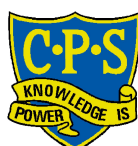


2023 Annual Report

Cowra Public School



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Introduction

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

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

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Message from the principal

2023 has seen many great achievements for the children of Cowra Public School. Our students continue to excel in all areas of their schooling, from the academic to the sporting, and from the cultural to the creative. Outside of their regular lessons, our students have had opportunities to participate in a wide range of activities that they are interested in, and passionate about, and this has stretched right across the curriculum…from sports, to dancing, art, public speaking, leadership, technology, band, gardening, cooking, and singing. I am so proud to see the growth that each student has made throughout the year and look forward to watching this continue into 2024 and beyond.

These extra activities cannot happen without the incredible efforts of the CPS staff and I am immensely proud to lead such a dedicated team of teachers who work incredibly hard to plan and deliver rich and engaging learning programs to every student, every day. In addition to our teachers, we have a phenomenal team of caring School Learning Support Officers and school counsellors, highly skilled and efficient administrative staff, cleaners, general assistants, scripture teachers and canteen managers, who each help to make Cowra Public School the best place to learn and grow.

Cowra Public School is blessed to have a strong support network within our community. We all have a common goal, and that is to encourage, guide, and challenge our students so that together, we can help them to fulfil their potential. I would especially like to acknowledge the ongoing partnership we have with the Cowra Information and Neighbourhood Centre and thank them for their continued support of our students and families. A huge thank you must also go out to our P&C who have continued to provide additional opportunities for our students in 2023, through various fundraising ventures, adding another layer to each child's school experience.

One of the highlights of 2023 was launching a partnership with the team from Learn 2 Communicate, which has enabled our students in Kindergarten and Stage One to access regular speech support services. The results from this intervention have been outstanding and we are excited to continue this partnership with Learn 2 Communicate, in 2024. Another highlight in 2023, has been seeing the transformation of some of the physical spaces in our school, into functional learning areas for all students to use. Aunty Esther's Meeting Place has been a very popular addition to our Primary playground, and it has been wonderful to see students and teachers accessing this space daily. Our staffroom kitchen renovation has created a more usable space for classes to be involved in cooking activities and is a bright, welcoming place for our staff. The completion of the "Cooler Classrooms" air conditioning project in September and addition of solar panels has resulted in efficient heating and cooling in all learning spaces in our school.

Cowra Public's strong connections to community were highlighted in Term 3, when our entire school participated in the Heart Foundation's "Jump Rope for Heart". This fundraising venture raised \$13, 578 and is testament to the generosity of our local community. Our community spirit also shone brightly through our support of the Forbes and Eugowra communities who continue to recover from the devastating floods of 2022, the Legacy Foundation Torch Relay, "Beaniez for Kenz" Day, where we honoured and remembered Mulyan Public School student, Makenzie Hazelton, who sadly lost her battle against brain cancer in 2022 and of course, who could forget the day the school turned green and gold in support of former CPS student, Ellie Carpenter, and the Matilda's, in the FIFA Women's World Cup!

Our school vision: 'Every Child, Every Opportunity, Every Day', is at the forefront of everything we do, and plan to do, moving into the future. In 2024, our school heads into the fourth year of our Strategic Improvement Plan, and we look forward to continuing to build on our efforts to improve student growth and attainment, provide excellence in teaching, and strengthen connections with our community.

As 2023 comes to a close, I congratulate and wish our Year 6 students all the best as they finish their last days of primary school. They have been outstanding leaders of our school and have made their teachers and families very proud. I hope that when they look back on their time at Cowra Public School, they will have many happy memories and know that they are well-prepared for what lies ahead in their futures.

Jenny Lewis - Principal

Message from the school community

Although a small committee, the P&C team are dedicated to providing opportunity to every student at Cowra Public School and to support our local school in the delivery of excellence in education. It has been a busy year with the focus on providing a school canteen and fundraising.

The school canteen is available to all students every day of the year. I would like to thank Deanne Fiene, our Canteen Manager, additional staff and helpers for their ongoing commitment to each of the students and their families.

Fundraising has occupied a large portion of our time this year. We have held raffles, BBQs, cake stalls, canteen provisions at the athletics carnival, themed discos, Mothers Day and Fathers Day stalls. All fundraising efforts this year have been directed to improving the school play spaces, student's Easter celebrations, updating canteen fixtures and

supporting student groups to represent our school and the Cowra community at state level. Every P&C committee member and school staff member has assisted with the delivery of these fundraising efforts. As President, it is a privilege to be working alongside dedicated, reliable and fun members of our community. I would like to give two special mentions;

Firstly, to our P&C secretary, Emma Tree, who has gone above and beyond in the area of fundraising. One of the most successful and popular fundraising strategies has included providing a fridge in the school staff room filled with goodies for the staff to grab at recess and lunch. This has been an instant hit and we all look forward to the baked goods each week.

