

Cobbitty Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Cobbitty 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 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.

Dawn Dallas

Principal

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Message from the Principal

At Cobbitty Public School we work together to inspire, challenge and support our students as successful, confident and creative individuals in order for them to “Learn, Grow and Succeed” as respectful, responsible citizens.

Throughout 2016 our focus has continued to be improvement in teaching and learning and the teachers have maintained high expectations for improved outcomes for our students. I am proud of the achievements of our school and the ongoing success of strategies being implemented to provide differentiated, high quality and engaging learning for our students.

Through the diverse talents, energy and determination of our teachers, we continue to offer many extra-curricular programs for our students to enjoy. In 2016, we have seen notable achievements in extracurricular areas, both within school and beyond. Our students have excelled in public speaking, the Premier's Debating Challenge, Premier's Spelling Bee and Tournament of Minds. In the Performing Arts, our students competed successfully in the Wakakirri dance competition and participated enthusiastically in school choir, band and dance groups.

2016 saw our students excelling in the development of skills in Information and Communication Technologies with the increase in resources available across the school and expansion of programs in robotics and coding. This year we also hosted our inaugural Science Fair with students progressing to the Illawarra Coal Science Fair at the University of Wollongong.

Our sporting programs produced excellent personal and team success in zone, regional and state competitions. Our students also enthusiastically participated in swimming lessons, GALA day and knockout teams and a variety of clinics.

Our school was supported by dedicated parents and community members who worked collaboratively to enrich school programs as volunteers in the classrooms, at fundraising activities, gardeners at working bees, helpers in the uniform shop, and contributing members to decision making procedures. In 2016, our P&C provided funding for additional Interactive Whiteboards, upgraded the school library, upgraded the sound system, funded Mathletics, enhanced our outdoor learning areas and purchased a variety of technology to be used throughout the school. These assets are essential components of a future focused learning environment. We are extremely fortunate to have committed parents who continue to dedicate time and resources in the best interests of our school – Thank you!

In 2016, in response to parental request, a tender process was undertaken for an Out of School Hours (OoSH) program at Cobbitty Public School. The successful tender, Camp Australia, will commence operations in Term 1, 2017. A tender process was also undertaken for our school canteen. 'Made fresh' were awarded the tender and commenced operations with a 5 day a week canteen.

It has been a rewarding and exciting school year. I am very proud to be your Principal and look forward to working with you to ensure that Cobbitty continues to be an outstanding and dynamic school in 2017!

School background

School vision statement

Together as a supportive, inclusive, respectful community we will provide holistic and enriching teaching and learning programs which empower all students to:

- learn and build knowledge to continually progress within an ever changing world;
- grow through opportunity, communication, self-direction and reflection; and
- succeed as creative, innovative, inspiring and collaborative problem solvers.

School context

Cobbitty Public School is located in a semi-rural setting south west of Sydney. We are committed to providing comprehensive and diverse quality learning opportunities for all students in a positive, safe and supportive environment. We hold history and tradition in high regard.

Our students come from a predominantly semi-rural area. Students are highly engaged and proud to be associated with the rich cultural heritage of their school. Students enjoy a diversity of programs and extra-curricula activities including music, camping programs and sport.

Our staff is a combination of both new scheme teachers and experienced teachers, all working collaboratively to form a dedicated team of educators who care deeply about the needs of each child. The staff has high expectations for all students.

We have a highly involved, supportive community, including an active P&C, who value staff dedication and strive to ensure their children are receiving every possible opportunity for individual success, both academically and in extra curricula activities.

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.

We have continued to engage with the School Excellence Framework as a tool to inform, monitor and validate our journey of excellence. As a staff we have examined our school plan and strategic directions to align with the elements of the School Excellence Framework.

We have embedded strategies across the school to monitor our progress in meeting the strategic directions and progression on the excellence framework.

In the domain of **Learning**, we have targeted our efforts on curriculum and learning. The strong performance of the school in creating a positive and productive learning culture with clear expectations across the school for student achievement and curriculum delivery has been a feature of our progress.

Implementation of Positive Behaviour for Learning (PBL) has provided a platform for a consistent approach to supervision practices both in the classroom and playground. Increased consistency in teacher and student expectations has enhanced a positive school culture based on trust, respect and valuing of each other.

Improved support for students with individual learning needs has been another component of our progress throughout the year. Learning and Support procedures and resources have been enhanced ensuring that students with additional learning needs are being identified early and strategies implemented to maximise learning success.

Our major focus in the domain of **Teaching** has been on professional learning based upon Performance and Development Plans. Individualised professional learning has been provided to staff members in relation to planning,

teaching and assessment. Data analysis to inform decision-making, the use of technology for learning, improved pedagogy through classroom observations, reflections and feedback, and the development of expertise in key literacy and numeracy programs all highlight a teaching culture that is founded on ongoing improvement and high expectations.

In the domain of **Leading**, we have continued to develop leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership density is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in each of the strategic directions, building the capabilities of staff to create a positive and ever evolving school learning culture.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Building Capacity

Purpose

To ensure the continuous development of skilled, effective and professional teachers, and a strong, collegial culture committed to continued improvement and excellence in teaching and learning.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have continued to be the focus of professional learning in 2016.

All staff received coaching to create professional learning goals, aligned to the Professional Standards for Australian Teachers, which have been used in Performance and Development Plans.

All staff have engaged in individualised professional learning and professional learning in priority areas as identified through school evaluation procedures.

All staff have engaged in fortnightly stage team professional learning sessions, which provide opportunities to participate in focused, small group learning as a follow up to whole school professional learning and stage specific content and pedagogy.

Systems and processes to facilitate ongoing teacher professional growth have been refined. Lesson observation protocols and guidelines have been collaboratively developed and a culture of ongoing reflection and feedback has been facilitated.

A Cobbitty Public School Supervision Policy has been developed and implemented. This policy includes consistent expectations to ensure quality teaching and learning practices for teachers and students, to improve student outcomes and maximise student learning potential.

A Cobbitty Public School English Scope and Sequence document has been developed and refined. This document aligns with the English Syllabus to ensure consistent and systematic teaching of English K–6. The document will be finalised and fully implemented in 2017.

An intensive daily program to support students who are experiencing difficulty in reading and writing has been implemented. This program, Making Up For Lost Time in Literacy (Multilit), is implemented by Learning and Support Teachers (LaST), School Learning and Support Officers (SLSO's) and number of parent volunteers. The program will continue in 2017 with additional parent volunteers to be trained.

Parent workshops have been held to support parents in understanding and supporting the home reading program.

Professional learning in TEN/TOWN has been revised and consolidated throughout 2016. Targeted support has been provided to teachers who did not receiving training in 2015 and those who moved to different Stage teams following their training.

