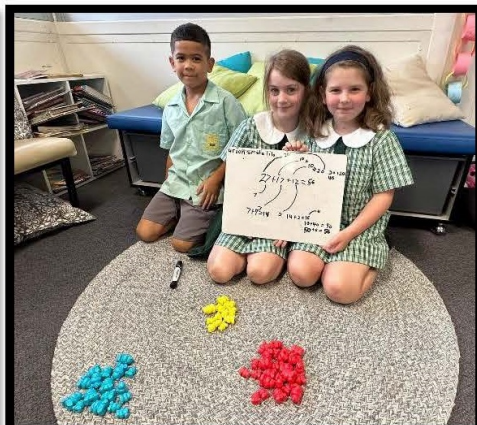


# 2023 Annual Report

## Cobbitty Public School



1580

# Introduction

The Annual Report for 2023 is provided to the community of Cobbitty Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

---

Cobbitty Public School  
306 Cobbitty Road  
COBBITTY, 2570  
<https://cobbitty-p.schools.nsw.gov.au>  
[cobbitty-p.school@det.nsw.edu.au](mailto:cobbitty-p.school@det.nsw.edu.au)  
4651 2262

## School vision

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

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

## School context

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

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

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

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

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

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

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

---

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

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

### Initiatives

---

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

- Numeracy
- Reading

### Resources allocated to this strategic direction

---

#### Low level adjustment for disability AP Curriculum & Instruction

### Summary of progress

---

#### Numeracy and Reading

During 2023, we have had a strong focus on maximising student learning outcomes in numeracy.

A variety of strategies have been implemented to support student growth and achievement of targets. These strategies have included:

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

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

- Increased capacity to analyse student assessment data and use information to drive the development and delivery of differentiated literacy and numeracy programs.
- Increased differentiation of learning content to match core competencies for individual students.
- Increased repertoire of instructional strategies through shared leadership and sharing of expertise across the school.

2023 NAPLAN data showed:

- 35% of Year 3 students achieved in the proficiency band of Excelling and 58% of students achieving in Strong for Reading.
- 20% of Year 3 students achieved in the proficiency band of Excelling and 63% of students achieved in Strong for Numeracy.
- 18% of Year 5 students achieved in the proficiency band of Excelling and 67% of students achieved in Strong for Reading.
- 73% of Year 5 students achieved in the proficiency band of Strong for Numeracy.

2023 Semester 2 Check-in Assessment Data showed:

- Year 3 achieved above Statistically Similar School Groups (SSSG) and state in both reading and numeracy.
- Year 4 achieved slightly below SSSG and state in both reading and numeracy.
- Year 5 achieved above SSSG and state in reading and writing.

- Year 6 achieved above SSSG and state for numeracy, above state for reading but slightly below SSSG for reading.

#### 2024 Focus:

- Ensuring targeted opportunities are provided to identify students and cater for students of high potential across the domains of intellectual, creative, physical and social/emotional within and beyond the classroom and the effective collection of data to demonstrate impact.

#### 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
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	An uplift in the mean scaled score in numeracy Check-in Assessment data was achieved with an increase of 2.3% for Year 3 and 6.6% for Year 5.
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	An uplift in the mean scaled score for reading for Year 3 or Year 5 was not seen in 2023.
Continue an upward trend in the percentage of students working within and beyond expected grade levels as determined by the Phonics Screening Check	An upward trend in the percentage of students working within and beyond expected grade levels as determined by the Year One Phonics Screener was achieved with an increase of 8% from 2022 to 2023.

