

2023 Annual Report

Cooma Public School



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Introduction

The Annual Report for 2023 is provided to the community of Cooma 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.

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School vision

Cooma Public School, as a part of the community, strives for excellence in all aspects of teaching, learning and leading. Through quality teaching, rich learning experiences and respectful collaborative practice, we aim to inspire students to be resilient, self-motivated and creative learners in our evolving world. Cooma Public School supports wellbeing and positive relationships to ensure all members of our community connect, succeed and thrive.

School context

Cooma Public School is proudly located in Ngarigo Country. We acknowledge the traditional custodians of the country on which we are privileged to learn, play and work upon for our 210 students and 35 staff.

At CPS we are committed to preparing our students for life beyond school by providing challenging and enriching learning opportunities and supporting all students to achieve their best. We celebrate diversity and inclusivity, with 6% of students identifying as Aboriginal and 12% of our students have a language background other than English as well as those identifying as having a disability.

The staff work consistently to develop a deep understanding of the students and to instill a sense of pride in their efforts and achievements. We provide a safe, friendly environment that promotes creativity, collaboration and strong communication. Innovative and flexible teaching and learning programs allow us to meet the needs of all students. Our student wellbeing approach is based upon the Wellbeing Framework for schools, with a vision of seeing every student connect, succeed and thrive.

Through our situational analysis and recent participation in external validation we identified a need to focus further on collaborative practices as well as the need to continue to value and develop strong relationships with the entire school community to support student learning and wellbeing. With the introduction of new English and Mathematics Syllabi a targeted focus on curriculum provision will be needed to ensure we support high expectations for student learning, which will be further enhanced by learning alliances with other schools. The diversity of our student population continues to grow and change as all students are welcomed and supported to access learning at CPS, with a marked increase in student enrolments from EALD backgrounds.

Continual monitoring of student learning and evaluative practice will determine areas of need and success at a class and school level with partnerships both within and external to the school being essential in driving student success.

Community consultation and feedback was sought to guide and inform school planning.

At CPS we have a commitment to ensuring every student is known, valued and cared for and as such our decisions, actions and new school plan is reflective of improving student learning for all students through three strategic directions:

1. Student Growth and Attainment
2. Community as Partners
3. Connect, Succeed and Thrive.

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure our students grow in their learning through explicit, consistent and evidence-based teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality targeted evaluation processes.

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.

- Collaboration for growth
- Quality Teaching For Improvement

Resources allocated to this strategic direction

Professional learning
QTSS release
AP Curriculum & Instruction
Aboriginal background
Per capita
Beginning teacher support
Refugee Student Support
New Arrivals Program
English language proficiency
Socio-economic background

Summary of progress

The focus for 2023 was on the use of quality teaching and collaboration to support student growth in Literacy and Numeracy. Focusing on High Impact Professional Learning, stage teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Quality Teaching for improvement.

Professional dialogue on quality teaching strategies, drawn from evidence, was a whole school focus in 2023. Professional learning was directed utilising the What Works Best Reading Guides to support conversations about reading and numeracy improvement to lead, review and refine practices following on from the introduction of Mastery in 2022. By further embedding evidence-based reading instruction in all key learning areas we ensured that students developed the foundational skills in reading that are essential to support success in accessing all areas of the curriculum. Subsequent professional development then linked to the Improving Reading Comprehension Guide. This supported conversations about evidence-based reading instruction in the later years of Primary School. Teacher confidence increased in adapting teaching and learning practices to support individual student need, with teachers using student data to plan and embed quality practices into their everyday teaching. This resulted in teaching and learning programs that supported student growth across all stages as reflected through Check-in growth and internal assessment data.