Formative assessment practices were revisited and consolidated to ensure consistent application across the school.

All teachers engaged in professional learning in problem solving in Mathematics, delivered by a mathematics consultant over two extended staff meetings. The professional learning consisted of interactive activities, presentation of lesson ideas and showcasing of resources. Following these sessions, staff have increased confidence to include problem solving within weekly teaching and learning programs with students displaying increased competence to apply appropriate mathematical strategies to solve problems.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional	All teachers set PDP goals aligned to the Professional Standards for Teachers and were successful in achieving these goals.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Standards for Teachers.	All teachers set PDP goals aligned to the Professional Standards for Teachers and were successful in achieving these goals.	
Student learning in literacy and numeracy shows growth above state average due to increased teacher effectiveness. (NAPLAN)	Student growth in Numeracy in 2016 was 93.6% which exceeds the state average. In Literacy, student growth was 63.3% with 47% of students at or exceeding expected levels.	
All K–6 students progress along the Literacy continuum with (80% – 2015, 82.5% – 2016, 85%– 2017) of students achieving at or above expected level.	In 2016, most students achieved growth of at least one cluster in all aspects of the Literacy continuum. 76.8% of students achieved at or above the expected level across all aspects.	\$35,190
All K–2 students progress along the Numeracy continuum in EAS with 85% of students at or above expected level.	All K–2 students made progress along the EAS continuum with 82% of students achieving at or above the expected level.	\$17,684
All 3–6 students progress along the Numeracy continuum in place value with 85% of students achieving at or above the expected level.	All 3–6 students made progress along the continuum in place value with 76% of students achieving at or above the expected level.	\$19,000

Next Steps

In 2017, the programs initiated throughout 2015 and 2016 will be maintained and embedded in the school culture. Strategies to build on the success of this year will include:

Implementation of the program My PLGoals to facilitate the development of performance and development goals, monitoring of professional learning progress and collection of evidence to support achievement.

Whole school professional learning, around the Positive Behaviour for Learning program will continue, as additional features of the program are developed and implemented, and previous learning revised.

Continuation of fortnightly stage team professional learning, where staff participate in focused small group learning as a follow up to whole school professional learning and concentrate on relevant research and pedagogy to improve practice.

Increase the number of students in the top 2 NAPLAN bands by providing opportunities within the classroom for the extension of high achieving students and enrichment of learning programs. Implementation of a whole school English scope and sequence document for explicit and systematic teaching and learning, and clear expectations for each Stage level.

Implementation of a school supervision policy, ensuring consistency in classroom programming practices and expectations, regular, scheduled lesson observation, supervision of student work samples and assessment data.

Continued implementation of lesson observation and feedback procedures, including structured reflection and feedback. Ongoing review and refinement of observation protocols to ensure alignment with the Professional Standards for Australian Teachers and Performance and Development procedures.

Further involvement of parents and other community members in training for specific programs to directly assist students with learning, including the MULTILIT program.

Further development of assessment schedules/timelines for literacy and numeracy across all stages, and ongoing professional learning in tracking, analysing and recording PLAN data.

Strategic Direction 2

Engaged & Productive 21st Century Learners

Purpose

To empower students to be self directed learners who think critically, collaborate and make connections beyond the classroom; confidently facing challenges and making positive contributions within a rapidly changing world.

Overall summary of progress

Our school Library refurbishment has been completed with new carpeting, painting, shelving, furniture and technology purchased and installed. This has created a flexible and inspiring learning space accessible to all students and staff. A bank of 16 chrome books and PC Lock trolley were bought with the support of our P&C and now enhance the school's pedagogical focus on Inquiry Learning.

The Learning and Support Team have reviewed the school's policy to streamline procedures to ensure the early identification, monitoring and tracking of students with additional needs. They continue to effectively use resources to provide targeted support in order to maximise student success.

Teaching and Learning has been made explicit and systematic through the pedagogical focus on using clear Learning Intentions and Success Criteria in all classrooms. Some teachers have experimented with both data and bump it up walls, which has led to clear, high expectations in all classrooms aimed at ensuring all students set goals for their learning and understand the steps needed to achieve them. This makes learning very visible in our classrooms and has led to improved student outcomes.

Our school has created an action plan to ensure the ongoing implementation of PBL (Positive Behaviour for Learning). The team has met twice a term and led two Teacher Professional Learning meetings each term to establish school expectations, identify minor and major behaviours, and create behavioural expectation matrixes for all learning space and playground areas. Flow charts and displays are in all areas of the school for easy reference by both staff and students. Lessons addressing the school expectations in all areas have been formulated and explicitly taught in K-2 and 3-6 assemblies and related activities implemented in all classrooms. We have begun the ongoing process of collating data to identify specific behaviours to be addressed in future lessons. All staff are now consistently using the language of PBL to give verbal feedback to students as well as to prompt and redirect inappropriate behaviours observed.

Teacher's competency and confidence in effectively embedding authentic Information Technologies in their lessons with students has been enhanced. Survey results indicate 100% of staff are now actively using Google Apps for education for their own programming and communication, as well as with their students. The use of iPads across literacy and numeracy lessons to enhance student learning is evident. Support and RFF teachers are now feeling increased competence in using the IWB during lessons. New directions for support have been identified for 2017 through this survey.

Two staff members participated in the Macarthur PODS initiative to ensure our ICT focus remained current, in line with external research and practice. Cobbitty Public School led the Innovative Technology group across three local schools. This involved a two pronged approach, the first being an innovation tour in other local schools to observe use of Green screen, Seesaw, chrome books, Adobe Spark and Aurasma. Secondly a Connecting Communities through Coding network was formed (in response to the Department's Australian Curriculum policy launch on Computational Thinking). CPS created a group of student 'techsperts' who worked with students from the other schools; teaching them to innovate and problem solve using Coding and Lego robotics (WeDo2). These student representatives then showcased their learning and leadership at a presentation to School executive and teachers from a broad range of Macarthur Schools. Further, these students then lead the Coding and robotics program at CPS with their classmates and the K-2 Code Club. The establishment of this Robotics program and external networks will form a foundation for further development of this program in 2017.