Secondly, to former P&C and staff member Chief Vogel, for his ongoing efforts to secure new play equipment within the school. This has been a long-term goal of the P&C Committee. Thank goodness Chief does not give up, as we work our way through all the logistical requirements.

This has been my first 12 months on the P&C Committee and I have been so grateful to be supported by all of you. A shout out to all the long-term committee members who have spent year after year advancing the initiatives of the P&C.

In 2024 I welcome any parent, grandparent or family member to give just 60 minutes of your time to the P&C. We all have busy, complex and important things in our lives, but when you see a call to action on our P&C Committee Facebook page, please step up to help us. Your time of 60 minutes is what we need to provide our children with every opportunity our beautiful school can provide them.

Sharon D'Elboux - P&C President

Message from the students

What a year to be selected as your 2023 school captains! We couldn't be more pleased with the year we've had. We have been very lucky this year with the opportunities we have been given, with no pandemic.

We have been able to represent CPS at school activities and at community events like...being able to lead the infants assemblies, holding the school flag at the Easter Hat Parade, laying a wreath at the ANZAC Day, Remembrance Day and Cowra Breakout anniversary events and being part of the flag-raising ceremony during NAIDOC Week.

Everyone is so grateful for all the amazing opportunities we get. We would like to give a huge thanks to Mr Garlick for organising such a memorable Stage 3 excursion to Narrabeen, where we were able to go kayaking, make damper and play archery tag.

We would like to give a big thank you to lots of teachers for making this year great! Thank you to our DJ Mrs Hattenfels for all the discos you have put groove into. Thank you to Mr Garlick for all of those "hilarious" jokes you love to tell. Thank you to Mr Downing and Mrs Partridge for organising the school's PBL rewards. Thank you to Mrs Hattenfels and Miss Browne for coaching and helping the netball team reach the grand final. Lastly, thank you to Mr Southwell for coaching the PSSA soccer team. Good luck to the 2024 leadership team - you will be great!

Scarlett Berry and Toby Killick - 2024 School Captains



School vision

Every Child. Every Opportunity. Every Day.

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

School context

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

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Explicit Teaching
- Data to Inform Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction
Aboriginal background
Professional learning
English language proficiency
Socio-economic background
Refugee Student Support
Low level adjustment for disability
QTSS release

Summary of progress

The schools focus throughout 2023 in Strategic Direction 1 - Student Growth and Attainment, was on the initiatives of Explicit Teaching and Data Informed Practice.

In the initiative of 'Student Growth and Attainment', the school implemented targeted professional learning, designed to support whole school curriculum implementation, with a focus on spelling, reciprocal reading, and collaborative numeracy planning. Explicit teaching practices involve teachers providing clear explanations to students, which connected their prior learning, and communicated clear learning intentions and success criteria. A school-wide numeracy planning template was introduced, which focused on sequential and explicit teaching of numeracy concepts and was tightly aligned with current student data. Stage teams met every 4 weeks to review teaching programs and analyse student assessment data, and based on this, worked collaboratively to plan the next 4-week teaching cycle. All teachers engaged in SMART Spelling professional learning at the beginning of the year using staff development days in order to identify, understand and implement the most effective teaching methods in spelling. Teachers began planning and implementing a sequential, systematic approach to teaching spelling K-6, which included a consistent, explicit teaching focus and routine in all classrooms to begin each week, and a consistent method of assessing weekly student achievement. Assistant Principals worked together to refine planning templates and ensured that spelling skills and the use of metalanguage were being explicitly taught throughout the week. Assistant Principals began a cycle of modelling explicit teaching of spelling and class teachers were given the opportunity to record observations of this practice before being observed by an expert other. The continued focus on explicit teaching in the area of literacy saw the school develop a specific focus on reading. Year 3 Aboriginal students were targeted to familiarise them with online navigation in the context of NAPLAN testing and build focused comprehension skills. Students developed confidence to navigate the platform through reduced cognitive load and student growth and attainment was compared against internal assessments. Teachers in 3-6 engaged in professional learning to embed reciprocal reading strategies into small group reading in classrooms. Common planning templates were developed, shared and refined and classroom structures were modified to ensure reciprocal reading groups were happening in every classroom. A cycle of modelling best practice was instigated, and students' learning was monitored and continuously evaluated. 2023 NAPLAN results showed the school as 'excelling' in value-add from Year 3 to Year 5, achieving excellent academic growth significantly above the value added by the average school. Curriculum reform has been a major focus in 2023 as K-2 moved into mandatory use of the English and mathematics syllabus' and the 3-6 English and mathematics syllabuses were released for schools to engage with throughout the year. School wide structures enabled a year-long focus on the implementation of the new 3-6 English and Mathematics syllabuses. Staff engaged in professional learning in the areas of writing, reading fluency, reading comprehension, working mathematically and the Number and Algebra focus area. 2024 Stage teams met late in Term 4 to plan teaching and learning programs, using the new English and mathematics curriculum, ready to commence implementation in 2024.