Collaboration for Growth

Collaboration was focused on building staff knowledge and understanding of the new English and Maths curriculum. Staff participated in pre and post surveys when completing professional learning, as lead by the Curriculum Advisor. Whilst this information was collated at a state level and not accessible directly to the school, anecdotal feedback from the staff confirmed an increase in knowledge, understanding and confidence to support the future implementation of quality teaching and learning within curriculum reform. Differentiated support across all stages through collaborative programming, provided support to staff at their point of need. Stage Leaders and the APCI tailored professional learning to stage identified learning needs to maximise efficacy of support offered. In this process student learning outcomes were tracked through the collection and analysis of assessment data to ensure the continuous improvement and support for all students and staff.

Next year in this Strategic Direction Cooma Public School will work with staff to establish a process to provide staff with feedback on the implementation of teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice 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
Increase the mean scaled score of Year 3 and 5 Students from 2022 to 2023 in Reading Check-in assessment.	The Check-in Assessment mean scale score indicates the proportion of Year 3 and 5 students achieving growth Reading has increased by 2.74 % from 2022 to 2023 indicating the school has achieved the system negotiated target.
Increase the mean scaled score of Year 3 and 5 Students from 2022 to 2023 in Numeracy Check-in assessment.	The Check-in Assessment mean scale score indicates the proportion of Year 3 and 5 students achieving growth in Numeracy increased by 9.41% from 2022 to 2023 indicating the school has achieved the system negotiated target.

Strategic Direction 2: Community as partners

Purpose

To create and maintain authentic respectful relationships that expand ways for students to be successful learners at school, home and in the world around them. We will create a richer, more diverse and inclusive school community through valuing and creating positive ties within the Department of Education, Local education teams, Leaders, Educators, Parents/Carers, students and community organisations.

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.

- School partnerships
- Inclusive Practice

Resources allocated to this strategic direction

Integration funding support
Low level adjustment for disability

Summary of progress

School partnerships

The focus for 2023 was on developing greater connections with the school community. This involved creating opportunities for parents/carers to informally and formally connect with teaching staff to build relational trust, partnerships and supporting student learning. Data from RSVP to informal events showed 46.6% of the parent community in attendance, where attendance at formalised parent teaching interviews being a higher rate than previous year at 73.8% attendance. On reviewing professional reading alongside baseline data, we identified that genuine parent engagement could be developed through creating a meaningful relationship between parents and teachers, by developing shared goals to maximise learning outcomes for students. Through focusing on supporting a joint understanding and opportunity for parents/carers to discuss learning goals and aspirations for and with their child, as well as changing report formats to use language that supported a connection between school and home we saw an increase in parents engaging in MyPlan meetings as well as seeking connection and support from the classroom teacher.

Communication systems with parents were streamlined to one platform for the closed parent audience (Sentral) and to Facebook for school celebrations and promotion. Parent utilisation of Sentral was at 98% in 2023, with Facebook engagements showing continued growth of increased engagement of 32.4% from 2022 baseline data. Parents are still requesting a platform in which they can direct message classroom teachers, however with limited options on the DoE approved provider list, other means will continue to be reviewed as changes in applications continue to be made.

In 2024 the focus will be continuation and extension of using Sentral as a communication platform to parents/carers, by training staff in messaging systems and broadcasts which will support further partnership and engagement in partnering in learning.

Inclusive Practices

The focus for 2023 was on creating a school culture that supports thoughtful and informed curriculum decisions in partnership with parents and other professionals.

This involved providing time to teaching staff to meet with families and student support services to develop MyPlans, to ensure equitable and genuine opportunities to participate in learning were afforded to all identified students. This led to an uplift in student results as learning plans allowed for greater differentiation and targeted teaching through Mastery. Student learning was monitored through the use of internal assessments with progress monitoring markers that further enhanced teaching and learning programs across the broader school community.

In 2024 this model will continue through a focus of smaller class sizes to allow greater relational trust with a base class teacher delivering Tier 2 modifications and support.