Our school student leaders and SRC have continued to focus on supporting our local community through fundraising and recycling initiatives. Due to their environmental focus our school won the Camden Council Bottle Bank Challenge for local primary schools at the Camden Show. This resulted in individual prizes for every CPS student as well as a free collective school incursion from the Radical Recyclers aimed at inspiring our students to be globally aware citizens.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student attendance rates exceed state and regional average.	In 2016 student attendance rates exceeded State and regional averages. New procedures were put in place to ensure the rate of unjustified and partial absences were significantly lowered.	
100% of staff are confident in providing a differentiated teaching and learning program incorporating a range of technology to support learning.	Teacher professional learning and classroom programs reflect the use of differentiated inquiry learning models and a variety of technology in all classrooms. 100% of staff are now competently using Google Apps for education to support learning. A range of technology purchased ensures access to resources to support learning K–6.	\$15,332
100% of students contribute to the identification of individual learning goals and monitoring of success criteria.	In 2016 Teacher professional learning focussed on embedding the use of learning intentions and success criteria (LISC). Evidence of LISC and student goals is present in 70% of classrooms and most teacher programs reflect the language of LISC.	\$1500
As active and responsible citizens CPS students make contributions to community.	SRC successfully fundraised for community initiatives and completed environmental programs aimed at enhancing global citizenship. An outdoor learning space created to enhance Environmental Education initiatives. A group of 'techsperts' was established who are networking across schools to inspire, innovate and lead Coding and Robotics programs.	\$2700

Next Steps

Throughout 2017 Cobbitty Public School will continue to implement strategies aimed at improving the capacity of all students to be active, informed, resilient and creative citizens. Through ongoing reflections, evaluations and adjustments current initiatives and programs will continue to support our progression in the School Excellence Framework.

We will continue to build on high expectations for students and staff through ongoing teacher professional learning in the implementation of Learning Intentions and Success Criteria across all learning domains. This will be further supported by the ongoing addition to an established shared resource folder that all staff can access and add to. Modifications have been made to programming expectations to ensure clear evidence of and lesson focus on LISC.

Inquiry learning will remain the pedagogical process used to implement the current syllabus documents and teacher professional learning in this process will be ongoing throughout 2017. We will seek further training in Instructional Rounds to commence a pedagogical review with an ongoing focus on improvement in teaching and learning throughout Cobbitty Public School.

Quality practices for indigenous students will continue to be embedded and links with the Aboriginal community further extended through genuine partnerships. Personalised Learning Plans will be formulated involving all stakeholders and these will be regularly monitored and reviewed by classroom teachers, supervisors and the Learning and Support Team (LaST).

The LaST will continue to update its current practice and align itself to the DoE Wellbeing framework. The team will continue to build on well defined learning and Support processes and strengthen the support for students with additional learning needs, as well as for Gifted and Talented students, with a view to increased learning success for all students. We will continue to participate in programs such as Tournament of Minds, Science Fair, SOLE (Self-Organised Learning Environments), debating, public speaking and robotics in order to empower learners to achieve greater autonomy over their learning and additional opportunities for learning success across the curriculum.

Coding and robotics programs will be enhanced by our 'techsperts' leading WeDo2 in classrooms with small groups of students. Lego Mindstorm kits will be purchased to build and extend on the skills of students working in the Robotics program. This will further enhance problem solving, creativity and leadership skills. We will strengthen networks with local schools and build stronger connections to enhance student leadership opportunities. Technology workshops will be held to empower parents to access current technologies and effectively support their children in future focussed learning.

Primary classrooms will trial the Student Kidpreneur program through a planning, implementation and evaluation process. The use of digital platforms for blogging and sharing student learning and assessment will be used across all K–6 classrooms. Teacher professional learning in the use of Seesaw will be provided with shoulder-to-shoulder support provided and necessary technology resources purchased to support effective implementation.

We will commence the second year of the implementation of Positive Behaviours for Learning (PBL) framework. Our discipline procedures will be reviewed to reflect the language and expectations of this framework. Teacher professional learning, student lessons and parent workshops will be held as a component of the implementation process. The team will meet on a regular basis to plan and support future directions for this initiative.

Major changes will be made to our playground equipment. A committee of parents, students and teachers has been formed and an authentic outdoor learning space designed. We have engaged the support of Narellan Men's Shed to build and install a new child focussed sensory and independent play area. Grant money, from the Gary Walden Fund, along with school and P&C funds will assist in financing this project.

Strategic Direction 3

Community Partnerships

Purpose

To develop and sustain effective, collaborative partnerships with the wider school community based on mutual trust, respect and a shared commitment to student wellbeing and excellence in teaching and learning.

Overall summary of progress

Strategies were implemented to increase the involvement of parents and carers as partners in education.

Relationships were enriched with local high schools and preschool through increased participation in mutually beneficial initiatives including high school transition and school readiness walkthroughs.

Communication was enhanced during 2016 with the school website and school app enjoying an increased volume of traffic. Parents/Carers attended the school for a variety of events including Education Week, Student Led Conferences, ANZAC Ceremony, Wakakirri, CoS CAPA Showcases, Science Fairs, K-6 Assemblies and Kindergarten Orientation.

Parent/Carer focus groups were conducted and parents, students and staff were surveyed regarding school satisfaction and ways to increase home school partnerships. Data collected is being used to develop parent workshops and implement strategies to increase school satisfaction.

A focus for the school has been to enhance our modes of communication by utilising tools such as the School App, SeeSaw, CPS Website, notes home and newsletters. We have seen an increase in the use of our School App and increased traffic through the CPS Website.

Staff and parents /carers have communicated effectively on student achievement and welfare on a regular basis via meet the teacher evenings, informal conversations, phone calls, parent/carers meetings and by reporting on student progress.

Professional learning networks have been further established with staff visiting the classrooms of colleagues within CPS and neighbouring schools to further develop their teaching expertise and pedagogy. Teachers from CPS have presented demonstration lessons and shared their expertise in a broad range of curriculum areas at combined school professional learning activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
5% increase each year in parent participation within P & C and associated activities and events.	In 2016, attendance at P&C meetings by 10%.	
10% increase each year in parent and community participation in school learning programs.	<p>Increased professional development opportunities for parents in home reading and with the introduction of the Multilit program.</p> <p>Parent / Carers were involved as experts across the school on subjects including geography, the Olympics, Aboriginal Education and technology and the environment.</p> <p>Parents were surveyed regarding interests and areas requiring increased understanding. Data collected used to develop parent/carers workshop schedule for 2017. (Literacy, Technology, Numeracy and Reading/Writing).</p> <p>Parent forums were held to gather data and include parents in decision making regarding progress and future directions.</p>	\$100

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
10% increase each year in parent and community participation in school learning programs.	Parents included in evaluation and planning committees relating to playground improvement and student well being policy and procedures. 10% increase in parent attendance at P&C meetings.	
Increased parent contribution to, and satisfaction with, home school communication in a variety of feedback mediums.	Home/ school communication strategies were further developed through the addition of an electronic school sign and refinement of the newsletter to include features as requested by parents in 2015 surveys.	\$22,373
Staff and students participate in Community of Schools programs and 100% of staff attend or participate in a relevant intra school activity or event each year.	Establishment of learning communities through professional development opportunities and teacher visits (Google Docs / Google Classroom) – 4 CPS staff ran teacher development sessions, (Lego Robotics) – 1 staff member and students trained as 'Techsperts', who shared learning across network of schools, (Macarthur Pods) – 2 staff committed to project and shared learning in 'Innovative Technologies' across network of schools. 100% of staff participated in network of schools (Cobbitty PS, Narellan PS, Warragamba PS) staff development day at CPS.	\$5,000
Well developed and current policies, programs and processes identify, address, monitor and communicate student learning and welfare needs.	Consistent school wide practices through PBL. Updating of relevant policies. <ul style="list-style-type: none"> • Learning and Support Team Policy • Teacher Supervision Policy • Program Policy • Parent Helper Policy • Playground Supervision Policy 	\$7,500

Next Steps

Staff and Parents/Carers will continue to be well informed through ongoing open communication and increased access to curriculum material, scope and sequences and information relevant to the education of their child/ren.

