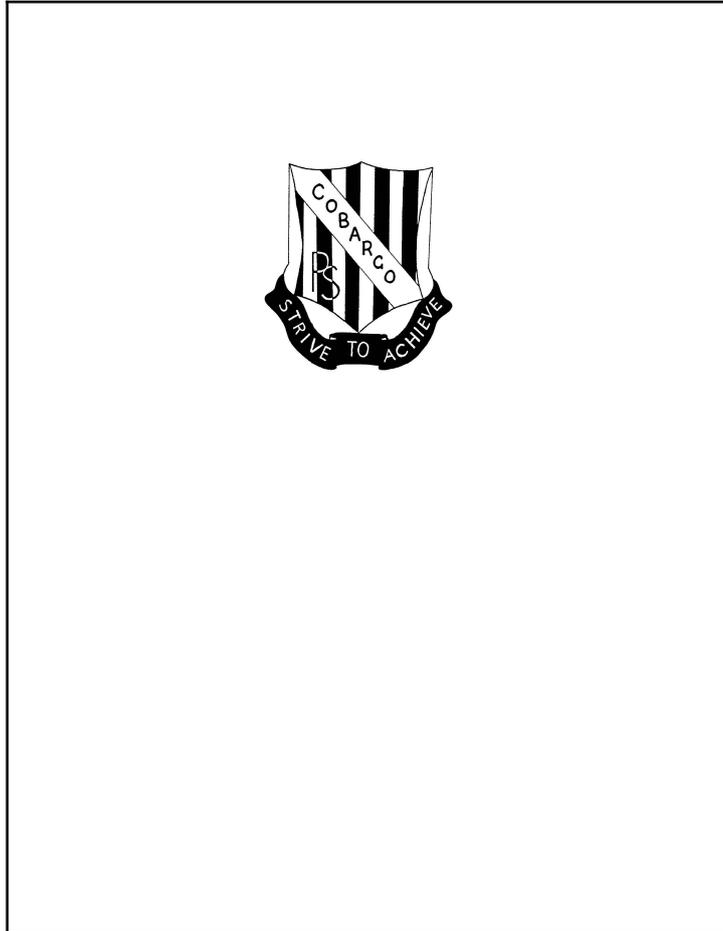


Cobargo Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Cobargo Primary 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 school 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.

Gillian Park

Principal

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Message from the Principal

Cobargo Public School has continued to embed quality teaching and learning into every classroom. We are preparing our students as well-rounded individuals in the 21st century where they will need to know more than curriculum content. They need to know how to use their knowledge and skills by thinking critically, applying knowledge to new situations, analysing information, comprehending new ideas, communicating, collaborating, solving problems and making informed decisions. Just as the classroom is changing, so must the teacher adapt their roles and responsibilities. Our teachers do not teach in isolation and they constantly keep abreast of innovation and change in the educational landscape. Our teachers are actively engaged in professional development that helps them improve both student learning and their own performance.

The 2016 school year was another busy year full of challenges and achievements – a diverse Creative and Performing Arts Program including participation in a range of SCLC and Regional initiatives, a varied range of experiences and opportunities beyond the classroom, sporting events and excursions. Our growth in school-based performance measures are pleasing and the introduction of new strategies in Literacy and Numeracy, as well as the innovative HOW2Learn program, will certainly support continued improvements in our results.

As a school community, we have worked together to engage our students with the new context of 21st century learning. We will continue to embrace these opportunities at Cobargo as we redefine education, the curriculum, teaching and learning. Our diligent focus has and always will be on providing an education to support all our students to truly succeed as learners. The inclusive culture at Cobargo Public School engenders tolerance, respect and a strong focus on valuing difference. The positive partnership our school has with the P&C is a contributing factor in the success of our great school. Many thanks to the P&C team for their support and the significant contribution they have made both financially and through important decision making to ensure that Cobargo is a high quality and innovative school.

Many thanks to the staff of Cobargo Public School for their dedication and professionalism, it has been a privilege to work alongside such passionate educators. Thank you also to the students of Cobargo Public School, your love of learning and enthusiasm for life is amazing. We wish our year 6 students all the best for their future. You are a very special group of children and it has been a privilege to be a part of your learning over the past year.

We truly appreciate the vital role played by the community of Cobargo within our school and would like to thank everyone that has supported and contributed to our great school during 2016.