## Strategic Direction 2: Excellence in teaching

### Purpose

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

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

### Initiatives

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

- Instructional Growth
- Collaborative Practice

### Resources allocated to this strategic direction

#### AP Curriculum & Instruction

#### Professional learning

#### Per capita

#### QTSS release

### Summary of progress

#### Instructional growth

During 2023, we have established a culture of high expectations where all teaching staff demonstrate a commitment to ongoing improvement through instructional coaching. Effective processes are in place to ensure each teacher has the opportunity to reflect on their pedagogy and learn from each other, building their capacity and maximising student learning outcomes. There was a strong focus on curriculum reform where K-2 staff participated in the *Enact* phase and 3-6 staff in the *Engage* phase of curriculum implementation. High impact professional learning was identified and planned to drive the focus of instructional coaching during collaboration sessions and targeted in-class support. The Assistant Principal, Curriculum & Instruction (APC&I) delivered the professional learning *Big Ideas to Start Strong-Becoming Mathematicians* to all staff to deepen knowledge and understanding around how to connect concepts in mathematics and support the new K-2 Mathematics Syllabus. All teaching staff were supported by the APC&I through in-class support to effectively implement practices acquired from the professional learning in the context of their own classroom, however inconsistencies in staffing affected planned instructional growth activities. Reflection on pedagogy was embedded within instructional coaching practices to build teacher capacity by identifying strengths and areas for development. Instructional coaching was differentiated according to individual teacher need, including early career teachers. Additionally, time was allocated to provide mentoring at point of need for all staff. Teacher evaluation surveys indicate 96% of staff identify that the professional learning significantly impacted on their capacity to effectively teach the connection of concepts in mathematics. Teacher observation data indicates an increase in student engagement in mathematics since the implementation of the DoE mathematics units. The planned activities on the connection between reading and writing will become a focus for future professional learning with an emphasis on vocabulary.

#### Collaborative Practice

During 2023, there was a clear and strategic focus on evidence-based practices including providing effective collaborative opportunities for staff to share and work towards successful and innovative and current pedagogies. Collaboration is used to support teachers to successfully plan and deliver differentiated teaching and learning programs. Teachers work closely with the APC&I in stage teams to collaboratively evaluate their effectiveness and enhance their practice through quality, targeted professional learning and implement consistent practices based upon high expectations. Termly overviews for collaboration and agendas were created for each collaboration session outlining the specific focus to ensure they were purposeful, linked to the School's Improvement Plan (SIP) and teachers were prepared. During collaboration, time is dedicated to the analysis of student learning and achievement through the collection of internal and external data. This analysis builds teacher capacity in the identification of student strengths and areas for development. Student data is entered and tracked in PLAN2 with staff regularly analysing and unpacking student learning against the National Literacy and Numeracy Learning Progressions. The APC&I provides staff with opportunities to engage with current, evidence-informed research to enhance their knowledge and own teaching practice in literacy and numeracy during collaboration. Staff surveys were utilised, to gain constructive feedback around the effectiveness of collaboration and inform future directions as a school. As a result of collaboration, a culture of collective

responsibility has been established with a shared commitment to ongoing improvement in teaching practice and student learning outcomes. 82% of teachers strongly agree that the school timetable facilitates collaboration between teachers so they have quality time to collectively engage in collaborative lesson planning, assessment moderating and programming with 100% of teachers also agreeing that they are provided with enough time to think carefully about their professional learning and reflect on ways to try out and evaluate new ideas through collaboration. When teachers at Cobbitty PS were asked how confident they were in collaborating to review curriculum and revise teaching practices, 24% of teachers stated they have the confidence to lead others with 59% of teachers stating they could embed this into their own practice. All teachers have a strong understanding of how to analyse and interpret data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

## 2024 Focus

- Establish a connection between reading and writing with a particular focus on vocabulary to support student growth in vocabulary as readers and a writers.
- Embed summative assessment opportunities that align with the new curriculum reform to support teachers to effectively use assessment data to monitor, plan and report on student learning.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
All teachers report an increase in understanding of and capacity to use the Learning Progressions as a tool to enhance learning.	Teacher survey indicates all teachers have an increased in understanding of and capacity to utilise the Learning Progressions and PLAN2 as a tool to enhance student learning.
All teaching staff are engaged in professional learning through embedded structured collaboration, to share teaching expertise and knowledge, enabling peer review and feedback.	In 2023, all teaching staff engaged in professional learning through embedded structured collaboration, to share teaching expertise and knowledge, enabling peer review and feedback.
Achieve excelling in the theme of 'Explicit Teaching' in the Teaching Domain' as measured in the Schools Excellence framework.	Cobbitty Public School was externally validated as <i>excelling</i> in the theme of Explicit Teaching in 2023.
Leadership teams review school progress against priorities described in the school's Strategic Improvement Plan using relevant data, and its analysis determines the ongoing professional learning needs of teaching staff.	In 2023, the leadership team effectively reviewed school progress against priorities described in the school's Strategic Improvement Plan using relevant data, and its analysis to determine the ongoing professional learning needs of teaching staff.
All teachers undertake targeted and relevant evidence-informed professional learning, driven by teacher and student needs.	Throughout 2023, all teachers participated in targeted and relevant evidence-informed professional learning, driven by teacher and student needs.