Developing best practice in supporting formative assessments for student development within the seven domains of cognitive, receptive, expressive and social needs was supported through identified staff engaging in a statewide project: Passport for Learning. This supported staff to ensure learning is scaffolded for all students, especially those needing support to establish a first language. The training was identified to support students who have moderate to severe

intellectual disabilities, however the strategies and tools to support learning have been identified as best practice for all students. In 2023 these tools were trialled on a small demographic of students - with all students making progress against the Passport for Learning overall stages with all students progressing from Awareness to Categorising (5 points across the scale).

In 2024 the embedding and development of this initiative will continue into a broader selection of students as identified through school-wide assessments.

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 in the percentage of parents/carers actively participating in parent teacher interviews as demonstrated by an upward trend from 2022 baseline data.	Baseline data on parent teacher interview participation could not be accessed due to a change in third party providers. Anecdotal data and feedback from parents and staff indicate an increase in parent attendance at interviews, indicating progress toward the school-based target.
Effective partnerships that support student and school improvement are evidenced as Delivering moving towards Sustaining and Growing against Community Engagement in the School Excellence Framework	Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing against the theme Community Engagement in the School Excellence Framework.

Purpose

To develop a school culture where students, staff and the school community feel respected, valued, encouraged and empowered to succeed.

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.

- Supporting student need
- Whole School Wellbeing

Resources allocated to this strategic direction

Per capita

Location

Summary of progress

Supporting student need

The focus for 2023 was on improving student and staff wellbeing. This involved developing a school wide approach to communication around student attendance, including a phone intervention program and collaboration with the Home School Liaison Officer to support greater consistency in supporting attendance across the school. Wellbeing programs offered by the school, as well as those in partnership with community agencies, were reviewed and tailored in an effort to better meet the needs and context of Cooma Public students. This led to the implementation of the programs Rock and Water, Drumbeat, and Equine Therapy with Monaro Family Support Services, as well as the introduction of new whole class management processes through evidenced based programs; the PAX Good Behaviour game and Grow Your Mind.

Whole staff were supported to connect, succeed and thrive through staff development days focused upon being on Country and strengthening knowledge of Aboriginal history and culture and the significance of the journey of the Bogong Moth between the coast and the mountains, and the path which those before them walked.

Giving the students extra-curricular opportunities created a positive change in playground culture, however having interruption to regular school routines and limited staffing options to continue a sustained focus on initiatives such as PAX compromised the long term impacts.

As a result, there was a decrease in reported, negative incidences from 54 incidences in term 1 2023, to 39 incidences in Term 4 2023. The consistency of implementation was at times impacted by limited staffing and the balance between providing additional opportunities which interrupted regular school routines. Student anecdotal feedback was that they enjoyed the PAX program in the playground and as such this will be an initiative to sustain and improve upon into 2024.

In 2024 the focus will be on supporting attendance, strengthening and sustaining best practice with a specific focus on reducing student anxiety.

Whole school wellbeing

The focus for 2023 was on supporting student voice and participation through improvements to facilities as well as strengthening internal transitions and attendance.

Students were surveyed, through TTFM with data being analysed as well as through input in SRC discussions. The clear theme which emerged was we needed support students connection to place.

Actions were made to support changes identified by student body which was to upgrade play facilities and green space and as such adjustments were made to school finance to support the completion of playground upgrades over the 2023-24 school holidays. Student and community feedback has been that school grounds feel more welcoming and students are now engaging in more active play supporting the Premiers Priority of 'Making Healthy Normal'. Unfortunately, delays in getting works completed meant that students in year 6 who were key in driving student voice didn't experience the outcomes of their leadership due to transitioning to high school.

The results of these actions are yet to come to full fruition as students have only been able to access these areas since the commencement of the 2024 school year and final stages of work are yet to be completed.

In 2024 the focus will be to continue developing practices and processes to support student voice to ensure we are meeting the needs of current students. This will be achieved through an active SRC and student surveys to ensure future school directions place students at the centre of wellbeing decisions.