School background

School vision statement

Maximising individual potential in the academic, creative, sporting and cultural spheres in a caring and supportive environment.

School context

Cobargo Public School on the Far South Coast and a member of the Sapphire Coast Learning Community with a current enrolment of 74 students K–6. The school is using student performance data to inform the delivery of a range of innovative teaching and learning programs to promote improved student learning outcomes. The use of technology in teaching and learning, student welfare and environmental education are also focus areas for the school.

Cobargo Public School plays a significant role within the community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self–assessment using the elements of the School Excellence Framework. In the Learning domain our evaluation explored the element of Learning Culture. Our strengths in this area are;• School programs address the needs of identified student groups• Attendance rates are regularly monitored and action is taken promptly to address issues with individual students• There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.The areas for further focus and inclusion in the 2017 School Plan are;• All teaching staff understand that student engagement and learning are related with the school communicating priorities for strengthening both• Expectations of behaviour are explicitly taught to students and relate to the variety of school settings• Positive, respectful relationships are evident among students and staff promoting student wellbeing and ensuring good conditions for student learning.In the Teaching domain our evaluation explored the element of Effective Classroom Practice. Our strengths in this area are;• Teachers regularly review and revise teaching and learning programs.• The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence–based practice.The areas for further focus and inclusion in the 2017 School Plan are;• Teachers routinely review previous content and preview the learning plan for students in class• All classrooms are well managed, with well–planned teaching taking place, so that students can engage in learning productively, with minimal disruption.Our self–assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Learning Culture

Purpose

To promote a school culture that demonstrates educational aspiration and ongoing performance improvement across its community.

Overall summary of progress

This Strategic Direction achieved the development of;

- A communication strategy for the school's priorities for student engagement and a learning culture
- Class programs that reflect the learning needs of individuals and groups within the school. This strategic direction achieved the establishment of the following practices
- Coaching across the school. These products and practices have promoted a school culture that is focused on ongoing improvement in meeting student needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>School-based assessment data indicates that 33% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 30%)</p> <p>Additional Measures</p> <p>Staff survey indicates 90% of staff have the understanding and confidence to implement, assess and report on the NSW Syllabus for the Australian Curriculum in English and Mathematics.</p> <p>Staff survey indicates 40% of staff have the understanding and confidence to personalise learning for every student – underpinned by the Every Student Every School (ESES) key reform and aligned to the requirements of NCCD.</p>	<p>Baseline school assessment data indicated an improvement of 8% from 2015 (57%) to 2016 (63%) in the number of students achieving at or beyond expected stage standard in Literacy and Numeracy.</p> <p>Guidelines for expectations of behaviour were drafted for ongoing implementation in 2017</p> <p>Stephanie Alexander Kitchen Garden project was effectively implemented and made connections with the broader community</p> <p>Observations and feedback of teaching practice conducted across the school and coaching used to support this process aligned to the Performance and Development Framework</p> <p>Current staff on leave will resume the program next year. The HOW2learn pedagogy is evident in its early phases in classrooms particularly around growth mindset strategies. Some evidence of coaching across the school is evident in staff and stage meetings</p>	6000

Next Steps

The next steps required for 2017 to ensure that Strategic Direction 1 is successfully implemented are;

- Commitment to consistent assessment and moderation principles and practices

- Implementation of the HOW2learn strategy across the school with particular focus on “Building a Sense of Urgency” and “Acting on our Moral Imperative”
- Commitment to the Stephanie Alexander Kitchen Garden Project

Strategic Direction 2

Quality Teaching

Purpose

To ensure all teachers are committed to identifying, understanding and implementing the most effective evidence-based teaching methods.

Overall summary of progress

This Strategic Direction achieved the development of;

- Clearly defined professional goals through active engagement with the Performance and Development process
- School-wide scope and sequence documents for History, Geography, Science & Technology and Mathematics
- Systematic organisation of documents to ensure shared professional practice. This strategic direction achieved the establishment of the following practices;
- Staff review and revise teaching and learning programs
- Staff reflect on achievement of their professional learning goals. These products and practices have ensured that quality teaching, learning and leadership practices are consistently implemented, particularly in the implementation of the new Performance and Development Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School-based assessment data indicates that 33% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 30%) Additional Measures Staff survey indicates 100% of staff actively engaged in coaching conversations and goal setting Staff survey indicates 75% of staff have the understanding and confidence to implement and measure the effectiveness of 21st century learning All staff indicate understanding of and commitment to Performance & Development – including accreditation aligned to NST	Documents were reviewed for 2017 Professional learning around the use of PLAN to enhance consistent teacher judgement. Shared planning, team teaching and reflective practice to build teacher and student capacity through L3 pedagogy.	7000