In response to parent feedback through survey and forum, a series of workshops will be held in 2017. These workshops will increase parent understanding of teaching and learning programs, curriculum and technology utilised by students at school.

Professional learning for staff and parents will be provided to support the effective implementation of Seesaw throughout the school. Community Partnership funds will be utilised to purchase an ipad for each classroom to ensure access to the Seesaw app to share information with parents about school programs and student achievement.

Partnerships with other schools will continue to be developed through the implementation of regular interschool, stage and whole school, planning and sharing sessions.

School procedures and policies will continue to be developed and enhanced to ensure consistency in programs and practices. Further opportunities for parents and students to provide feedback and participate in decision making will be offered through survey, committee representation and forums.

As a school we will continue to develop a school wide culture of improving student outcomes through ongoing professional learning. Professional learning opportunities will be maximised by utilising staff expertise, enhancing community partnerships and network opportunities. Strategies to share experiences through professional discussions at stage meetings will be formalised and staff will continue to visit other schools to access resources and expertise.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Strategies were implemented to improve the learning outcomes for Aboriginal students in Literacy and Numeracy and increase the profile of Aboriginal education.	\$11,000
English language proficiency	<p>Additional Classroom Teacher days and School Learning and Support Officer hours are funded to support classroom programs and EAL/D programs.</p> <p>An experienced EAL/D teacher was employed to professionally develop staff and assist program implementation.</p>	\$34,000
Low level adjustment for disability	<p>An additional Learning and Support Teacher (0.6) was employed to provide additional intensive support to students requiring learning adjustments.</p> <p>Student Learning and Support Officers and parent helpers were trained to implement a daily MULTILIT program</p>	\$68,000
Quality Teaching, Successful Students (QTSS)	<p>The Quality Teaching, Successful Students (QTSS) initiative provided an additional staffing resource allocation to improve the quality of teaching in all classrooms. This resource was used to support collaborative practices in the school and across a number of schools to allow teachers to jointly plan and observe each other's lessons, to jointly develop units of work and assessment tasks, work together to assess and analyse student data.</p> <p>Mentoring and coaching practices were supported to facilitate the provision of constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management.</p>	0.09 Teacher Allocation
Socio-economic background	<p>Identified teachers were released from class for two hours each week, to participate in a range of activities to support the development of teaching pedagogy across the school. These activities included mentoring and coaching sessions, lesson observations, professional learning on classroom management and student engagement, literacy and the ongoing implementation of the TEN and TOWN programs.</p> <p>School programs were subsidised to ensure all students were able to participate.</p>	\$12,000
Support for beginning teachers	Beginning teachers received additional support in the first year of their career. Beginning teachers are provided with increased teacher release, access to additional support, professional development and mentoring time with their supervisors.	\$6710
Targeted student support for refugees and new arrivals	Refugee and newly arrived students were identified and assessed for immediate support to ensure a successful transition to	0.2 Teacher Allocation

Targeted student support for refugees and new arrivals	school. The New Arrivals Program (NAP) included English language skills to support learning and transition. In class and professional support for classroom teachers was also provided.	0.2 Teacher Allocation
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	113	127	132	130
Girls	102	114	123	120

Student enrolment as of 21 March 2016 was 250. The final enrolment figures reflect 256 students in attendance of which 48% were girls compared with 52% boys.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	96.2	96.1	94.5
1	96.5	97	95.6	94
2	96	96.4	95.4	95.4
3	96	96.2	95.8	95.3
4	96.5	96.7	96.3	95.5
5	95.3	95.8	95	93.9
6	95.4	95.6	92.5	94.4
All Years	96	96.3	95.3	94.8
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

Management of non-attendance

In 2016, the attendance rates of our students were above those of both state and region.

Class sizes

Class	Total
KC	20
K/1H	21
1L	24
2W	24
2H	23
3/4S	29
3/4C	30
4/5H	29
5/6S	30
5/6B	29

Structure of classes

Students were organised into 10 mainstream classes. The classes were formed as stage appropriate, with two classes, K1H and 45H crossing over 2 stages.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.82
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration & Support Staff	2.52
Other Positions	0.09

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Cobbitty Public School currently has 0% of its staff of indigenous heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	43
Postgraduate degree	57

Professional learning and teacher accreditation

All teaching staff have engaged with the professional teaching standards and are using the standards as a tool to identify their Performance and Development Plan (PDP) goals.

All teaching staff have developed an individual performance and development plan and have engaged in a range of professional learning initiatives throughout the year. The focus of professional learning has been on building the capability of staff to achieve some of our key priorities as set out in our School Plan and creating a culture of teacher quality, feedback and growth for all.

The school receives funds from the Department of Education and Communities (DoE) to provide for teacher release from class, and course fees. Professional learning is related to areas identified in the School Plan and DoE mandatory training.

Below are some of the professional learning activities undertaken by staff during 2016.

- Compliance Training for CPR, Asthma, Anaphylaxis and Emergency Care.
- 'Best Start' and 'Planning Literacy and Numeracy' (PLAN) professional learning for K-6 staff with a specific focus on using the Literacy and Numeracy continuums to effectively plan and assess student need.
- Professional learning in maintaining 'Targeting Early Numeracy' (TEN) and 'Taking off with Numeracy' (TOWN) programs
- Technology sessions relating to; the effective implementation of chromebooks as an integrated teaching and learning resource, Coding and Robotics.
- Student Wellbeing to increase engagement
- Future focused learning environments
- Emotional Intelligence
- Environmental Education
- Growth Mindset
- Formative and Summative Assessment
- In 2016 the English committee led the staff in professional learning relating to the English syllabus and the collaborative development of the Cobbitty Public School English Scope and Sequence document.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

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

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

A full copy of the school's 2016 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.