In the initiative of 'Data to Inform Practice' a whole school focus on high potential and gifted students was enacted in the domain of 'academic'. This focus prioritised on numeracy, through the Building Numeracy Leadership (BNL) team, and

literacy, through reciprocal reading strategies, and this was embedded into all Stage 1-Stage 3 classroom teaching programs. Teacher capacity was built around data literacy using the 'Check-In' and NAPLAN assessments to identify focus areas and plan differentiated teaching activities in response to student need. In numeracy, the capacity of the BNL and High Potential and Gifted Education (HPGE) teams was built through working with staff to extend the reasoning and communication skills of identified high potential and gifted students through the effective use of questioning. This resulted in the BNL and HPGE teams working with each stage team to deliver professional learning on mathematical reasoning and support staff around the implementation of rich numeracy tasks. In collaborative planning sessions, Stage 2 and Stage 3 teachers used Check-In reading data to plan differentiated reading groups, with clear reciprocal reading strategies, that were used responsively as an integral component of teacher instruction. Teachers continuously monitored and evaluated the effectiveness of their teaching and student understanding, through regularly reflecting on student data and flexibly adjusting their teaching programs.

In 2024, the school will continue to implement professional learning for staff around the English and mathematics syllabuses. Four-weekly collaborative planning sessions, in the area of numeracy, will again be prioritised, facilitating a consistent explicit teaching focus across all stages. Whole-school professional learning in the teaching of reading will be revisited in 2024, as staff consolidate their strong understanding of the instructional strategies that facilitate the cognitive processes required for reading, otherwise known as the 'science of reading'. Staff will also engage in professional learning to build their knowledge and understanding of the reciprocity between reading and writing and identify the multiple components that are necessary for skilled writing. This understanding will be linked to Dr Simon Breakspear's teaching sprints model, with particular focus on identifying and supporting high potential and gifted students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS):</p> <p>Domain: Teaching</p> <p>Element: Data Skills and Use</p> <ul style="list-style-type: none"> • Focus Themes - Data Analysis, Data Use in Planning (S&G) 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the theme of Data Analysis. Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the theme of Data Use in Planning.</p>
<p>Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS):</p> <p>Domain: Learning</p> <p>Element: Curriculum</p> <ul style="list-style-type: none"> • Focus Themes - Differentiation (S&G - maintain), Teaching and Learning Programs (S&G - maintain) <p>Domain: Teaching</p> <p>Element: Data Skills and Use</p> <ul style="list-style-type: none"> • Focus Themes - Data Literacy, Data Use in Teaching (S&G - maintain) 	<p>Self-assessment against the School Excellence Framework shows the school currently maintaining at 'sustaining and growing' in the theme of Differentiation. Self-assessment against the School Excellence Framework shows the school currently maintaining at 'sustaining and growing' in the theme of Teaching and Learning Programs.</p> <p>Self-assessment against the School Excellence Framework shows the school currently maintaining at 'sustaining and growing' in the theme of Data Literacy. Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the theme of Data Use in Teaching.</p>
<p>Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.</p>	<p>In 2023, the mean scaled score of Year 3 students in the Numeracy Check-in assessment increased by 11.0 marks and the mean scaled score of Year 3 students in the Numeracy Check-in assessment increased by 16.4 marks.</p>
<p>Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.</p>	<p>In 2023, the mean scaled score of Year 3 students in the Numeracy Check-in assessment increased by 7.7 marks and the mean scaled score of Year 3 students in the Numeracy Check-in assessment increased by 22.6 marks.</p>

Strategic Direction 2: Excellence in Teaching

Purpose

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

Initiatives

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

- Assessment
- Effective Feedback

Resources allocated to this strategic direction

Professional learning
Socio-economic background

Summary of progress

The school's focus throughout 2023 in Strategic Direction 2 - Excellence in Teaching, was on the initiatives of Assessment and Effective Feedback.

In the initiative of 'Assessment', the school worked towards establishing consistent whole-school assessment practices to plan for, monitor, and report on student learning. The aim of this process was for each stage to have a common understanding of expectations and guide professional discussion and collaborative planning so that teaching is tailored to meet individual student learning needs. The Cowra Public School Assessment and Data Plan Handbook was drafted for consultation with all staff members and refined using feedback. This handbook was shared with all staff in Term 2 and implemented into everyday practice during Term 3 and 4.