Next Steps

The next steps required for 2016 to ensure that Strategic Direction 2 is successfully implemented are

- Ongoing participation in consistent teacher judgement sessions to reflect on student data.
- Implementation of Stage 1, L3 pedagogy.
- Implementation of the HOW2learn strategy across the school with particular focus on “Habits worth developing” and “Practices that accelerate learning”.

Strategic Direction 3

Quality Learning

Purpose

To promote a safe and supportive learning environment that engages all learners.

Overall summary of progress

This Strategic Direction achieved the development of;

- Clear and consistent templates for documentation of Learning and Support for students aligned to Nationally Consistent Collection of Data (NCCD) and ESESThis strategic direction achieved the establishment of the following practices;
- Meaningful and effective Learning and Support processes including transfer of information and ongoing monitoring – underpinned by the ESES reform
- Effective and explicit implementation of HOW2Learn across the schoolThese products and practices have enabled safe and supportive learning environments, strong relationships with the community, and collaborative partnerships with schools across the network.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>School-based assessment data indicates that 33% of students are achieving at or beyond expected stage standard in Literacy and Numeracy (Baseline – 2014 30%)</p> <p>Additional Measures</p> <p>Staff survey indicates 95% of staff have the understanding and confidence to implement and measure the effectiveness of the Every Student Every School (ESES) reform</p> <p>Staff survey indicates 40% of staff have the understanding and confidence to personalise learning for every student – underpinned by the Every Student Every School (ESES) key reform and aligned to the requirements of NCCD.</p>	<p>Students agree to continue with the program next year.</p> <p>Data base was developed to compile learning and support processes.</p> <p>Staff have the understanding and confidence to implement and measure the effectiveness of the Every Student Every School (ESES) reform.</p> <p>Staff have the understanding and confidence to implement Mgoals to support learning and wellbeing for Indigenous students.PPS engaged in Transition Programs across the CoS, as well as SCLC initiatives to enrich student learning.</p>	3664

Next Steps

The next steps required for 2017 to ensure that Strategic Direction 3 is successfully implemented are;

- Ongoing implementation of Mgoals including Personalised Learning Plans for all Aboriginal students and strengthened partnerships with community
- Parent and community information session to raise awareness of wellbeing initiatives across the school• Ongoing commitment to effective Transition Partnerships within the Community of Schools (CoS)
- Implementation of the HOW2learn strategy across the school with particular focus on “Exploring Mindsets” and “Developing growth-minded learners”.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have a Personalised Learning Plan to support their wellbeing and learning. Significant involvement of family and community members in school events. Public speaking workshops and competition.	2842
Low level adjustment for disability	Employment of School Support Learning Officers to support student's learning needs in classrooms and on the playground. Increased access to the curriculum and enhancement of wellbeing for all students.	8236
Socio-economic background	Personalised Learning evident across the school. Employment of School Support Learning Officers to support student's learning needs in classrooms and on the playground. Personalised Learning Plans have been developed for targeted students aligned to the Every Student Every School reform and the requirements of the National Consistent Collection of Data. Increased access to the curriculum and enhancement of wellbeing for all students	18292

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	42	53	44	45
Girls	39	38	36	29

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	93.5	92.4	92.9
1	91.1	96.7	91.3	94.3
2	92.7	93.5	94.1	91.5
3	95.6	95.5	93.3	92.8
4	95.7	95.9	92.5	91.1
5	95.9	94.3	94.2	90.9
6	93.6	93.4	94.7	95.2
All Years	94	94.5	93.2	92.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration & Support Staff	1.41
Other Positions	0.13

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. During 2016 there were no Aboriginal staff employed at the school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	4
Postgraduate degree	1

Professional learning and teacher accreditation

All teaching staff meet the professional requirements for teaching in NSW public schools.