### Purpose

---

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

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

### Initiatives

---

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

- Attendance
- Social / Emotional Wellbeing

### Resources allocated to this strategic direction

---

QTSS release

Socio-economic background

Low level adjustment for disability

Per capita

### Summary of progress

---

#### Attendance

During 2023, we have maintained a strong commitment to promoting and sustaining student attendance that is aligned to system- and school-based processes which complement the Premier's Attendance Target of increasing the number of students with an attendance rate at or above 90%, supporting academic growth and student wellbeing. Attendance data is regularly analysed and informs modifications to attendance procedures and intervention at a whole school and individual level. Attendance data is consistently monitored and analysed by the Leadership team which supports a whole school strategy for positive attendance. Attendance is discussed during staff meetings, identifying specific students of concern. From these meetings, families are supported through a range of actions, including the communication of attendance information and Student Attendance Reports distributed with academic reports each semester. In addition, attendance notifications are sent to parents and carers for students not at school and Student Attendance Support Plans are co-constructed with families and classroom teachers at points of need and regularly evaluated. As a result, there has been an increase in the attendance rate of students from 87.1% in 2022 to 91.4% in 2023. The attendance rate for Semester Two of students attending 90% of the time or more has increased by 5.4% from 2022 to 2023.

#### Social/Emotional Wellbeing

During 2023, we have continued to support students to develop self-awareness, self-control, and interpersonal skills that are important for school, work and life outcomes. Social and emotional competence helps students cope with everyday challenges and improves learning and wellbeing. After identifying students' social and emotional needs, several programs have been implemented to support student wellbeing. The Zones of Regulation program provides staff and students with a scaffolded way to think and talk about their feelings in order to meet goals, such as identifying and managing emotions and implementing self-regulation strategies. This is implemented across the whole school to ensure a consistent approach to wellbeing conversations and is linked to reflection procedures. The Open Parachute program is used across 3-6 as a supportive approach to mental health. It demonstrates examples of Australian youth sharing their experiences with mental health to assist our students to identify and manage their wellbeing. This initiative increases positive interactions with parents through providing resources and support that families can access at home. As a result of the successful implementation of this program at Cobbitty Public School, staff were invited to share our experiences across school networks. The Social Skills program provides opportunities for students to practise the skills learned within Zones of Regulation in a safe and supported environment. As a result, the programs implemented to support student wellbeing have reduced the number of minor behaviour incidents across the school as reflected in Sentral data. As referenced in Tell Them From Me data, 95% of students indicated that they do not get in trouble at school for disruptive or inappropriate behaviour, 12% above the NSW Govt Norm.

#### 2024 Focus:

- Strengthen individual connections between students and staff by providing regular opportunities for all students to engage with a trusted staff member to support students' sense of belonging at school.