In the initiative of 'Effective Feedback', Dr Simon Breakspear's teaching sprint framework was utilised to engage and enact effective feedback processes using Gallery Walks as the chosen strategy. The focus on shifting from teacher-student feedback to peer feedback was trialled in numeracy lessons. Documenting Gallery Walks in teaching programs was incorporated into Stage collaborative planning days and these were monitored weekly and reviewed at subsequent planning days. In semester 2, the feedback focus shifted to writing, where teachers drafted a whole school editing and revising tool - 'Tricksy'. Feedback was sought from teachers during the development phase with a final version agreed upon. Teachers began using 'Tricksy' in classrooms for teacher-student feedback, with some areas of the school shifting to peer feedback using this framework. Assistant Principals focused on building the capacity of their team using a modelling and observation structure focusing on spelling. Feedback was given using a simple observation matrix (lotus matrix), with in-built time for practice by classroom teachers. The lotus matrix was a pre-negotiated plan which focused on strengths observed during the lesson. Repeated rounds of observations were conducted by Assistant Principals to practice observing teaching practices and providing constructive feedback.

In 2024 teachers will continue to work on deepening their understanding and use of whole school assessment practices by engaging with and embedding the assessment schedule outlined in the Cowra Public School Assessment and Data Plan Handbook. The school will work towards more consistent Stage assessment practices in other Key Learning Areas, as each Stage continues to collaboratively plan teaching units. Teachers will continue to critically analyse current school assessment practices and evaluate their effectiveness in providing formative and summative data to inform teaching. Consistent teacher judgement will also be explored in the area of writing, combining elements of assessment and effective feedback. The focus on Assistant Principals developing their skills in instructional leadership by observing team members and providing feedback will continue in 2024, closely working with the Assistant Principals Curriculum and Instruction. These initiatives will support further improvements and consistency in the development of excellence in teaching practices across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS):</p> <p>Domain: Learning</p> <p>Element: Assessment</p> <ul style="list-style-type: none"> • Focus Theme - Formative Assessment (S&G) • Focus Theme - Summative Assessment (S&G maintain) • Focus Theme - Whole School Monitoring of Student Learning (S&G maintain) 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the theme of Formative Assessment.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the theme of Summative Assessment.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the theme of Whole School Monitoring of Student Learning.</p>
<p>Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS):</p> <p>Domain: Teaching</p> <p>Element: Effective Classroom Practice</p> <ul style="list-style-type: none"> • Focus Theme - Feedback (S&G) 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the theme of Feedback.</p>
<p>Tell Them From Me surveys of students in Years 4-6 shows an increase of 0.4 in Explicit Teaching Practices and Feedback from 2022 - <i>Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback</i></p>	<p>Tell Them From Me Surveys were administered to Year 4, 5 and 6 students in May 2023 and again in November 2023. Results show that at the beginning of Term 2, students rated their teachers provision of clear learning intentions, success criteria and feedback at 7.2 (an increase of 0.5 from 2022), however results from the Tell Them From Me Survey administered to the same Year 4, 5 and 6 students in Term 4 showed a decrease of 0.4 to an average rating of 6.8.</p>



Strategic Direction 3: Connection and Community

Purpose

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

Initiatives

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

- Wellbeing

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background

Summary of progress

The schools focus throughout 2023 in Strategic Direction 3 - Connection and Community - was on the initiative of Wellbeing.

The school implemented a strong focus on student attendance by developing personalised partnerships with parents/carers to support regular attendance. Improved student attendance has been the major focus for 2023. As part of the Learning Support Plan/Personalised Learning Pathway/Individualised Education Plan/3-Way Interview processes, teachers, students, and families developed a negotiated, individual attendance goal with each student, with a 92% of students having this in place for 2023. The learning and support team worked with class teachers to share attendance strategies that could be used to assist students to achieve their attendance goal. Weekly attendance data was distributed by the Deputy Principal to class teachers, and this was discussed in Stage meetings to track individual student progress and overall school attendance was tracked and discussed at weekly executive meetings. Teachers actively engaged families to discuss attendance concerns and celebrations and information promoting the benefits of regular student attendance was published in the school newsletter and displayed around the school. Students who reached their specific attendance goal were celebrated at the school level and acknowledged at end of term assemblies. The school's Digital Pedagogy Mentor engaged families to access the Sentral app and provided support on how to utilise attendance data and view the attendance 'heat map' for their own child/children. As a result of these measures, overall student attendance for 2023 was 87.2% (0.5% higher than the State average) and the percentage of students attending greater than 90% of the time increased by 17.09%, from 2022 attendance results, exceeding the state, network, and statistically similar school group (SSSG) ratings.

In 2024, information obtained from an audit of attendance, related to the days of the week, will be the focus area for improvement, with Mondays and Fridays having significantly lower attendance rates. The Cowra Public School Attendance Strategy Team (AST) will be established, with the purpose of working with all stakeholders (students, staff, parents, and community) to develop strategies to improve attendance on Mondays and Fridays in 2024 and shift those students attending between 85-90% of the time to attending above 90% of the time. Tell Them From Me 2023 data will be used to assist the AST in determining specific focus areas of student wellbeing which may support further improved attendance data for students in 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the number of students attending school more than 90% of the time by a further 2%.	In 2023, the number of students attending school greater than 90% of the time increased from 2022 by 17.09%.
Sustain the number of students reporting positive wellbeing in the areas	In 2023, the percentage of students reporting positive wellbeing outcomes decreased by 6.37% across the positive wellbeing measures compared to

