage 1 and Stage 2 worked in all classes in Stage 1 and Stage 2 supporting teachers to provide in-class targeted intervention for small groups of students in the areas of comprehension (reading), vocabulary (reading) and numeracy. The students targeted were identified as "movable" students with small gaps in their learning and understanding and short 5 week learning sprints were planned and implemented to shift students quickly along the NSW Literacy and Numeracy Learning Progressions. Due to changes in staffing in Semester 2, this intervention program was put on hold as both Assistant Principals were required to return to on-class teaching roles in Stage 1 and Stage 3.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Research has shown the most significant influence on student achievement to be the quality of the teacher, and high quality instructional leaders in the form of Assistant Principals who can confidently and skillfully lead teaching and learning across each Stage in the school, will be continued in 2023. This will ensure a system of distributed educational leadership across the school as well as ongoing support for individual teachers, facilitating teaching and learning activities that are rigorous, evidence-based and responsive to student learning needs.</p>
<p>COVID ILSP</p> <p>\$183,686.00</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 to deliver small group tuition to provide targeted, explicit instruction for student groups in literacy and numeracy in Stage 1, Stage 2 and Stage 3</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Despite interruptions due to staffing, the majority of the students in the CILSP program achieved progress towards their identified learning goals as demonstrated through individual student growth in the areas of UnT 6-9 (reading) and QuN8-11, InF3-6, UGP3, OwD1-4 (numeracy) recorded using PLAN 2, SENA and teacher observations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staffing difficulties are expected to continue in 2023, so the school has adjusted the focus for COVID ILSP funds in 2023 to centre around speech support. The school will engage a speech pathologist two days per week throughout Semester 1, to conduct screening assessments on all Kindergarten students to ascertain areas of need in receptive and expressive language. Speech pathologists will design targeted intervention programs and upskill School Learning Support Officers to deliver these programs to students each week. In addition, speech para-professionals will support a small group of students in Years 1-4 who are unable to access speech support and provide them with intensive group therapy sessions. Providing additional in-class support for some students to continue to meet their personal learning goals will also be supported through the school Learning and Support Team.</p>

<p>Per capita</p> <p>\$97,438.33</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Cowra Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• purchase of technology including iPads and a new screen and projector in the school hall</li> <li>• purchase of mathematics resources, decodable reading texts for Early Stage 1 and Stage 1 students, and class sets of novels for Stage 2 and Stage 3 students to support learning in reading and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional technology in the form of iPads and laptops were purchased so that all learning spaces have fully functioning technology, along with an upgraded projector and screen in the School Hall. Resources including maths equipment, decodable readers for Kindergarten and Stage One classes and class sets of novels for Stage 2 and 3 were also purchased to ensure all students have quality texts to support their reading development.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued allocation of these funds to support improved outcomes and achievements of students at Cowra Public School in 2023.</p>
<p>Aboriginal background</p> <p>\$135,767.03</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cowra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• establishment of school resource (yarning circle and indigenous garden) to embed indigenous perspectives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school's Aboriginal Education Officer employed as part of staffing entitlement, supported individuals and small groups of Aboriginal students identified as requiring support in literacy, numeracy and socio-emotional support. As part of this support, a Stage 3 Girls Group was established to support wellbeing and engagement in school. A yarning circle and indigenous garden was established in consultation with Wiradjuri Elder, Auntie Esther Cutmore, and the local AECG, with completion due early 2023. In Semester 2, the school employed School Learning Support Officer to work with targeted students in supporting them in-class in the areas of literacy and numeracy, providing individualised support, measured against the NSW Literacy and Numeracy progressions. Staff were released to support community consultation and engagement in the development of the Rural South and West Cultural Safety document, as part of a team comprised of three Directors, Educational Leadership, staff, and community</p>



Aboriginal background

\$135,767.03

representatives across three networks. This remains in draft form, with implementation scheduled for 2023 following further consultation. Work on the school's Reconciliation Action Plan was delayed due to key staff being on leave and this will resume in 2023.

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

The Wiradjuri Language and Cultural program will continue in 2023, with an increase in face-to-face lesson times from fortnightly to weekly, due to availability of the Wiradjuri language teacher two days per week. Reading will be the focus area for our Aboriginal students in 2023, with SLSO support directed to target individual students areas of need. In Term 1 this support will centre around NAPLAN readiness for Year 3 Aboriginal students. The consultation process regarding the design proposal for a school-based Aboriginal Cultural Hub and Reconciliation Action Plan will continue throughout 2023.