Workforce information

Financial information (for schools using OASIS for the whole year)

Financial information

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	79 269.73
Global funds	77 550.71
Tied funds	192 578.39
School & community sources	3 611.46
Interest	1 917.52
Trust receipts	19 038.29
Canteen	0.00
Total income	373 966.10
Expenditure	
Teaching & learning	
Key learning areas	7 168.25
Excursions	5 655.64
Extracurricular dissections	5 660.87
Library	1 581.83
Training & development	0.00
Tied funds	203 911.55
Short term relief	13 966.53
Administration & office	35 460.96
School-operated canteen	0.00
Utilities	13 579.64
Maintenance	4 266.31
Trust accounts	15 242.49
Capital programs	10 946.08
Total expenditure	317 440.15
Balance carried forward	56 525.95

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

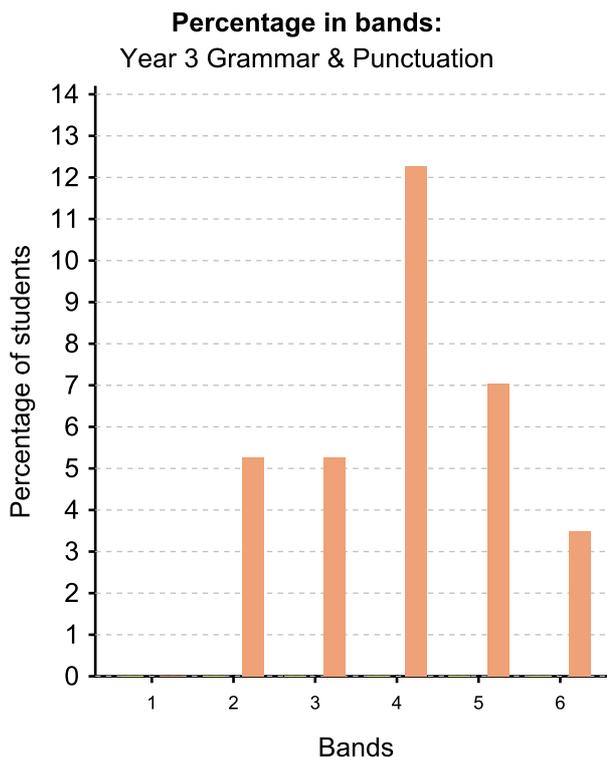
School performance

NAPLAN

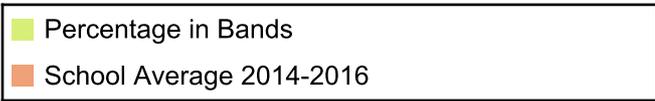
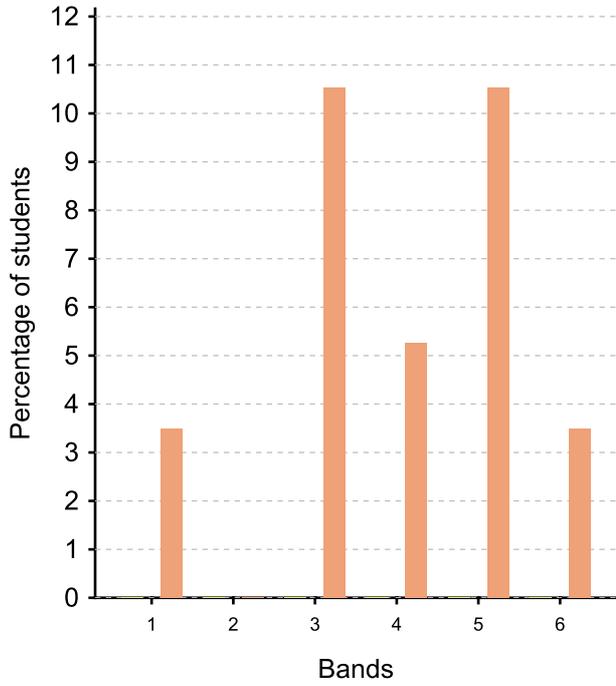
In the National Assessment Program, the results across