Income	\$
Balance brought forward	267 195.71
Global funds	170 811.09
Tied funds	236 925.72
School & community sources	163 888.22
Interest	4 899.34
Trust receipts	11 916.80
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	31 635.13
Excursions	32 304.12
Extracurricular dissections	47 715.12
Library	1 580.54
Training & development	7 331.59
Tied funds	159 229.99
Short term relief	27 790.05
Administration & office	47 309.58
School-operated canteen	0.00
Utilities	34 512.72
Maintenance	70 778.43
Trust accounts	15 325.36
Capital programs	36 923.88
Total expenditure	0.00
Balance carried forward	0.00

The information provided in the financial summary includes reporting from 1 December 2015 to 31 November 2016.

Due to LMBR implementation and a move to a new financial management system the table does not include all payments made in October 2016 or November 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	387 452.62
(2a) Appropriation	367 327.96
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	19 806.77
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	317.89
Expenses	-120 467.55
Recurrent Expenses	-120 467.55
(3a) Employee Related	-58 327.74
(3b) Operating Expenses	-62 139.81
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	266 985.07
Balance Carried Forward	266 985.07

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Cobbitty Public School functions as part of NSW government and as such financial management practices are implemented in line with Departmental and legislative requirements.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	1 724 779.30
Base Per Capita	13 762.65
Base Location	0.00
Other Base	1 711 016.66
Equity Total	119 087.96
Equity Aboriginal	7 065.37
Equity Socio economic	12 717.50
Equity Language	21 955.57
Equity Disability	77 349.53
Targeted Total	83 680.01
Other Total	11 837.88
Grand Total	1 939 385.16

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

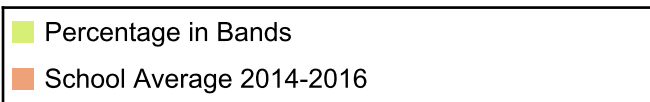
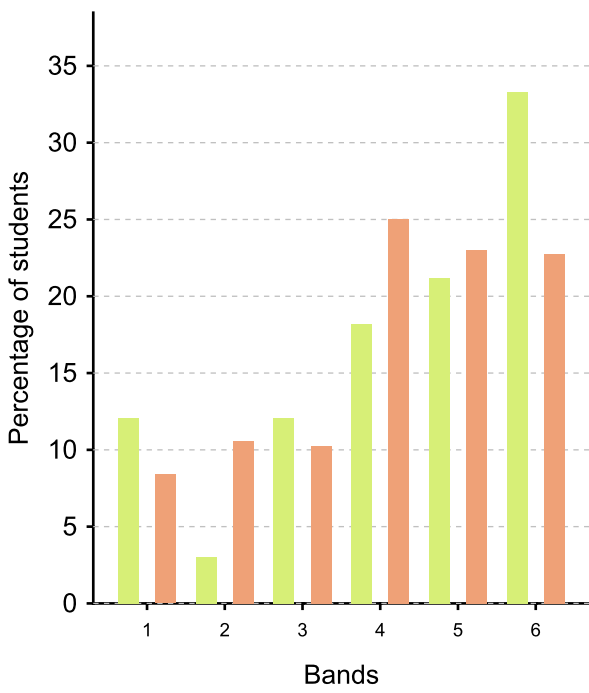
NAPLAN

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.

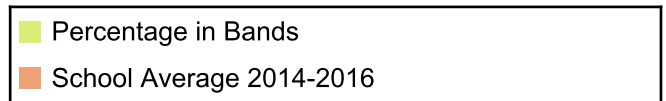
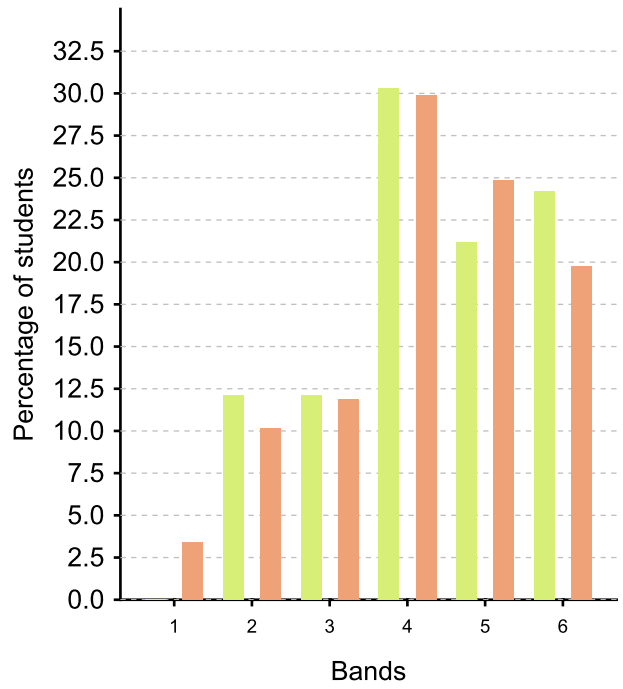
The NAPLAN Literacy assessments were conducted in May with 33 Year 3 students and 36 Year 5 students participating.

Students in Year 3 and Year 5 performed better in Spelling, Grammar and Punctuation than in Writing and Reading.

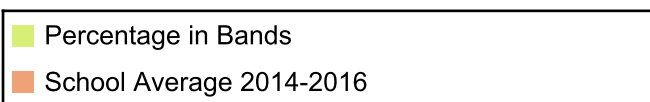
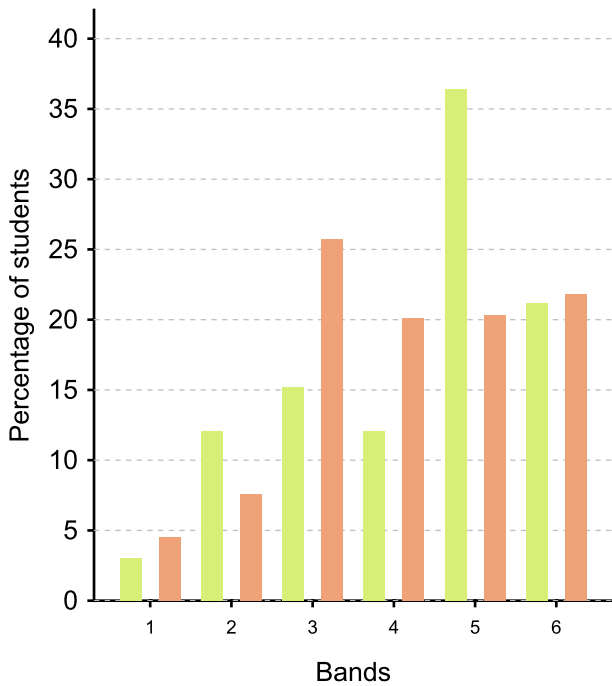
Percentage in bands:
Year 3 Grammar & Punctuation



