

Cobargo Public School Annual Report



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Introduction

The Annual Report for **2017** is provided to the community of **Cobargo PS** 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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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, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. 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.

Our self–assessment process will assist the school to refine our school 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/sef–evidence–guide>

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, on-going improvement in meeting student needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	\$2500	<p>Guidelines for expectations of behaviour were drafted for ongoing implementation in 2018</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>

Next Steps

The next steps required for 2018 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

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)	Funds Expended (Resources)	Progress achieved this year
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	\$3000 in professional learning	Documents were reviewed for 2018 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.

Next Steps

;• 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

- Clear and consistent templates for documentation of Learning and Support for students aligned to Nationally Consistent Collection of Data (NCCD) and ESES This 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 school These 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)	Funds Expended (Resources)	Progress achieved this year
<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>	\$13500	Data base was developed to compile learning and support processes. Staff have the understanding and confidence to implement and measure the effectiveness of the Every Student Every School (ESES) reform. Staff have the understanding and confidence to implement Mgoals to support learning and wellbeing for Indigenous students. CPS engaged in Transition Programs across the CoS, as well as SCLC initiatives to enrich student learning.

Next Steps

- 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	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$7687	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.
Low level adjustment for disability	\$27416	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. Learning support teacher to support small group instruction.
Socio-economic background	30,539	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.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	53	44	45	40
Girls	38	36	29	29

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.5	92.4	92.9	95.2
1	96.7	91.3	94.3	90.6
2	93.5	94.1	91.5	95.5
3	95.5	93.3	92.8	92.5
4	95.9	92.5	91.1	93
5	94.3	94.2	90.9	93.1
6	93.4	94.7	95.2	90.7
All Years	94.5	93.2	92.5	92.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.45
Teacher of Reading Recovery	0.11
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. During 2017 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	100
Postgraduate degree	0

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	56,553
Global funds	45,311
Tied funds	56,982
School & community sources	505
Interest	467
Trust receipts	4,400
Canteen	0
Total Receipts	107,665
Payments	
Teaching & learning	
Key Learning Areas	3,381
Excursions	1,200
Extracurricular dissections	2,102
Library	806
Training & Development	0
Tied Funds Payments	64,042
Short Term Relief	5,769
Administration & Office	10,821
Canteen Payments	0
Utilities	5,785
Maintenance	4,778
Trust Payments	7,639
Capital Programs	1,722
Total Payments	108,044
Balance carried forward	56,174

	2017 Actual (\$)
Opening Balance	0
Revenue	170,232
Appropriation	152,167
Sale of Goods and Services	2,653
Grants and Contributions	15,240
Gain and Loss	0
Other Revenue	0
Investment Income	172
Expenses	-119,663
Recurrent Expenses	-119,663
Employee Related	-75,670
Operating Expenses	-43,993
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	50,569
Balance Carried Forward	50,569

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 information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	610,714
Base Per Capita	11,309
Base Location	18,662
Other Base	580,743
Equity Total	65,643
Equity Aboriginal	7,687
Equity Socio economic	30,539
Equity Language	0
Equity Disability	27,416
Targeted Total	37,740
Other Total	16,069
Grand Total	730,165

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.