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>Wellbeing Increase in the percentage of students demonstrating positive wellbeing as measured through the 'Tell Them From Me' survey with an uplift of 1.5% from the school's system negotiated baseline.</p>	<p>Tell them from Me (TTFM) data indicates the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) has decreased by 5.23% from baseline data indicating the school did not achieve the system negotiated target.</p>
<p>Increase in the percentage of students attending school 90% of the time or more reported by an uplift of 2% from the school's system negotiated baseline data.</p>	<p>Attendance data indicates the proportion of students attending school 90% of the time or more has decreased by 19.93% from baseline data indicating the school did not achieve the system negotiated target.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$666.74</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching For Improvement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Language Lift implementation • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: New Arrivals Program and English Language proficiency funding was combined. This resulted in an increase of student results in the Language Lift program where oral language skills improved for identified students. Further increase was impacted due to disruptions in staffing.</p> <p>After evaluation, the next steps to support our students will be: This practice will need to be sustained to continue supporting student needs into 2024. Timetabling within EALD and NAP funding will need to be determined once budget adjustments have been made.</p>
<p>New Arrivals Program</p> <p>\$8,833.00</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 Cooma Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching For Improvement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: This was combined with Refugee Student Support and English Language proficiency. The focus for 2023 was to train specialist staff in high-impact professional learning that is endorsed by speech pathology Australia, to improve how we teach and support the large number of children who start school with oral language difficulties. Whilst implementation of the teaching was impacted due to disruptions in staffing, student data indicates that oral language skills improved for identified students.</p> <p>After evaluation, the next steps to support our students will be: A maintained focus on delivering Language Lift for identified students through assessment and EALD funding.</p>
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Cooma Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Inclusive Practice

<p>Integration funding support</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments <p>The allocation of this funding has resulted in the following impact: Through creating a community of learners IFS funding was used to support School Learning and Support staff to reinforce essential adjustments so that all students access learning opportunities and school experiences on the same basis as their peers. There was a deep and narrow focus on literacy coupled with learning and support structures within the school. All students identified as requiring MyPlans had plans developed in collaboration with parents/carers and support services (as needed). Of these identified students. 72% moved from needing individualised plans for literacy and numeracy (learning and support) back into Tier 1 adjustments of quality classroom differentiation.</p> <p>After evaluation, the next steps to support our students will be: Make necessary changes to timetabling on 2024 cohort to ensure personalised learning and support as identified through review meetings. monitoring of student assessment data to identify any changes in learning outcomes early.</p>
<p>Socio-economic background</p> <p>\$82,284.75</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cooma Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching For Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase parental engagement in developing MyPlans <p>The allocation of this funding has resulted in the following impact: Additional release time was provided for teachers to meet with parents and students who are identified as experiencing learning difficulties to improve their skills and knowledge at their own pace. MyPlans were developed for all identified students to support student's specific learning needs through developing short-term targets and success criteria. 95% of students identified as needing MyPlans had parental participation in developing plans. This resulted in modifications to teaching and learning programs and additional Tiered supports across the entire school community to support student growth.</p> <p>After evaluation, the next steps to support our students will be: Inclusive teaching and learning will be a maintained focus into 2024 with smaller class sizes being a priority for impact on learning.</p>
<p>Aboriginal background</p> <p>\$8,960.03</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cooma Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching for improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support collaboration in Literacy and