- Embed a school-wide, data-informed approach to drive practices that support student wellbeing.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>Attendance</b>  Increase the percentage of students with a 90% attendance by 3.98%	In 2023, the percentage of students with an attendance rate at or above 90% was increased by 5.4%, exceeding the target growth of 3.98%.
<b>Social / Emotional Well-being</b>  TTFM student data (Social and Emotional Outcomes - Positive sense of belonging) indicates an upward trend.	Cobbitty Public School has achieved an upward trend in TTFM student data with an increase of 5% of students feeling a positive sense of belonging while at school.
TTFM student data Drivers of Student Outcomes - Advocacy at School indicates an upward trend.	In the 2023 TTFM student data Drivers of Student Outcomes - Advocacy at School, was consistent with 2022 indicating that an upward trend was not seen.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$21,202.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Cobbitty Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Intensive support has been provided for students to develop their English language skills enabling them to access the curriculum and successfully participate in learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued support in English language development to be provided through EALD program.</p>
<p>Integration funding support</p> <p>\$139,620.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cobbitty Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 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>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- All eligible students demonstrating progress towards their personalised learning goals.</li> <li>- Students were provided with one-to-one intervention from School Learning Support Officers (SLSO's) in the classroom and playground, based on their level of need.</li> <li>- All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</li> <li>- Release time for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Personalised Learning and Support Plans (PLSP) with the Assistant Principal Learning and Support.</li> <li>- Consultation time with parents and the Learning and Support Team (LST) was scheduled to develop Personalised Learning and Support Plans (PLSPs).</li> <li>- An improvement in the wellbeing and confidence levels of targeted students as evidenced by teacher observations, notes, and parent feedback.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Integration Funding will continue in 2024 for funded students. Additional Access requests will be completed as needed.</p>
<p>Aboriginal background</p> <p>\$14,623.06</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cobbitty Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$14,623.06</p>	<p>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>• 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>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Tell Them from Me data indicated 63% of Aboriginal students feel like their culture is valued at school.</p> <ul style="list-style-type: none"> <li>- The creation of a school culture that values the identity, culture, heritage and languages of our Aboriginal histories and culture.</li> <li>- Increased understanding of Aboriginal history and culture across the school.</li> </ul> <p>Staff understanding of Aboriginal policy, responsibilities and cultural immersion have improved through implementation of department, mandatory and school developed professional learning.</p> <ul style="list-style-type: none"> <li>- The funding has allowed for cultural education for both students and teachers to be delivered.</li> <li>- Funding supported the Personalised Learning Pathways process, ensuring every Aboriginal child achieves success and finds school an engaging and culturally safe place.</li> <li>- Community consultation and engagement to support the development of cultural competency.</li> <li>- All students benefited from cultural learning.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- To develop stronger connections with the local Aboriginal Education Consultative Group.</li> <li>- To gather targeted student learning data to ensure that literacy and numeracy goals can be met by identified students through differentiation and personalised support in the classroom.</li> </ul>
<p>English language proficiency</p> <p>\$9,230.26</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cobbitty Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 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>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Increased teacher capacity to cater for EAL/D students in mainstream classrooms.</li> <li>- Professional learning, with teachers guided to use student English language proficiency data, using the EAL/D learning progressions.</li> <li>- Modification of the academic school report to demonstrate growth and achievement of EAL/D students along the learning progressions.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>In 2024, strategies will continue to be implemented to provide personalised learning and support programs for EALD students to improve the learning outcomes for EALD students in Literacy and Numeracy.</p>

<p>Low level adjustment for disability</p> <p>\$126,014.55</p>	<p>Low level adjustment for disability equity loading provides support for students at Cobbitty Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Reading</li> <li>• Social / Emotional Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- The school achieved a consistent approach to student learning support and interventions.</li> <li>- Targeted students not meeting expected growth worked in small groups to with highly differentiated programs to address specific learning needs in reading and numeracy.</li> <li>- Structured intervention programs were implemented during break times to support the social and emotional regulation of targeted students to assist them in learning when returning to the classroom.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, additional Learning and Support time will be allocated to provide additional intensive support to students requiring learning adjustments in Literacy and Numeracy.</p>
<p>Professional learning</p> <p>\$22,651.18</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 Cobbitty Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Growth</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaging a specialist teacher to unpack evidence-based approaches to teaching reading and make connections between reading and writing as a foundation to an effective literacy program.</li> <li>• Teacher relief for staff engaging in professional learning.</li> <li>• Structured stage based collaboration sessions provided to engage with and increase understandings of the new English syllabus.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Increased capacity of all teachers to embed effective practices in the explicit teaching of reading and numeracy, resulting in improved internal student results.</li> <li>- Increased capacity of all teachers to embed effective practices in the explicit teaching of the connections of mathematical ideas across the school.</li> <li>- Increased capacity of all teachers to differentiate the curriculum to cater for students above and below the expectation in literacy and numeracy.</li> <li>- Assistant Principals Curriculum and Instruction (APC&amp;Is) have supported both classroom teachers and Assistant Principals to develop their skills and understanding in data analysis and classroom practice.</li> <li>- K-2 staff have a solid understanding of the new syllabuses and associated teaching practices.</li> <li>- Increased opportunities for staff to engage in professional</li> </ul>