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

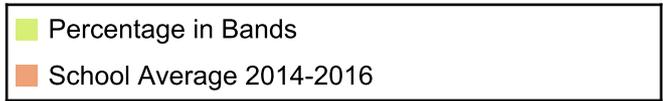
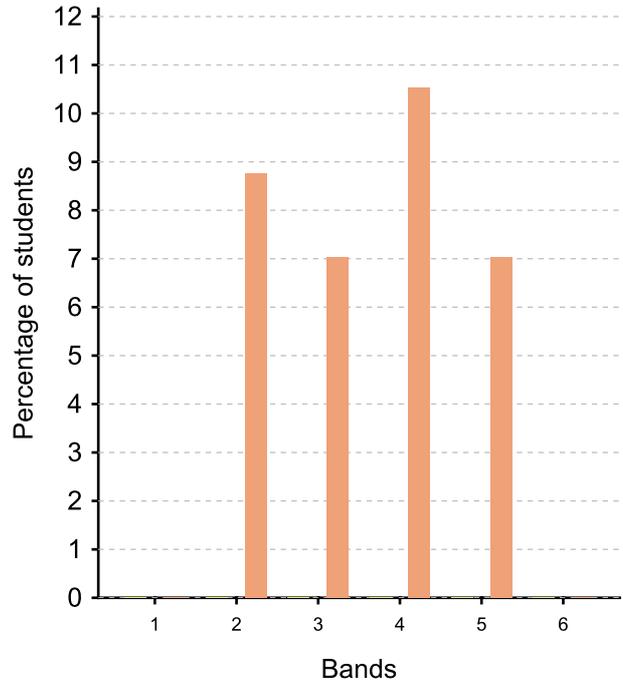
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.