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	201	188	183	196
Girls	188	200	188	198

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.4	91.5	90.2	86.2
1	91.9	94.0	86.6	86.1
2	90.7	94.0	89.9	83.2
3	92.5	92.5	89.3	86.4
4	92.2	93.0	88.6	87.5
5	91.5	91.3	85.4	80.5
6	92.6	91.6	85.9	81.9
All Years	92.2	92.7	88.1	84.6
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
Assistant Principal(s)	6.2
Classroom Teacher(s)	20.18
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	8.05

\*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>	410,177
<b>Revenue</b>	5,944,338
Appropriation	5,863,517
Sale of Goods and Services	5,915
Grants and contributions	73,240
Investment income	1,091
Other revenue	575
<b>Expenses</b>	-6,029,227
Employee related	-5,674,361
Operating expenses	-354,867
<b>Surplus / deficit for the year</b>	-84,890
<b>Closing Balance</b>	325,287

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.

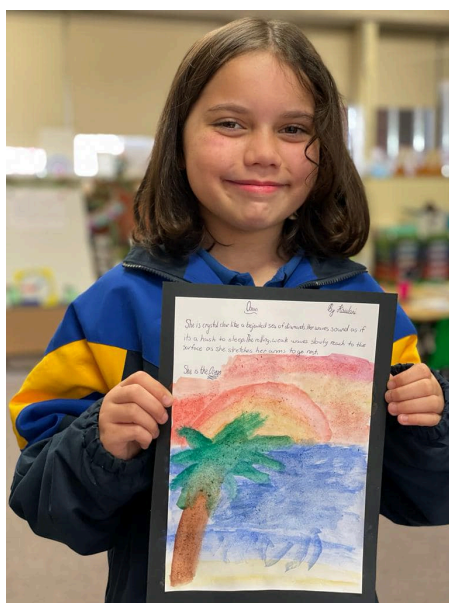


## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	87,047
<b>Equity Total</b>	713,271
Equity - Aboriginal	135,767
Equity - Socio-economic	397,183
Equity - Language	3,754
Equity - Disability	176,567
<b>Base Total</b>	3,761,433
Base - Per Capita	97,438
Base - Location	9,194
Base - Other	3,654,801
<b>Other Total</b>	1,138,052
<b>Grand Total</b>	5,699,803

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



## School performance - NAPLAN

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

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



## Parent/caregiver, student, teacher satisfaction

The 'Partners in Learning' Parent Survey is based on a questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based on Joyce Epstein's framework for fostering positive relations between the school and the community. The survey provides feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The results from the Parent Survey are based on data from 30 respondents who completed the survey between 31st October and 1st November 2022. This represents approximately of families in the school.

In the area of 'Two-way Communication with the School', parents indicated that they felt that written information from the school is in clear, plain language, their child's progress reports are written in terms that parents understand and the school's administrative staff are helpful when they have a question or problem. The school was rated the lowest in the area of parents being informed about their child's social and emotional development. In regards to 'Parents' Participation in School', 54% of respondents had spoken to their child's teacher about their learning or behaviour, more than twice during the year, with 90% having attended a parent meeting or school function during the year. In the area of 'Parents Supporting Learning at home' respondents allocated the lowest scores to taking an interest in their child's school assignments and talking about how important schoolwork is, and the highest to praising their children when they perform well in school. The 'Schools Supports Positive Behaviour', with the school having clear rules and expectations for behaviour scoring 8.5. Parents surveyed indicated that telephone, formal interviews and email were the most useful methods of communication when discussing their child with the school and when finding out news about the school, the school newsletter, text messages, social media and email were more useful than the school website and P&C.

The 'Tell Them From Me Student Survey II' was administered to 132 students in Years 4, 5 and 6 who completed the survey between 25th October and 2nd November 2022. The survey results are based on the most recent research on school and classroom effectiveness.

Areas of strength identified by the students surveyed included social-emotional outcomes, where students were involved in sports, engaged in positive behaviour at school, had positive relationships with their peers and valuing the importance of school on their everyday life and future. 82% of students surveyed knew where to seek help if they, or someone they knew, was being bullied. Areas for development include ensuring all students feel a sense of belonging and communicating clear expectations around the completion of homework tasks.

The 'Tell Them From Me Teacher Survey' results are based on data from 32 respondents in this school who completed the survey between 25th October and 2nd November 2022. The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program.

Areas of strength identified by the teachers surveyed, where the school was rated higher than, or equal to state norms include leadership and collaboration. Areas for development include assisting teachers to engage with student data to inform practice, supporting students to effectively use technology in their learning and involving parents in their child's learning. Across the four dimensions of Classroom and School Practices, teachers surveyed indicated that establishing challenging and visible learning goals, and the provision of quality feedback to support learning as the areas to continue to build their skills in, with planning for learning opportunities highlighted as an area they felt confident and more skilled in.

# 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.