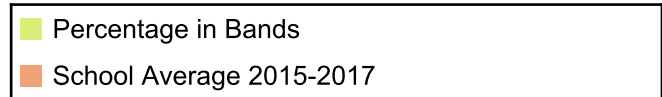
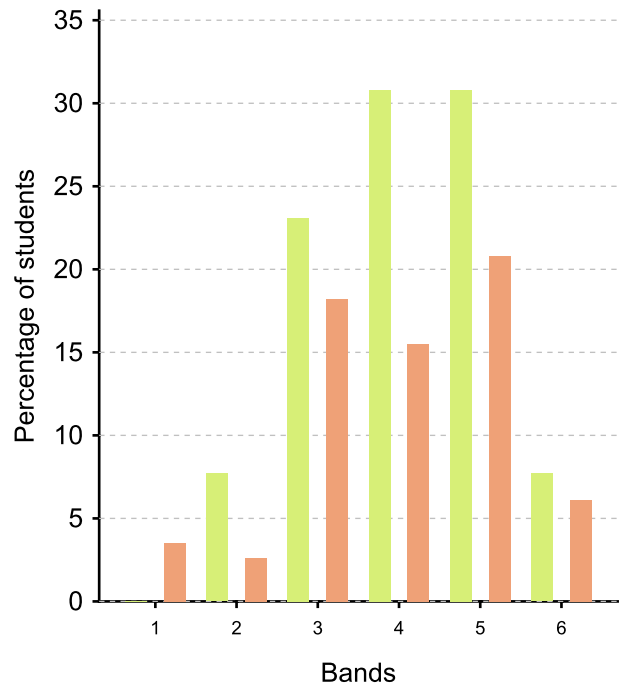
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

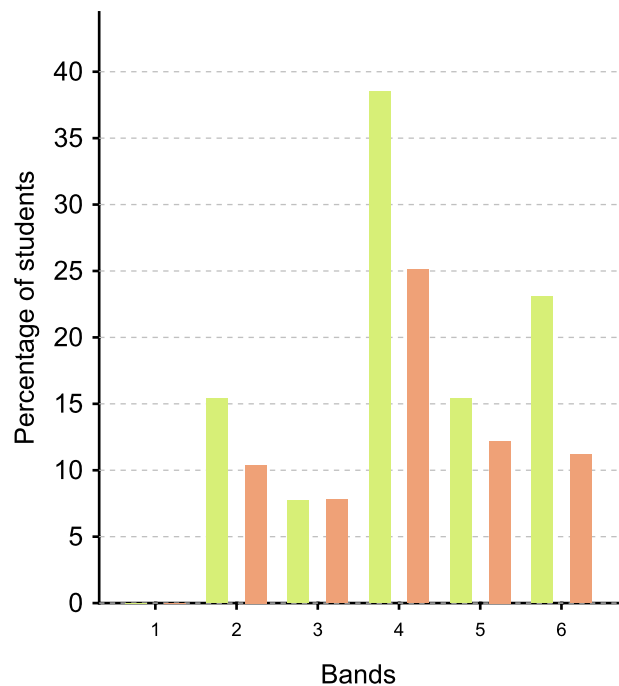
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Reading



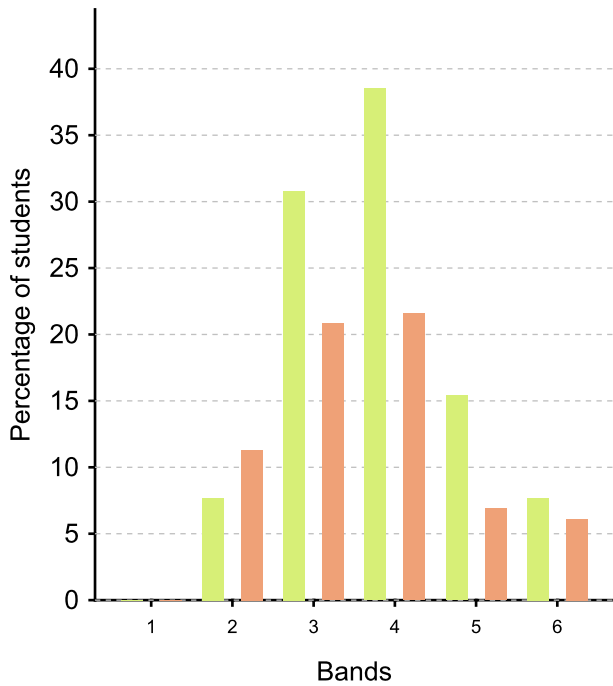
Band	1	2	3	4	5	6
Percentage of students	0.0	7.7	23.1	30.8	30.8	7.7
School avg 2015-2017	3.5	2.6	18.2	15.5	20.8	6.1