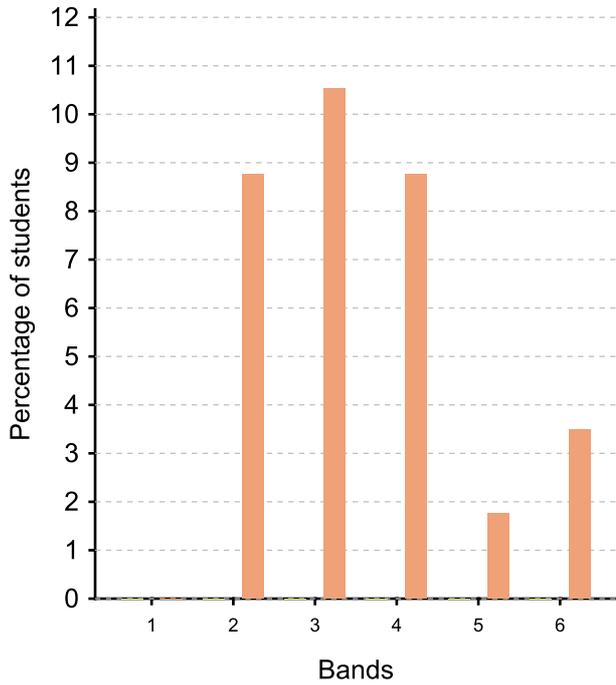
Percentage in bands:
Year 3 Reading



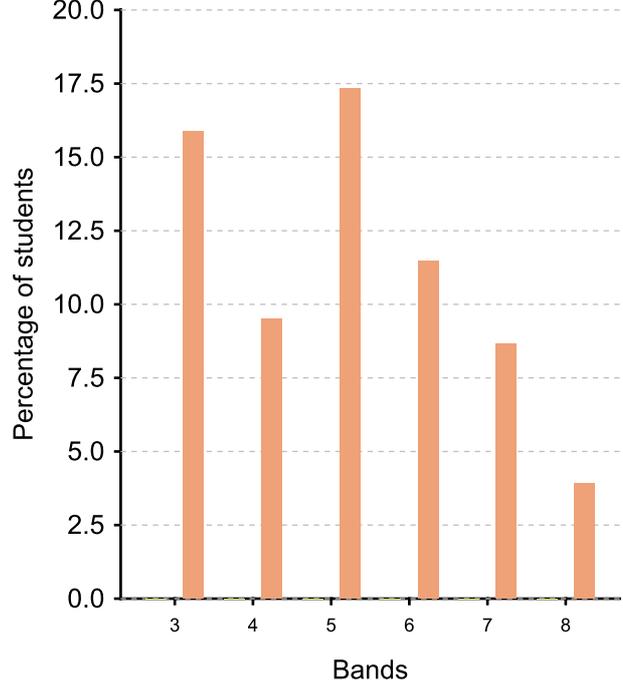
Percentage in bands:
Year 3 Writing



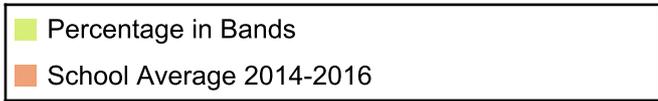
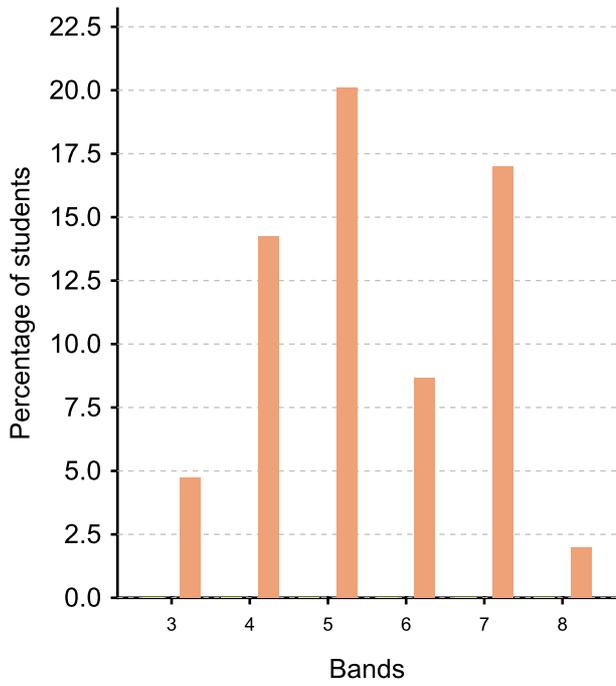
Percentage in bands:
Year 3 Spelling



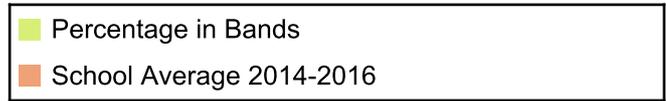
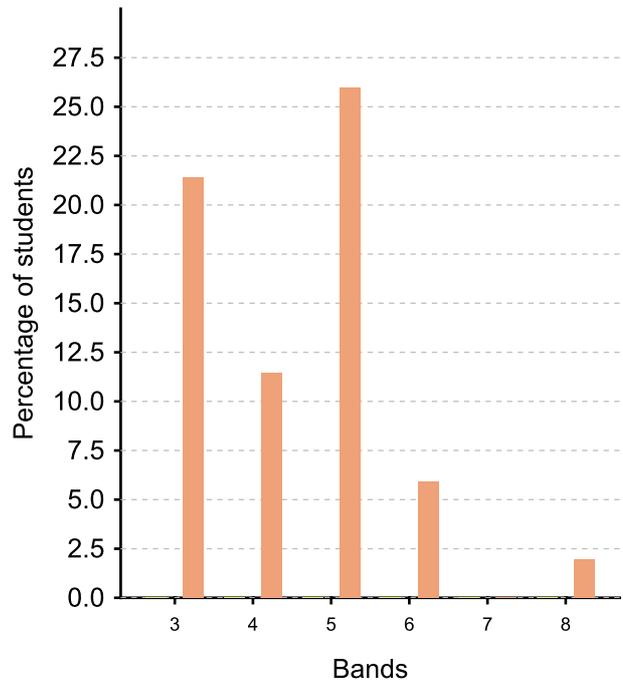
Percentage in bands:
Year 5 Grammar & Punctuation



