

# Cobargo Public School

## Annual Report



2018

1579

## Introduction

The Annual Report for **2018** 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

## School contact details

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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 62 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– wellbeing

### Purpose

Students will be engaged in rich learning experiences and develop vital skills to flourish. Teachers will work in partnership with parents to provide students with the ability to learn, adapt and be responsible citizens.

### Overall summary of progress

Guidelines for expectations of behaviour were published and implemented in 2018 .

Stephanie Alexander Kitchen Garden project was effectively implemented and made connections with the broader community.

Observations and feedback of teaching practice conducted across the school and coaching used to support this process aligned to the Performance and Development Framework .

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating active engagement with their learning.	External coach + PBL team	Guidelines for expectations of behaviour were published and implemented in 2018 .  Stephanie Alexander Kitchen Garden project was effectively implemented and made connections with the broader community

### Next Steps

Processes to encourage, measure and celebrate achievements to deliver student centred and self-regulated learning.

Programs align to the Wellbeing Framework in order to support student engagement and achievement.

## Strategic Direction 2

Teaching– collaboratively

### Purpose

Student learning is underpinned by high quality teaching. Lessons and learning opportunities are engaging and teaching strategies are evidence–based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes to plan for the on–going learning of each student in their care.

### Overall summary of progress

Reporting methods were refined and adjusted after extensive discussion using data from standardized testing and reporting policies and procedures.

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.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating expected growth in literacy and numeracy.  At least 80% of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes.	SBSR PLAN essential assessment spelling standardized test L3 reading levels	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.  Reporting methods were refined and adjusted after extensive discussion using data from standardized testing and reporting policies and procedures

### Next Steps

Data informed differentiation and timely, targeted intervention.

A shared understanding of evidence informed quality teaching strategies in Literacy and Numeracy and a demonstrated willingness to trial and adopt new strategies in a variety of settings.

### Strategic Direction 3

Leading – community

#### Purpose

Leaders have a commitment to fostering a school wide culture of high expectations and shared sense of responsibility for student engagement, learning development and success. School leaders enable a self-sustaining and self improving community that will continue to support the highest levels of learning. Students benefit from the school's planned and proactive engagement with parents and the broader community.

#### Overall summary of progress

Community engagement has been sustained or increased as new initiatives draw a wider cross section of the community into the school working with students as they learn and grow.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase parent attendance at assemblies, community days and other events from 2017 baseline.	Data from attendance at school functions and meetings	Community engagement has been sustained or increased as new initiatives draw a wider cross section of the community into the school working with students as they learn and grow.

#### Next Steps

Community feedback survey to gather evidence on initiatives throughout the year

Data sources compiled to inform future directions

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO employed all year	All Aboriginal students have a Personalised Learning Plan to support their wellbeing and learning. Significant involvement of family and community members in school events.
<b>Low level adjustment for disability</b>	SLSO employed all year	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.
<b>Socio-economic background</b>	Music teacher employed to teach all classes.  SLSO employed all year	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

	Enrolments			
Students	2015	2016	2017	2018
Boys	44	45	40	37
Girls	36	29	29	25

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.4	92.9	95.2	87.4
1	91.3	94.3	90.6	90
2	94.1	91.5	95.5	90.6
3	93.3	92.8	92.5	93.5
4	92.5	91.1	93	91.3
5	94.2	90.9	93.1	93
6	94.7	95.2	90.7	94.3
All Years	93.2	92.5	92.8	91.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Parents are reminded to supply a reason for absence in writing with a note sent home when the child returns to school and if necessary the absence is followed up with a phone call to parents or carers.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.51
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

The school comprises of one staff member identifying as having Aboriginal descent.

### 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

### Professional learning and teacher accreditation

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

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.



	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	50,569
<b>Revenue</b>	826,840
Appropriation	794,633
Sale of Goods and Services	218
Grants and Contributions	31,341
Gain and Loss	0
Other Revenue	0
Investment Income	649
<b>Expenses</b>	-818,040
Recurrent Expenses	-818,040
Employee Related	-722,369
Operating Expenses	-95,671
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	8,800
<b>Balance Carried Forward</b>	59,369

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

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	638,291
Base Per Capita	13,342
Base Location	17,834
Other Base	607,115
<b>Equity Total</b>	55,911
Equity Aboriginal	6,746
Equity Socio economic	19,166
Equity Language	0
Equity Disability	29,998
<b>Targeted Total</b>	26,449
<b>Other Total</b>	23,237
<b>Grand Total</b>	743,888

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The size of the cohort makes commenting on student achievement a breach of privacy and confidentiality protocols.

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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.

Cobargo PS does not have to report on any state requirements.

## 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.

opportunities for all students to identify as Australian and explore cultures and beliefs that may be different from their own.

## 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.

### 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