of student advocacy, sense of belonging and expectations of success by 4.6% from the baseline figure.	2022.
<p>Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS):</p> <p>Domain: Learning</p> <p>Element: Wellbeing</p> <ul style="list-style-type: none"> • Focus Theme - Caring for Students (S&G) • Focus Theme - A Planned Approach to Wellbeing (S&G - maintain) 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the theme of Caring for Students. Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the theme of A Planned Approach to Wellbeing.</p>
<p>Improvement as measured by the School Excellence Framework Self-assessment Survey (SEF S-aS):</p> <p>Domain: Learning</p> <p>Element: Learning Culture</p> <ul style="list-style-type: none"> • Focus Theme - Attendance (S&G - maintain) 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at 'excelling' in the theme of Attendance.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$84,710.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cowra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Identified students received personalised learning support to enable full access to all aspects of the curriculum with all eligible students demonstrating progress towards their personalised learning goals within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will incorporate integration funding decision-making into the learning and support team meeting agenda, to ensure that funding use is regularly reviewed. The use of integration funding will be discussed with the students parent/carers throughout the year, as part of their Individual Education Plan (IEP) review, to ensure that funding continues to specifically address each student's individual support needs.</p>
<p>Professional learning</p> <p>\$45,917.57</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cowra Public School.</p> <p>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"> • Explicit Teaching • Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • engaging APCI to unpack evidence-based approaches to teaching spelling and ensure consistency in practice and language across the school with observable connections to reading and writing • course costs for staff undertaking recognised courses <p>The allocation of this funding has resulted in the following impact: Professional Learning was linked to the school's Strategic Improvement Plan, with a specific focus on building teachers understanding around the new English and mathematics syllabus. All classroom teaching staff were released for four hours every four weeks, as a whole stage, to work together to build their understanding around the latest research, in line with the new syllabuses, as well as other areas identified in the school's Strategic Improvement Plan. All staff engaged with SMART spelling training and there is a consistent, evidence-based whole-school approach to the teaching of spelling based on the three-code system. Teaching staff participated in structured observations of spelling lessons and feedback was provided. Professional learning funds were also used to build the capacity of middle leaders through leadership of collaborative planning sessions focused on explicit teaching of numeracy and reading, which included the development of school-wide data and assessment handbook. Funds were allocated for itinerant teachers, school support and administrative staff, executive staff and counselling staff to attend professional learning conferences and network days, relating to their particular roles and fields of expertise. The</p>

<p>Professional learning</p> <p>\$45,917.57</p>	<p>school funded a staff member to train as an on-site CPR/Anaphylaxis Course Deliverer, ensuring ongoing compliance in mandatory training requirements.</p> <p>After evaluation, the next steps to support our students will be: The professional learning structure within the school, where staff are released with their Stage colleagues to engage in high impact professional learning, will continue in 2024, with 4 hourly planning sessions scheduled every 4 weeks. This time will also be used to professionally develop and support staff in the implementation of the new English and mathematics syllabuses and focus on building staff knowledge and understanding around the teaching of writing. The teaching of spelling will continue to be a focus in classroom observations, as teachers implement the SMART spelling program for the second year.</p>
<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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of an additional School Learning Support Officer (SLSO) for targeted student support <p>The allocation of this funding has resulted in the following impact: Other funding sources were combined with Refugee Student Support funds and School Learning Support Officers (SLSO's) were employed to support identified refugee students for targeted intervention in the areas of literacy and numeracy. These interventions included speech and language support, early reading and numeracy skill acquisition. Students were supported with their learning both in small groups and within the classroom. Students receiving this intervention showed maintenance at 'Consolidating' against the EALD learning progressions.</p> <p>After evaluation, the next steps to support our students will be: In 2024 the school will continue to implement targeted language, literacy and numeracy support, using data sources to identify specific student needs.</p>
<p>Socio-economic background</p> <p>\$471,901.02</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cowra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Explicit Teaching • Data to Inform Practice • Assessment • Effective Feedback • Wellbeing • Other funded activities <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 Band program implementation. • employment of additional staff to support Creative Arts program implementation. • employment of a Digital Pedagogy Mentor to support teachers to embed digital technology into classroom programs and practice. • employment of additional 0.8FTE of Assistant Principal Curriculum and Instruction staff to support K-2 teachers with professional learning in the