Percentage in bands:
Year 3 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	0.0	15.4	7.7	38.5	15.4	23.1
School avg 2015-2017	0.0	10.4	7.8	25.1	12.2	11.2

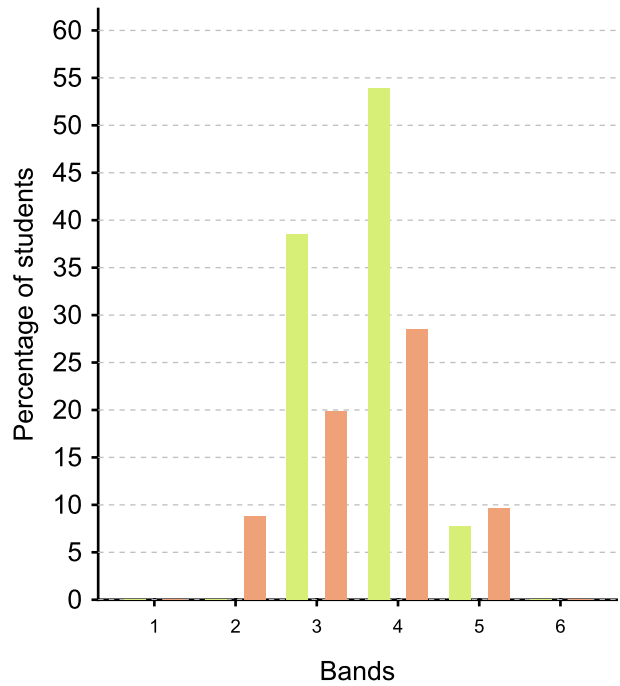
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	7.7	30.8	38.5	15.4	7.7
School avg 2015-2017	0.0	11.3	20.8	21.6	6.9	6.1

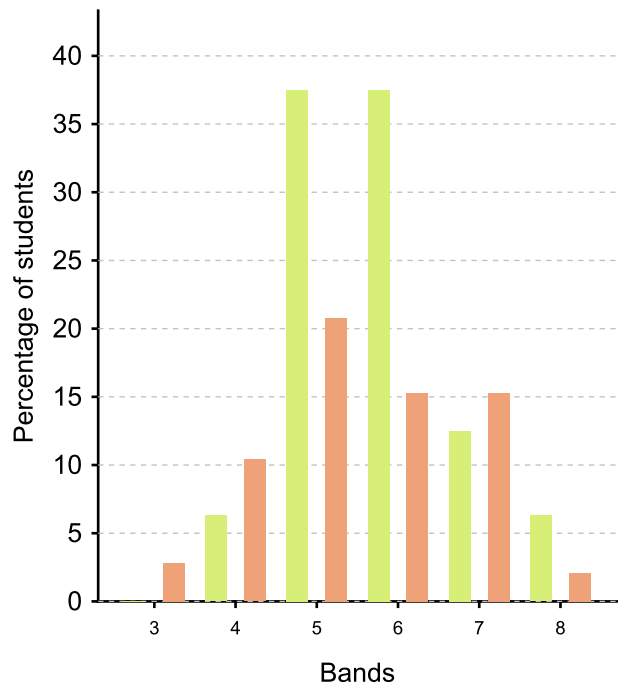
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	38.5	53.9	7.7	0.0
School avg 2015-2017	0.0	8.8	19.9	28.5	9.6	0.0