<p>Aboriginal background</p> <p>\$8,960.03</p>	<p>Numeracy with students performing below the expected stage level</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: The development of Acknowledgement of Country in local language with Elder Uncle John Dixon was finalised and presented back to the community in December and is now used across the school community as well as permanently displayed on the back of Mirranbeena Hall. 100% of identified students developed PLP's with all goals met in Literacy and Numeracy (exact numbers redacted due to cohort size) being measured through Hattie's effect size of 0.4 representing a years growth for all students.</p> <p>After evaluation, the next steps to support our students will be: Additional Professional Learning for staff is needed around embedding Aboriginal histories and cultures with a specific focus in literacy through the use of symbols so that story telling can be shared and embedded into Literacy sessions whole school.</p>
<p>English language proficiency</p> <p>\$28,365.88</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cooma Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching For Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: This was combined with Refugee Student Support and New Arrivals funding. The focus for 2023 was to train specialist staff in high-impact professional learning that is endorsed by speech pathology Australia, to improve how we teach and support the large number of children who start school with oral language difficulties. Whilst implementation of the teaching was impacted due to disruptions in staffing, student data indicates that oral language skills improved for identified students.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the Language Lift program into 2024 to continue to support student growth.</p>
<p>Low level adjustment for disability</p> <p>\$153,378.78</p>	<p>Low level adjustment for disability equity loading provides support for students at Cooma Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Inclusive Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention Initialit to increase learning outcomes • needs-based learning and support program "Mastery" in which all staff collaborated to build capacity in meeting the literacy needs of identified students through working with smaller classes three mornings a week.

<p>Low level adjustment for disability</p> <p>\$153,378.78</p>	<p>The allocation of this funding has resulted in the following impact: Through analysis of Initalit assessment data, triangulated with DoE assessments and teacher summative and formative assessment, student growth was measured against Hatties effect size as 0.4 or greater than, for 75% of students - which translates to a years growth or more from baseline assessment.</p> <p>After evaluation, the next steps to support our students will be: Mastery will continue as a whole school model of daily practice as opposed to three mornings a week. This will be achieved through tailoring smaller class sizes, to prevent students transitioning to multiple classes/teachers.</p>
<p>Location</p> <p>\$21,596.21</p>	<p>The location funding allocation is provided to Cooma Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting student need and whole school wellbeing <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Creation of leader programs and resourcing to address Social and Emotional Literacy for students that are not readily available in the community. <p>The allocation of this funding has resulted in the following impact: The Sentral data shows a decrease in incidences from Term 1 (54 incidences) to Term 2 (36 incidences). PAX playground leaders were introduced in Term 2. Negative incidences again rose to 53 incidences in Term 3, staff feedback provided indicated that due to many factors, the PAX program was not consistently implemented throughout Term 3 and thus could have had an impact on the increase in incidences. The program was once again running consistently in Term 4 where we can once again see a decrease in the negative incidences logged (39 incidences).</p> <p>After evaluation, the next steps to support our students will be: Having structured and safe activities for socially vulnerable students to participate in during lunch and recess times and providing a peer mentor that student can speak to when there are issues in the playground has a positive impact on student behaviour. This program must be consistently implemented in order to see the benefits, such as a reduction in negative behaviour issues.</p>
<p>Professional learning</p> <p>\$28,508.03</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 Cooma Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching for improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers, ongoing, school-wide improvement in teaching practice and student results. • teacher relief for staff engaging in professional learning • presentations by suitable and qualified facilitators in teaching students from a refugee background. <p>The allocation of this funding has resulted in the following impact: Professional learning opportunities provided advances in equitable outcomes and opportunities in every classroom. Teacher confidence increased in knowing the new (2024) syllabus content and how to teach it,</p>

Professional learning \$28,508.03	as well as implementing evidenced-informed strategies to support equitable access to the curriculum regardless of background. After evaluation, the next steps to support our students will be: Professional learning in differentiation and explicit teaching to ensure teaching and learning is high impact for every student.
QTSS release \$47,820.67	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cooma Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Quality Teaching for improvement Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • Embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers, we will drive ongoing, school-wide improvement in teaching practice and student results • additional staffing to support staff collaboration in the implementation of high-quality curriculum The allocation of this funding has resulted in the following impact: There is evidence of teachers assessing prior knowledge and signposting of new content that clearly explains the learning goals of the current lesson. This has resulted in teachers designing sequenced learning activities that scaffold the learning and have adapted during the lesson in response to students' understanding. Student growth is apparent in both literacy (increase of 2.74%) and numeracy (increase of 9.41%) as reflected in Check-in data. After evaluation, the next steps to support our students will be: Lesson structure is now an embedded practice, explicit teaching where teachers show students what to do and how to do it, and create opportunities in lessons for students to demonstrate understanding and apply the learning is the next identified practice to focus on.
COVID ILSP \$91,449.71	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. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy with a focus on phonological awareness The allocation of this funding has resulted in the following impact: Data from PLAN2 was used to keep track of participating students. Data demonstrated student growth in a deep and narrow focus on phonological awareness. After evaluation, the next steps to support our students will be: Student data analysis will continue into 2024 to continue support for students as needed.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	132	134	125	116
Girls	99	95	90	92