<p>Socio-economic background</p> <p>\$471,901.02</p>	<p>areas of assessment and feedback and individualised support around the implementation of the new English and mathematics curriculums.</p> <ul style="list-style-type: none"> • employment of additional School Learning Support Officers to support literacy and numeracy program implementation providing a more personalised and supportive learning environment for students. • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to enable an off-class Deputy Principal to support attendance and wellbeing programs across the school <p>The allocation of this funding has resulted in the following impact: The employment of additional staff enabled the school to run specialised programs in 2023, including a primary Band program and a K-6 Creative Arts program. This provided students with access to specialised tutelage and exposed them to new learning experiences and opportunities in these curriculum areas. The school funded 0.8FTE of an additional Assistant Principal Curriculum and Instruction and Assistant Principal Early Stage One to support 10 infants staff to implement the new English and mathematics syllabuses, through the provision of targeted professional learning and individualised coaching and mentoring. This resulted in a consistent, evidence-based approach to the teaching of reading, consistent across all classes in Early Stage one and Stage One. The employment of a Digital Pedagogy Mentor supported staff to engage more readily with new technologies, including iPads and online platforms such as Google classroom, with a number of staff beginning their Apple Teacher training. A Stage-based scope and sequence of technology skills was developed with implementation trialed in targeted classrooms and this will be evaluated once sufficient time for implementation is complete. The school used socio-economic funds to fund a Deputy Principal to oversee wellbeing programs across the school, including attendance monitoring. The impact of this personalised approach to improving attendance resulted in an increase of 17.09% of students attending greater than 90% of the time, and an overall attendance rate of 87.2% which is slightly higher than State average. Socio-economic funds were combined with other funding sources to engage SLSO's to work with targeted students in the areas of literacy and numeracy and provided students without economic support with educational materials, uniforms, equipment and other items.</p> <p>After evaluation, the next steps to support our students will be: In 2024 the school will explore further avenues to ensure there is equitable access to enhance learning and wellbeing opportunities for the students at Cowra Public School, so that no student experiences educational disadvantage, as a result of their socio-economic background.</p>
<p>English language proficiency</p> <p>\$29,620.36</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cowra Public School.</p> <p>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"> • Explicit Teaching • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: An experienced classroom teacher was employed to support identified students for targeted intervention in the areas of literacy and numeracy. These interventions included speech and language support, reading and numeracy skill acquisition. Students were supported with their learning both in individually, and within the classroom. Students receiving this intervention showed maintenance at 'Consolidating' against the EALD learning progressions</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>English language proficiency</p> <p>\$29,620.36</p>	<p>In 2024 the school will continue to implement targeted English language proficiency support, using data sources to identify specific student needs.</p>
<p>Low level adjustment for disability</p> <p>\$196,493.24</p>	<p>Low level adjustment for disability equity loading provides support for students at Cowra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Explicit Teaching • Data to Inform Practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of four School Learning and Support Officers to work across each Stage within the school. <p>The allocation of this funding has resulted in the following impact: In 2023 three Learning and Support Teachers (LaST) were employed to work across the school to provide targeted support for students with additional learning needs. In addition, four School Learning Support Officers (SLSO's) were employed to support identified students for targeted intervention in the areas of literacy and numeracy within each Stage. These interventions were focused on literacy and numeracy support and social-emotional regulation support. Students receiving these interventions showed improvements in their literacy and numeracy development based on pre and post intervention assessments. SLSO's were provided with in-school professional learning to develop a general understanding of the Literacy and Numeracy Progressions and the new English and mathematics curriculum which was delivered by the Assistant Principal Curriculum and Instruction.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to support students requiring a low level of adjustment for disability with additional Learning and Support teacher and SLSO support in 2024.</p>
<p>Location</p> <p>\$9,970.26</p>	<p>The location funding allocation is provided to Cowra 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Excursions for students were subsidised using location funding and this was spread across the various stages in the school. Funds were used to subsidise entry fees for Kindergarten students to attend the local Cowra Ballet School production, bus costs and entry fees for Stage 1 students to attend a local excursion to the Cowra Japanese Gardens, bus costs for Stage 2 students to attend an overnight excursion to Lake Burrendong Sport and Recreation Centre, and bus costs for Stage 3 students to attend an excursion to Narrabeen Sport and Recreation Centre. The school also subsidised costs for Stage 2 and Stage 3 students to attend the week-long Schools Spectacular event in Sydney. These excursions supported and enhanced student learning in the classrooms and were linked to History and Geography, and Creative Arts learning outcomes.</p>