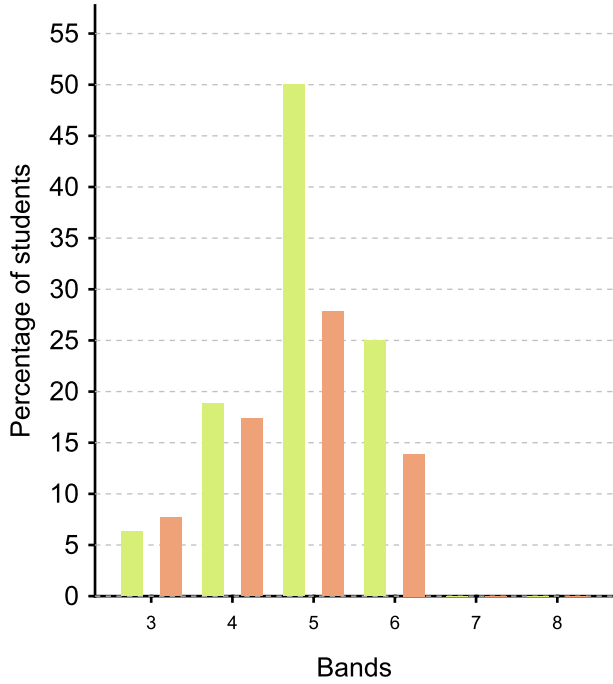
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	6.3	37.5	37.5	12.5	6.3
School avg 2015-2017	2.8	10.4	20.8	15.3	15.3	2.1

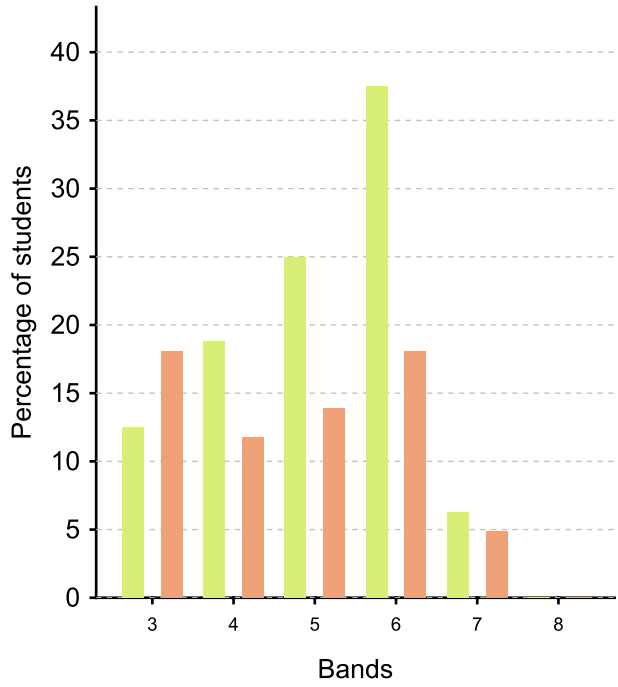
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	6.3	18.8	50.0	25.0	0.0	0.0
School avg 2015-2017	7.7	17.4	27.8	13.9	0.0	0.0

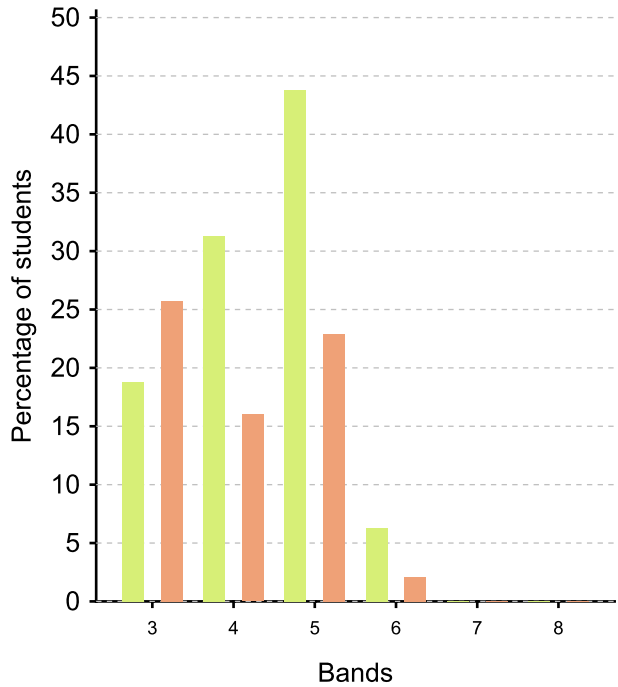
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	12.5	18.8	25.0	37.5	6.3	0.0
School avg 2015-2017	18.1	11.8	13.9	18.1	4.9	0.0