<p>Professional learning</p> <p>\$22,651.18</p>	<p>discussions, observations and professional dialogue.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Additional professional learning to support staff with the implementation and teaching of new syllabuses.</li> <li>- Personalised and targeted professional learning in the form of mentoring and co-teaching.</li> <li>- Continued support, particularly for early career teachers and teachers new to a stage, in differentiating units of work to suit the needs of students.</li> </ul>
<p>QTSS release</p> <p>\$63,090.14</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cobbitty Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Growth</li> <li>• Social / Emotional Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Teachers have engaged in peer observations and sharing of expertise aligned to the curriculum reform.</li> <li>- Mentoring and coaching support provided for early career teachers to ensure ongoing development and improvement of quality teaching practices.</li> <li>- Staff have displayed increased teaching expertise and confidence in using data to support student learning and the development of teaching programs.</li> <li>- Teachers continue to embed evidence-based, high impact teaching strategies within their classroom practice.</li> <li>- Teachers have been supported to work collaboratively to analyse internal and external data sources to track student achievement and inform planning, ensuring quality education opportunities are provided for all students.</li> <li>- Regular coaching and mentoring provided to collect and analyse student data to adjust instruction.</li> <li>- Teachers have reported increased confidence in being able to use data to plan teaching and learning programs and assist with the targets outlined in the K-6 action plan.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Support for classroom teachers to deliver quality explicit teaching strategies across the curriculum.</li> <li>- Additional time for assistant principals to work alongside the APC&amp;I to support classroom teachers to develop engaging differentiated teaching and learning programs guided by current syllabuses and student data.</li> </ul>
<p>COVID ILSP</p> <p>\$48,663.84</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 2023.</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>

<p>COVID ILSP</p> <p>\$48,663.84</p>	<ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Intensive small group and individual tuition has been provided for students who were identified as not achieving expected growth or not achieving grade expectations in literacy.</li> <li>- Intensive small group instruction has been provided for students who were identified as not achieving expected growth or not achieving grade expectations in Mathematics.</li> <li>- 2023 NAPLAN Reading data shows that overall 89% of students achieved in the proficiency standards of excelling and strong.</li> <li>- 2023 NAPLAN Numeracy data shows that overall 79% of students achieved in the proficiency standards of excelling and strong.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, intensive small group tuition will continue to be provided for identified students who have not demonstrated expected growth or performance in literacy and numeracy. Students will be identified through internal performance measures, Check-in Assessments and the Phonics Screener.</p>
<p>Socio-economic background</p> <p>\$51,217.64</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cobbitty Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Social / Emotional Wellbeing</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 Social and Emotional Learning program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Additional staffing to implement group interventions.</li> <li>- Additional release time for professional learning to support identified students with learning and support needs.</li> <li>- Supplementation of extra-curricular activities and resourcing to increase equitability of resources and services.</li> <li>- Additional staffing to implement co-teaching programs to provide intensive support for all students.</li> <li>- Providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>- Social and Emotional Learning program has been implemented consistently to support student social and emotional well-being and engagement.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Social skills programs have played a significant role in offering students an alternative activity during play periods, supported social and emotional well-being and reducing the number of problematic behaviours in the playground. These programs will be maintained and potentially expanded to accommodate the needs of students in 2024.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	149	149	148	161
Girls	167	176	163	174

### Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.1	94.0	88.8	90.6
1	93.3	94.1	86.9	91.1
2	93.8	94.0	89.1	92.1
3	94.3	93.1	86.9	93.1
4	93.2	93.0	86.8	91.9
5	94.6	92.8	87.2	90.8
6	92.5	93.4	87.6	91.7
All Years	93.7	93.5	87.5	91.6
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

### Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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)	3.8
Classroom Teacher(s)	11.58
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Administration and Support Staff	3.02

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 <b>Actual</b> (\$)
<b>Opening Balance</b>	395,062.47
<b>Revenue</b>	3,630,274.12
Appropriation	3,413,202.00
Sale of Goods and Services	5,258.84
Grants and contributions	195,922.10
Investment income	15,291.18
Other revenue	600.00
<b>Expenses</b>	-3,517,868.83
Employee related	-3,139,364.13
Operating expenses	-378,504.70
<b>Surplus / deficit for the year</b>	112,405.29
<b>Closing Balance</b>	507,467.76

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	114,022
<b>Equity Total</b>	201,086
Equity - Aboriginal	14,623
Equity - Socio-economic	51,218
Equity - Language	9,230
Equity - Disability	126,015
<b>Base Total</b>	2,567,373
Base - Per Capita	80,941
Base - Location	0
Base - Other	2,486,432
<b>Other Total</b>	271,079
<b>Grand Total</b>	3,153,559

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

## Parent/caregiver, student, teacher satisfaction

In 2023, the school sought the opinions of parents, students and staff members about the school.

Their responses are presented below.

- The school provides supports for behaviour.
- The school is well maintained and the physical environment is welcoming.
- Home school communication is clear.
- Teachers show interest in children's learning and have high expectations for success.

The areas for improvement included providing increased information to parents / carers about social and emotional development and a review of home school communication platforms to increase usefulness to parents/carers.

# 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.