Location \$9,970.26	<p>After evaluation, the next steps to support our students will be: In 2024 the school will continue to use location funding to support students to attend local and overnight excursions, through subsidising transport costs and entry fees, to enhance the learning experiences for all students.</p>
Beginning teacher support \$73,511.61	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Cowra Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. • mentoring structures and collaborative practices within the school • reduced responsibilities or teaching loads sufficient to support the development of their skills • attendance at Early Teachers' Conference and online professional learning sessions three times per term <p>The allocation of this funding has resulted in the following impact: Beginning teachers were provided with a reduced teaching load enabling them additional release time to work with mentors and Assistant Principal Curriculum and Instruction, in developing aspects of their teaching including program development, assessment and reporting, engaging with parents/carers, developing individualised learning plans for students and classroom management skills. Beginning teachers reported that this additional time was extremely valuable to them in their first year as a teacher, assisting them to develop their understanding of the teaching profession and manage their workload. Beginning teaching funds were also allocated for staff to attend the Early Careers Teacher Conference and they participated in online support sessions three time per term, supported by their Assistant Principal Curriculum and Instruction.</p> <p>After evaluation, the next steps to support our students will be: One staff member will receive ongoing beginning teacher support funding in 2024 and this will be used to reduce her teaching load to enable ongoing support and provide opportunities for her to observe colleagues as she continues to develop her skills. Support will also be provided for all beginning teachers as they begin their accreditation submissions in 2024.</p>
QTSS release \$82,857.60	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cowra 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"> • Explicit Teaching • Data to Inform Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs and whole school strategic planning <p>The allocation of this funding has resulted in the following impact: Additional staff were employed to enable Stage teams to be released off class together for four hours, every four weeks. During this time Assistant</p>

<p>QTSS release</p> <p>\$82,857.60</p>	<p>Principals and Assistant Principals Curriculum and Instruction, worked with staff to improve teacher quality and enhance professional practices at Cowra Public School, with a particular focus on numeracy, reading and analysing data to inform teaching. The executive team were also released for four hours every four weeks to work together on strategic school planning and evaluative practices. This had a profound impact on the leadership team resulting in a deep knowledge of the school's strategic improvement plan, enabling a stronger whole-school focus on student growth and attainment.</p> <p>After evaluation, the next steps to support our students will be: Additional release time for teaching staff and the executive team will be continued in 2024 to ensure a system of distributed educational leadership across the school as well as support for individual teachers, facilitating teaching and learning activities that are rigorous, responsive to student learning needs and evidence-based. Research has shown the most significant influence on student achievement to be the quality of the teacher. High quality instructional leaders, in the form of Assistant Principals and Assistant Principals Curriculum and Instruction, who can confidently and skillfully lead teaching and learning across the school, will continue to be a priority, in 2024.</p>
<p>COVID ILSP</p> <p>\$167,583.54</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing staff to provide online tuition in the area of writing, to high potential and gifted student groups • providing intensive small group tuition for identified students requiring support in speech - receptive and oral language <p>The allocation of this funding has resulted in the following impact: The school engaged a speech pathologist two days per week to conduct screening assessments on all Kindergarten students to ascertain areas of need in receptive and expressive language with 51% of Kindergarten students accessing speech support in 2023. Speech pathologists designed targeted intervention programs and upskilled School Learning Support Officers (SLSO) to deliver these programs to students each week. In addition, allied health specialists supported a small group of students in Stage 1 who were unable to access speech support locally in the community, and provided them with intensive group therapy sessions. All students in the Speech program achieved progress towards their identified learning goals as demonstrated through individual student growth in the areas of oral language (receptive and expressive), as recorded using PLAN 2, specialised speech assessments and teacher/SLSO observations. In Semester 2, the school engaged the NSW Department of Education's CILSP online delivery team to teach extension writing program to targeted high potential and gifted students in Stage 1, 2 and 3. Students engaged in three writing lessons per week, and their positive growth was reflected and recorded via PLAN 2.</p> <p>After evaluation, the next steps to support our students will be: Due to the positive impact of the speech support program, the school will continue to engage a speech pathologist and allied health specialist in 2024, along with a School Learning Support Officer to deliver speech programs to students each week. Speech pathologists will also be engaged to deliver professional learning to all staff around oral language development, with a parent session also planned to engage at-home support.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

\$175,382.09

needs of Aboriginal students at Cowra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Explicit Teaching
- Wellbeing
- Other funded activities

Overview of activities partially or fully funded with this equity loading include:

- completion of school yarning circle and indigenous garden to support the embedding of indigenous perspectives
- employment of School Learning Support Officer (SLSO) to deliver personalised support for Aboriginal students
- creation of school literacy resources embedding local language
- employment of Wiradyuri language teacher two days per week, to deliver 30 minute weekly language and cultural lessons to all students K-6
- establishment of partnership with Cowra High School to support Year 6 Aboriginal students to become involved in the Wagambirra Dance group. Weekly visits to the high school included dance instruction, performances and mentoring to support Aboriginal students transition to high school

The allocation of this funding has resulted in the following impact:

The school's Aboriginal Education Officer employed as part of staffing entitlement, supported individuals and small groups of Aboriginal students identified as requiring support in literacy, numeracy and socio-emotional support. As part of this support, a partnership with Cowra High School was established to support wellbeing and engagement in school with Year 6 Aboriginal students being invited to join the Wagambirra Dance Group. This involved weekly visits to Cowra High School where students participated in dance instruction, performed at special events in the local community and received mentoring from the high school students as part of their transition to high school in 2024. The yarning circle and indigenous garden was established in consultation with Wiradyuri Elder, Aunty Esther Cutmore, and the local AECG, and was completed in time for the grand opening during NAIDOC Week. Targeted support for Aboriginal students in the lead up to NAPLAN was beneficial, with Year 3 students reporting that they felt comfortable with the online testing format, with most students performing at or above their expected level. In addition, the average score of the school's Year 5 Aboriginal student cohort exceeded the average for the entire Year 5 cohort, in both reading and numeracy and four Year 5 Aboriginal students were successful in being offered a place in the Young and Deadly Mob program in 2024, targeted at high performing Aboriginal students and facilitated by Aurora College. Work on the school's Reconciliation Action Plan was delayed due to key staff being on leave and this will resume in 2024.