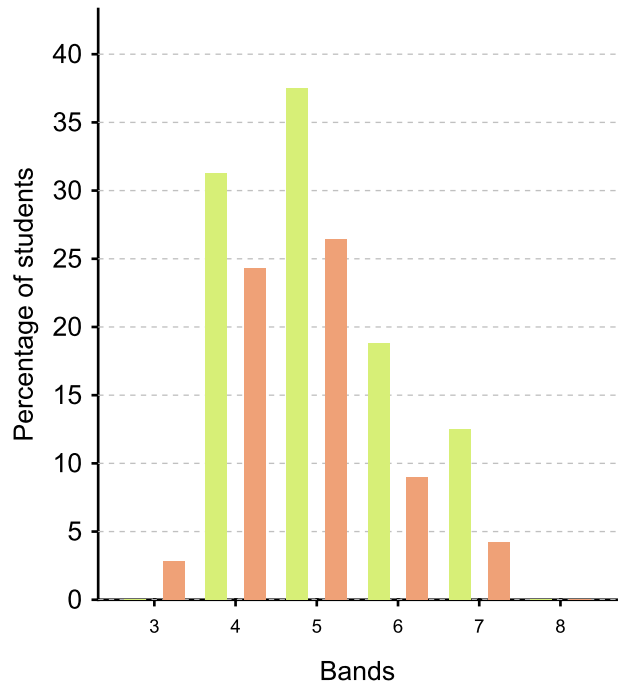
Percentage in bands:
Year 5 Writing



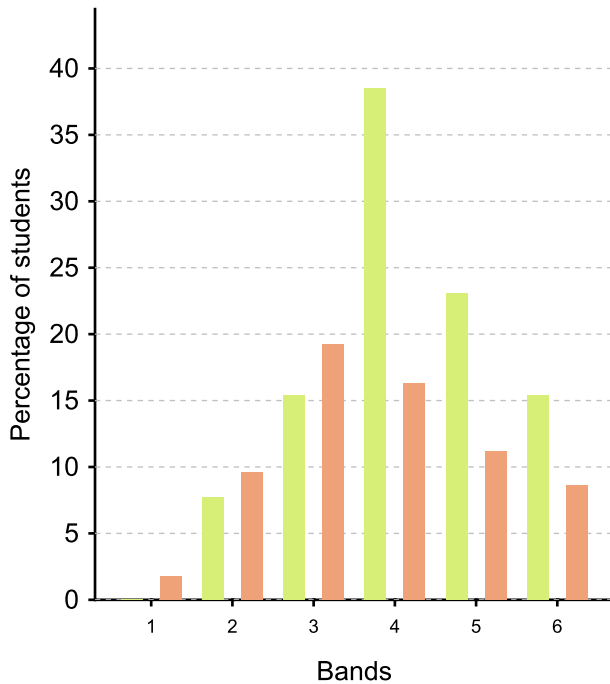
Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	18.8	31.3	43.8	6.3	0.0	0.0
School avg 2015-2017	25.7	16.0	22.9	2.1	0.0	0.0

Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	31.3	37.5	18.8	12.5	0.0
School avg 2015-2017	2.8	24.3	26.4	9.0	4.2	0.0

Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	7.7	15.4	38.5	23.1	15.4
School avg 2015-2017	1.8	9.6	19.2	16.3	11.2	8.6

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

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

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 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.