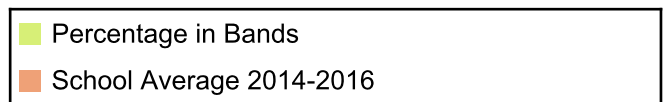
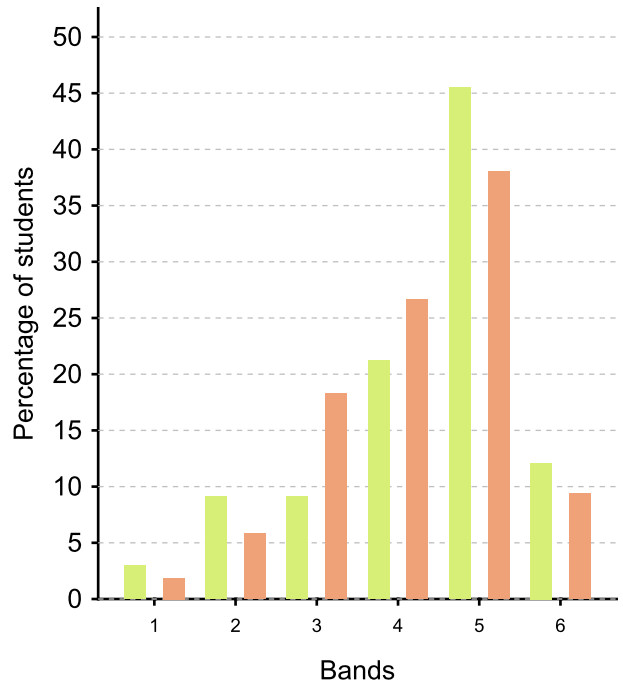
Percentage in bands:
Year 3 Spelling



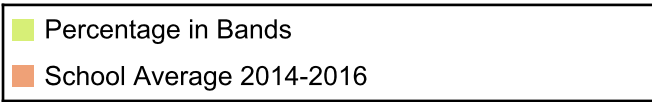
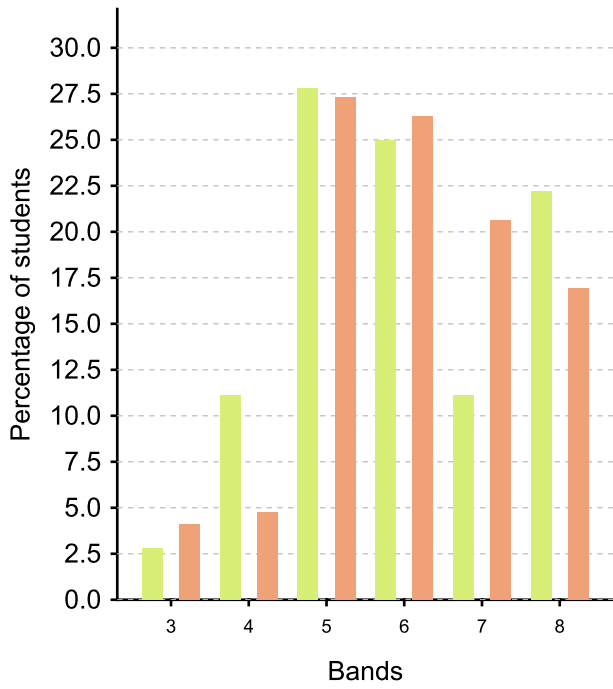
Percentage in bands:
Year 3 Reading



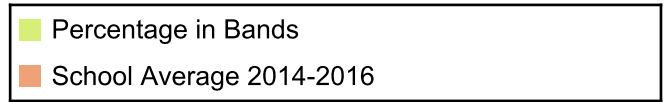
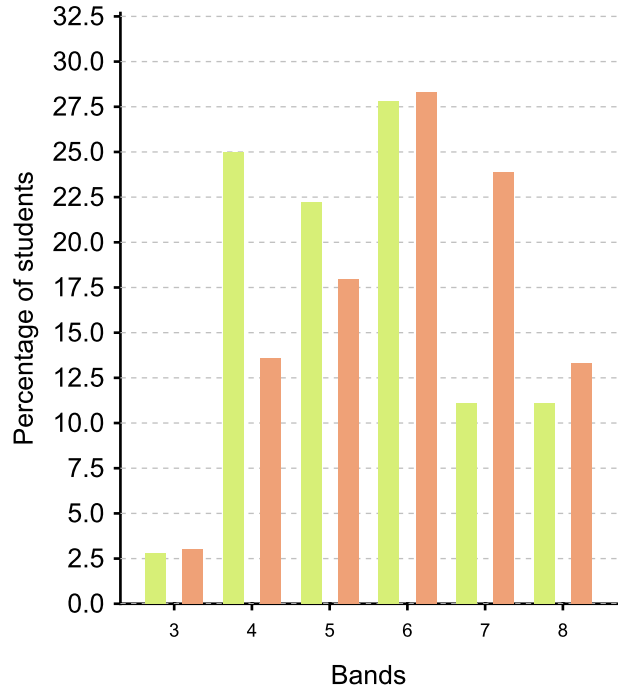
Percentage in bands:
Year 3 Writing



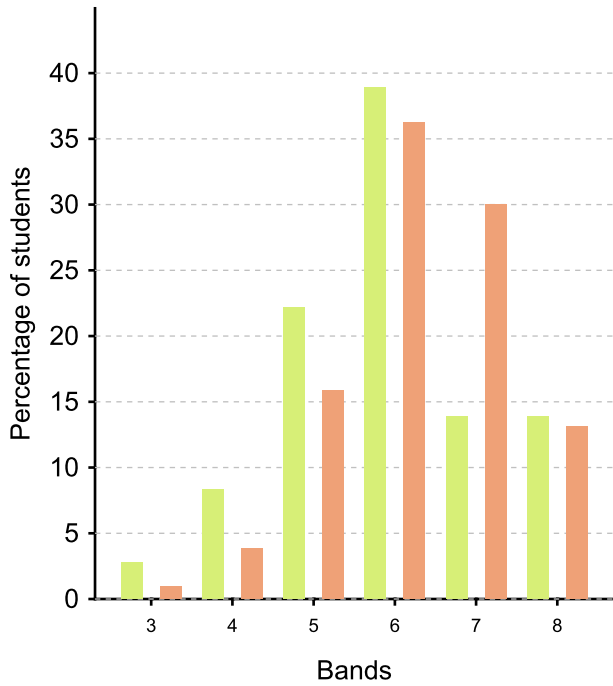
Percentage in bands:
Year 5 Grammar & Punctuation