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

The Wiradyuri Language and Cultural program will continue in 2024, with 30 minute weekly lessons planned for all classes, taught by the school's Wiradyuri language teacher. Reading and numeracy will be the focus area for Aboriginal students in 2024, with Aboriginal Education Officer (AEO) and School Learning Support Officer (SLSO) support directed to target individual students areas of need. In Term 1 this support will centre around NAPLAN readiness for Year 3 Aboriginal students. The consultation process regarding the school's Reconciliation Action Plan will continue throughout 2024, along with the Year 6 Wagambirra Dance partnership with Cowra High School.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	188	183	196	181
Girls	200	188	198	183

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.5	90.2	86.2	92.6
1	94.0	86.6	86.1	89.5
2	94.0	89.9	83.2	88.9
3	92.5	89.3	86.4	86.4
4	93.0	88.6	87.5	87.5
5	91.3	85.4	80.5	88.7
6	91.6	85.9	81.9	84.3
All Years	92.7	88.1	84.6	88.2
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)	6.2
Classroom Teacher(s)	20.24
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	8.05

*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	325,287.15
Revenue	6,589,062.83
Appropriation	6,543,844.94
Sale of Goods and Services	5,344.27
Grants and contributions	36,747.45
Investment income	2,706.17
Other revenue	420.00
Expenses	-6,385,050.69
Employee related	-5,789,891.01
Operating expenses	-595,159.68
Surplus / deficit for the year	204,012.14
Closing Balance	529,299.29

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.



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

	2023 SBAR Adjustments (\$)
Targeted Total	85,377
Equity Total	873,397
Equity - Aboriginal	175,382
Equity - Socio-economic	471,901
Equity - Language	29,620
Equity - Disability	196,493
Base Total	3,826,034
Base - Per Capita	107,690
Base - Location	9,970
Base - Other	3,708,373
Other Total	1,164,817
Grand Total	5,949,624

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

The 'Partners in Learning' Parent Survey is based on a questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based on Joyce Epstein's framework for fostering positive relations between the school and the community. The survey provides feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The results from the Parent Survey are based on data from 23 respondents who completed the survey on 23rd October 2023. This represents 9.2% of families in the school.

In the area of 'Two-way Communication with the School', parents indicated that they felt that they were well informed about school activities and written information from the school is in clear, plain language. The school was rated the lowest in the area of parents being informed about their child's social and emotional development. In regards to 'Parents' Participation in School', 92% of respondents had spoken to their child's teacher about their learning or behaviour during the year, with 100% having attended a parent meeting or school function during the year. In the area of 'Parents Supporting Learning at home' respondents allocated the lowest scores to talking about how important schoolwork is, and the highest to encouraging their child to do well in school. The 'Schools Supports Positive Behaviour', with their child being clear about the rules for school behaviour scoring 8.5. Parents surveyed indicated that telephone, informal meetings and email were the most useful methods of communication when discussing their child with the school and when finding out news about the school, the school newsletter, text messages, email and social media were more useful than the school website and P&C.

The 'Tell Them From Me Student Survey II' was administered to 142 students in Years 4, 5 and 6 who completed the survey between 22nd October and 25th October 2023. The survey results are based on the most recent research on school and classroom effectiveness.

Areas of strength identified by the students surveyed included social-emotional outcomes, with students engaged in positive behaviour at school, having a positive relationships with their peers and valuing the importance of school on their everyday life and future. 85% of students surveyed knew where to seek help if they, or someone they knew, was being bullied. Areas for development include ensuring all students feel a sense of belonging and communicating clear expectations around the completion of homework tasks.

The 'Tell Them From Me Teacher Survey' results are based on data from 15 respondents in this school who completed the survey between 16th October and 3rd November 2023. The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The second paradigm, related to Dimensions of Classroom and School Practices, is based on the learning model followed by the Outward Bound program.

Areas of strength identified by the teachers surveyed, where the school's ratings improved from 2022 included teacher's ability to engage with student data to inform practice and the ability to support students to effectively use technology in their learning. Areas for development include assisting teachers to provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent) and involving parents in their child's learning. Across the four dimensions of Classroom and School Practices, teachers surveyed indicated the provision of quality feedback to support learning, as one of the areas they would like to continue to build their skills in, with overcoming obstacles to learning highlighted as an area they felt confident and more skilled in.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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