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.3	88.9	84.7	89.0
1	93.0	90.7	87.5	86.0
2	94.0	89.9	88.0	88.5
3	93.6	90.7	87.2	86.6
4	91.5	90.8	88.1	86.9
5	92.8	86.4	88.0	89.7
6	92.0	87.0	84.7	83.7
All Years	93.0	88.9	86.9	87.3
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)	5
Classroom Teacher(s)	10.52
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Administration and Support Staff	5.52
Other Positions	1

*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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	497,848.74
Revenue	4,213,459.75
Appropriation	4,046,855.34
Sale of Goods and Services	3,189.12
Grants and contributions	145,560.74
Investment income	16,217.05
Other revenue	1,637.50
Expenses	-4,221,471.53
Employee related	-3,191,490.94
Operating expenses	-1,029,980.59
Surplus / deficit for the year	-8,011.78
Closing Balance	489,836.96

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 SBAR Adjustments (\$)
Targeted Total	113,928
Equity Total	272,989
Equity - Aboriginal	8,960
Equity - Socio-economic	82,285
Equity - Language	28,366
Equity - Disability	153,379
Base Total	2,754,424
Base - Per Capita	58,418
Base - Location	21,596
Base - Other	2,674,410
Other Total	423,663
Grand Total	3,565,004

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of students, parents and staff. Throughout the year, communication and consultation took place with community regarding the school's direction and achievements. This was completed through surveys school newsletter distribution and social media posts. This year our school sought the opinions of students, parents and staff using Tell Them from Me surveys, micro-surveys, focus groups and informal meetings.

Students

Student feedback indicates high levels of satisfaction for student groups across many aspects of the school. Over the course of the 2023 school year, Tell Them from Me data articulated a small decrease in all nine measures of student engagement with the lowest being a positive sense of belonging. On reviewing Sentral data and running student focus groups it was identified that incidents and dis-engagement in the playground were correlated to early signs of disengagement in the classroom. Survey data also indicated an uplift in students with a positive sense of belonging, feeling accepted and valued by their peers and others at the school, which is positive. When asked about the features of our school, students responses highlighted the need to upgrade the playground and equipment. As such steps were taken to focus in on these areas, with major works occurring over the 2023-24 school holidays.

Parents & Community

Due to a low response rate to the Tell Them From Me survey, the decision was made to do "micro surveys" to try and better capture our parent and community voice. Parents reported feeling better informed in general, due to Sentral Communication being enhanced and term planners being introduced. Feedback is that parents and carers still miss the direct communication with the classroom teacher via Class Dojo. Data collected about parent preferences for communication types showed that the Newsletter was no longer being read by parents and preference was for instant broadcasts via Sentral, as such the Newsletter will cease moving into 2024.

Staff

Staff feedback in the 2023 People Matters Employee Survey indicates growth in all areas. Within Job satisfaction staff identified that "my job gives me a feeling of personal accomplishment", "motivation to contribute more than what is normally required at work" and that they are "satisfied with their job" at consistent response rate of 82%. Staff feedback indicates improved levels of satisfaction with leadership practices, including feedback on teaching practices and stronger guidance on monitoring of student progress. A higher level and quality of collaborative practice is reported by staff and will continue into 2024 through additional curriculum reform time. Regular surveys were conducted with staff across the school year to ensure that school leadership was supporting current needs, with feedback from staff consistently reflecting a culture of equity and accountability.

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.