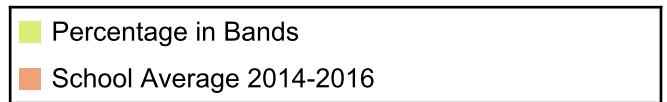
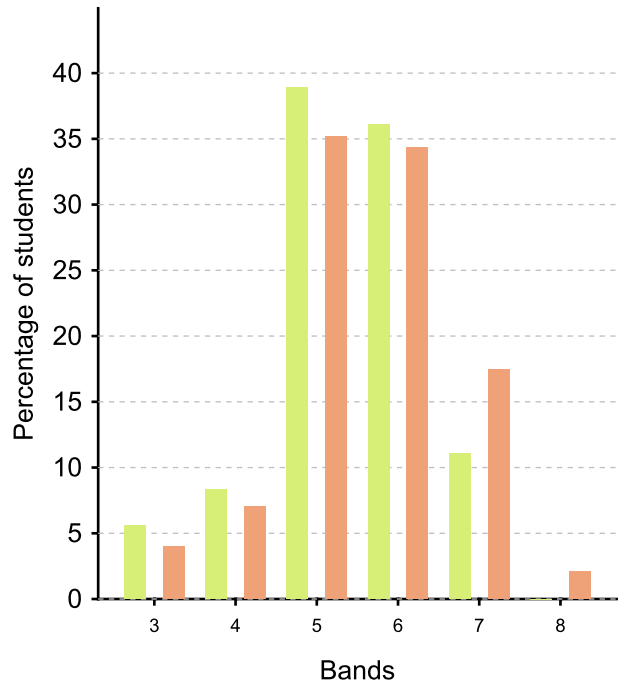
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



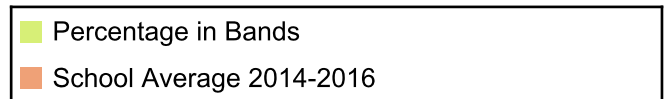
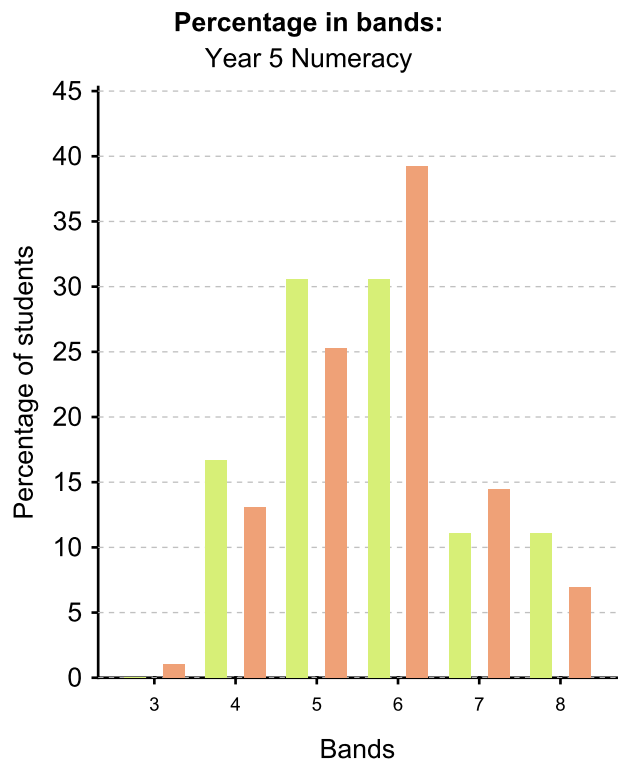
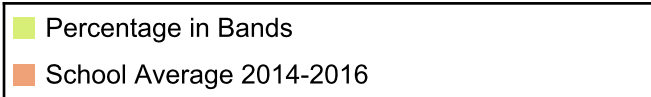
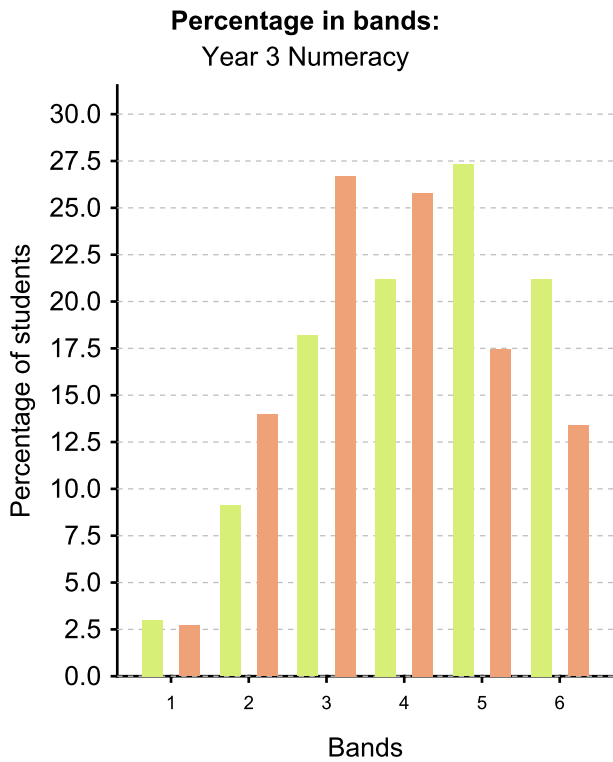
Percentage in bands:
Year 5 Writing



The NAPLAN Numeracy assessments were conducted in May with 33 Year 3 students and 36 Year 5 students participating.

Students in Year 3 performed better in Data, Measurement, Space and Geometry than in Number, Patterns & Algebra.

Students in Year 5 performed better in Number, Patterns & Algebra than in Data, Measurement, Space and Geometry.



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and staff members about the school.

Their responses are presented below.

- Parents and staff overwhelmingly appreciated the sense of community at Cobbitty Public School where parents, staff and the wider community worked together to provide the best opportunities for all students.
- The school learning environment is highly regarded by staff, parents and students with wide open spaces, a broad range of resources, including technology, that cater to a variety of learning styles and abilities.
- The wide range of learning experiences and extra-curricula activities offered to students is highly valued by the whole school community.
- The areas for improvement included upgrading of playground facilities and school grounds.

Policy requirements

Aboriginal education

In 2016, strategies were implemented to improve the learning outcomes for Aboriginal students in Literacy and Numeracy and increase the profile of Aboriginal Education.

Aboriginal Personalised Learning Plans (PLPs) were completed for each student, in consultation with parents, detailing individual learning needs and how strategies to address the learning needs will be implemented and monitored throughout the year. This collaboration continued to enhance partnerships between home and school.

All students participated in NAIDOC Week activities to promote and celebrate the culture of Aboriginal and Torres Strait Islander communities. Parents also continued to contribute to the final stages of painting our mural depicting an Aboriginal artwork.