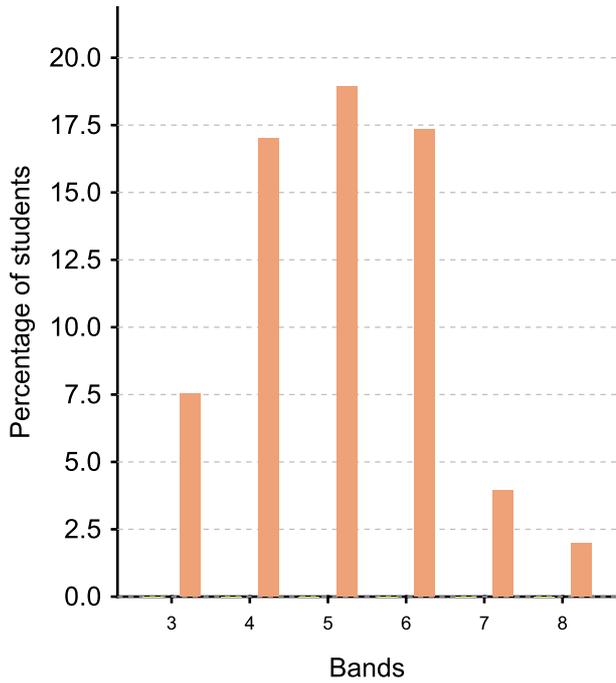
Percentage in bands:
Year 5 Reading



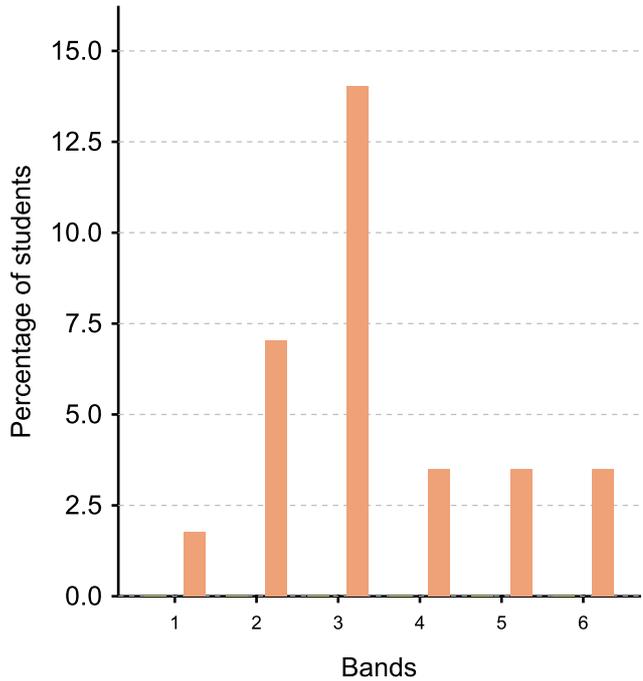
Percentage in bands:
Year 5 Writing



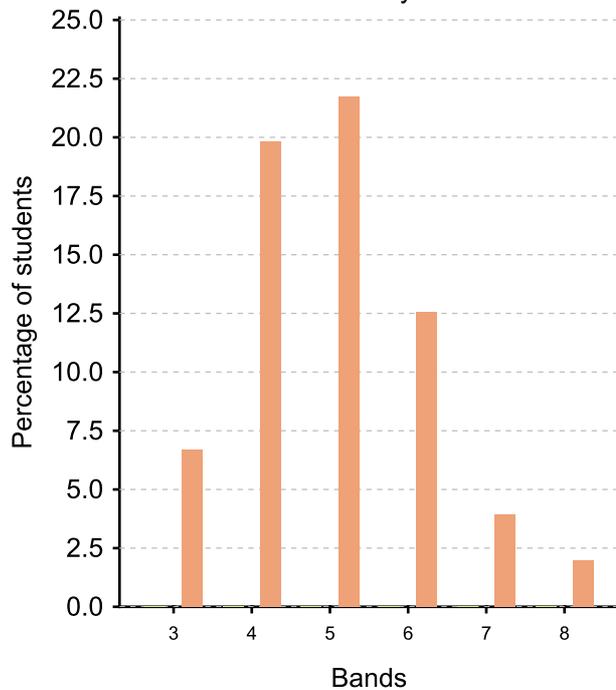
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Cobargo Public School has strong focus on establishing, building and strengthening relationships with Aboriginal people and communities. We provide, in partnership with Aboriginal people and communities, education and training which promotes quality teaching, is engaging, and is culturally appropriate and relevant. Our school promotes education and training as a lifelong pursuit; to ensure Aboriginal people are better equipped to secure meaningful and rewarding employment and to lead healthy, fulfilling and successful lives. At Cobargo Public School we acknowledge the need for all staff to focus on three guiding elements – Relationships – Engagement – Ongoing Learning. The key planning documents our school utilises are: The Partnership Agreement between the Department of Education and Communities and the NSW Aboriginal Education Consultative Group Inc.; the Aboriginal Human Resources Development Plan 2012–2017; and the Aboriginal and Torres Strait Islander Education Action Plan 2010–2014. Cobargo Public School recognises the NSW Aboriginal Education Consultative Group Incorporated as the peak community advisory body to the Department on Aboriginal education and training at all levels and in all stages of planning and decision making. We are active members of the Bega AECG.