Multicultural and anti-racism education

Multicultural education permeates all aspects of the curriculum. Cobbitty Public School promotes and ensures an inclusive school community and a non discriminatory learning and working environment.

- Our school has trained anti-racism contact officers (ARCO).
- The school encourages participation of parents and community members from diverse backgrounds in all aspects of school life.

In 2016, English as an Additional Language or Dialect support was provided through RAM funding. Support was provided to students using both team teaching and small group withdrawal. A New Arrivals Program (NAP) was implemented to provide intensive English support to newly arrived students to develop English language skills increase participation in learning with peers in regular classes

This year all students K–6 celebrated Harmony Day by taking part in a number of activities aimed at promoting respect and understanding of the many cultural backgrounds of the families at Cobbitty Public School and represented in our community.

Other school programs

External Competitions

In 2016, Cobbitty Public School students entered a number of external competitions and received outstanding results. Students entered the International Competitions and Assessments in Schools conducted by the University of New South Wales in six different categories.

- Achievements in each category include:

- Mathematics: 5 Distinctions, 9 Credits, 4 Merits
- English: 6 Credits, 2 Merits
- Writing: 4 Merits
- Spelling: 1 Credit, 1 Merit
- Science: 1 Distinction, 3 Credits
- Digital Technologies: 1 Distinctions, 4 Credits, 1 Merit

Public Speaking and Debating

Cobbitty Public School had two debating teams in 2016. Students from Year 5 and 6 participated in the Premier's Debating Challenge. In addition, students who were interested in developing their skills in debating formed part of our development squad with all students attending a debating workshop. Both teams participated in 4 rounds of debating with one team progressing to the area finals.

Students across Year 1 to 6 participated in public speaking competitions during the year. Students presented speeches in the Multicultural Public Speaking competition and the Ultimo Operational Directorate Primary Schools Public Speaking competition. Stage finalists from each competition represented Cobbitty Public school in the Zone finals.

Tournament of Minds

14 students represented Cobbitty Public School in the Tournament of Minds competition held at the University of Western Sydney. The 'Social Sciences' team achieved 'Honours' in their category and the 'Applied Technology' team were awarded 1st place and went on to compete in the State Final at the University of NSW.

Student Representation in Science

In 2016, students in Years 3–6 participated in the first Cobbitty PS Science Fair. Over 50 projects were submitted by students in Stage 2 and 3, across a variety of strands such as biology, chemistry and physics. Nine students went on to represent Cobbitty Public School at the University of Wollongong Illawarra Coal Science Fair with 4 students awarded 'Highly Commended' for their projects.

Environmental Education

2016 has been an extremely exciting and productive year for the Environment Team who have continued to maintain existing gardens around the school as well as begin garden projects to upgrade garden bed structures in order to enhance our learning environment. The school vegetable garden has been upgraded to include a fence and secure footing. Extra surrounding flower beds have been planted and maintained by Year 2 students and Environment Team.

The school is in the process of upgrading the existing weather shed to create an outdoor learning space including seating, a whiteboard, a new ceiling, moveable benches and roller doors for security. This will provide opportunities for students and teachers to learn in an outdoor learning space.

In June the environment team participated in a tree

planting event run by Camden Council at the Rotary Cowpasture Reserve. During this event, students planted over 500 small trees to assist in replanting the Nepean River Habitat Corridor.

Environmental Initiatives for 2016 included:

- Garden Upgrades: A whole school project where classes upgrade individual garden beds to improve the school environment.
- Paper recycling: Weekly recycling strategies continued to be implemented where Stage 3 students collected and monitored recycling boxes from classrooms and educated classes about recycling strategies where needed.
- Vegetable Gardens: Year 2 and the Environment Team planted out the vegetable gardens and maintained them throughout the year. Students were encouraged to take home and eat the produce grown. Some produce was prepared or cooked in the classroom.
- A chicken coop was provided by the P&C. Two chickens are kept at school providing eggs to our students on a daily basis and supporting learning programs throughout the school.

Sport

In 2016, Cobbitty Public School continued to provide students with a variety of opportunities to participate in sport. We entered teams in various sports for PSSA Gala Day Competitions as well as NSW Primary School Knockout Competitions.

Students in Years 3 – 6 took part in three successful carnivals: Swimming, Cross Country and Athletics. Students in K–2 also had opportunities to participate in weekly sporting activities and the Cross Country and Athletics Carnivals. All students in Years 3–6 were offered the opportunity to participate in Summer Gala Days in soccer or netball. All students experienced success in their endeavours and the Junior Boys B team came equal first in their competition. In Term 3 students participated in oz tag, t–ball, softball and cricket at the Winter Gala Days with all teams experiencing success. For those students who did not attend Gala Days, a sports program was run at school in conjunction with various community associations.

Throughout 2016, Cobbitty Public School entered boys and girls teams in soccer and touch football in the NSW State Knockout. Both the boys and girls touch football teams reached the second round of competition.

In Term 1, 40 students from Years 2–6 attended a school swimming and safety program at Camden Pool. Each student who participated in the program improved their swimming skills and water safety knowledge. In Term 4, all students from K–6 participated in a weekly skills based Gymnastics Program.

Creative Arts

Creative Arts continued to be an integral part of Cobbitty Public School in 2016 with the continuation of existing programs and many opportunities for students to showcase their talents in a variety of areas.

Creative Arts resources were purchased to support the implementation of programs within each class to enhance student engagement.

Our major Creative Arts performance in 2016 was our participation in the National Wakakirri Story Dance Challenge. 110 students from Years 2 to 6 took part in the creation of our storydance entitled Behind the Curtain. Our sets, props and costumes were recycled and reinvented to showcase our story. Parents, students and teachers collaborated together to ensure the success of our item. We were nominated as one of the finalists for the National Story Award. We were recipients of The Blockbuster Award and performing awards which included characterisation, creative movement, overall costume design, overall set design and creative use of the signature item.

This year we held a Creative Arts Showcase at school. This was an opportunity to show our school community the hard work and dedication our students exhibited throughout the year. Performances included Behind the Curtain 2016 Wakakirri Story, Junior Choir, Senior Choir, Junior Band and Senior Band.

The school band continued throughout the year with 2 groups; Senior Band and Junior band. Students from Years 2 to 6 were offered tutorials once a week by an external bandmaster. The band performed at the Easter service, assemblies and the school Creative Arts Showcase.

The school choir consisted of Junior Choir (K–2), Senior Choir (3–6) and a combined choir group for students in Years 2 to 6. The combined choir group performed at the Camden High School Community of Schools Showcase which involved Camden High School as well as schools from Macarthur and Wollondilly areas. The choir groups rehearsed regularly throughout the year and showcased their singing ability at assemblies, the Easter service and the Creative Arts Showcase.