Multicultural and anti-racism education

Multicultural Education is for all students and school communities. At Cobargo Public School we promote intercultural understanding and community harmony. Cobargo Public School enacts cultural inclusion at both the whole school and classroom level. At the whole school level, our inclusive practice focuses on inter-group relations among students, relationships between the school, parents and the community, communication strategies, student leadership strategies, student voice and the acceptance of diversity as normal and comfortable. At the classroom level our culturally inclusive practice encompasses both curriculum content and pedagogy. It ensures that the materials and examples used in teaching and learning activities avoid bias and prejudice and challenge stereotypes. It also ensures that all students have equitable opportunities to learn, share experiences and succeed at school. We believe that a culturally inclusive curriculum is one that reflects the cultural, linguistic and religious diversity of society. It ensures that each student is able to learn in a supportive environment free from prejudice and discrimination. It provides opportunities for all students to identify as Australian and explore cultures and beliefs that may be different from their own.

Other school programs

Creative & Performing Arts

Cobargo Public School has had a successful Choir this year that has performed for audiences within our local community including the Cobargo ANZAC Day ceremony, Presentation Day and whole school assemblies. The Year 5 and 6 Recorder Ensemble

Parent/caregiver, student, teacher satisfaction

- 100% of the community members surveyed valued the work and dedication of the Cobargo Public School staff.
- 100% of the community members surveyed shared the school's values of Respect, Responsibility and Safety.
- 70% of the community members surveyed believed that their child felt safe, cared for and supported in their learning at Cobargo Public School
- 70% of the community members surveyed felt that their efforts and contributions are valued by the school community (students, staff and community).
- 100% of staff surveyed believed that their efforts are valued by the school community (students, staff and community).
- 100% of staff believed that what they do at Cobargo Public School contributes to student success
- 96% of students surveyed stated that their teachers expects them to do their best
- 76% of students surveyed feel safe and cared for at Cobargo Public School.

Policy requirements

Aboriginal education

performed at the 2015 Festival of Instrumental Music at the Sydney Opera House in August and Presentation Day.

Sport

Cobargo Public School is able to offer students a very broad sporting program. We greatly value participation by all our students, and the pride they take in personal effort. Sport and the school's values of respect, responsibility and safety go hand in hand. Students from kindergarten through to year 6 actively engage in our fitness program, where fundamental movement skills and fitness are achieved through gymnastics, skipping, dance, circuits, aerobic and endurance training. These physical activities are a valuable foundation on which to build further accomplishment. To promote and encourage fitness we have once again joined in the Premier's Sporting Challenge, a ten week program to track and log daily physical activity. Sport is a partnership between students, parents and teachers. Our achievements are built on the efforts of our parents to provide support and transport, often to far flung venues, student enthusiasm and commitment, and the valuable time and encouragement teachers dedicate to coaching. Cobargo P.S. students were able to take up the wide ranging opportunities that the PSSA provides, representing the school, district and region. Gala days, carnivals, regular afternoon sports are further avenues by which students can try various games and disciplines, often providing the impetus for life long interest and enjoyment.

Student Leadership

Our Captains of the School have gone about their duties in a diligent, thoughtful manner. They have also excelled at the many opportunities they have had to lead the school during assemblies and events. A new initiative in 2016 was a series of peer support leadership opportunities for the current Year 5 students, leading up to the nominating and voting of School Leaders for 2017. These opportunities focused attention on the qualities of leadership and provided opportunities to develop skills in and reflect on organisation, working in a team and public speaking.

Environmental Education

The Stephanie Alexander Kitchen Garden has continued to operate during 2016. The group consisted of twenty five students across Stage 2. The Cobargo Public School Garden Program saw the construction of garden plots and composting facilities. Students were able to engage in authentic learning in the garden which linked directly with their learning in PDHPE around healthy eating.

Learning and Support

Cobargo Public School is committed to ensuring every student reaches their full potential. The Learning and Support Teacher's role through the Learning and Support Team is to identify students with additional learning needs as early as possible and provide special assistance to support their needs and to assist the

classroom teacher. The Learning and Support Team is made up of all staff who meet weekly to prioritize the additional learning needs of students and strategically allocate resources. A Reading Recovery Program has continued to support Year 1 students throughout 2016. Four students were involved in the program.