

Cobbitty Public School Annual Report



2017



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Introduction

The Annual Report for **2017** 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

Throughout 2017, our focus has continued to be on improvement in teaching and learning. Our teachers have maintained high expectations for improved outcomes for our students. Through the diverse talents, energy and determination of our teachers, we have provided an extensive range of engaging extra-curricular programs for our students to enjoy.

In 2017, we have seen many outstanding 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, Illawarra Coal Science Fair and Tournament of Minds. In the Creative Arts, our students participated enthusiastically in school choir, band and dance groups as well as displaying their talents at our art show. Our sporting programs produced excellent personal and team success in zone, regional and state competitions. Our students also enthusiastically participated in swimming scheme, GALA day and knockout teams and a variety of clinics.

Environmental initiatives continued to be implemented throughout the year including sustainability and sustainability education into learning programs. Opportunities to contribute to environmental and well-being projects were provided which supported students in recognising their roles as contributing citizens within the school and broader community and ensuring that our students continue to contribute to achieving a sustainable future.

With increased development in the local area we saw an increase in enrolment numbers. Due to increased demand, an Out of School Hours (OoSH) program commenced and we welcomed Camp Australia to the school. Following a tender process, Made Fresh (now called Fresh Start Canteens), commenced operation of a 5 day canteen at the school.

In 2017, our school participated in an External Validation process. Information obtained from students, teachers and parents, along with student performance data, was analysed and used to map our school against the School Excellence Framework. This was a very valuable process and it was a privilege to work with such an exceptional team of teachers throughout each stage of the validation process.

A strong learning culture exists at Cobbitty Public School owing to the commitment of all learning partners, including our students, parents, teachers, and the broader community. High expectations and clear accountable measures with a collaborative professional environment ensure quality teaching and success for our students.

We are extremely fortunate to have committed parents who continue to dedicate time and resources in the best interests of our school. Thank you to our P&C, led by Mrs Amy Rogers, who have worked tirelessly through the year in support of our school and who, through very successful fundraising initiatives, have provided a wealth of resources for our school. We look forward to continuing and developing our positive partnerships throughout 2018.

I am very proud to be your Principal and I look forward to working with you all to ensure that Cobbitty continues to be an outstanding and dynamic school in 2018!

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.

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-curricular 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-curricular 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning: Overall, Cobbitty Public School is Sustaining and Growing.

In the element of Learning Culture the school is Excelling. Positive relationships have been fostered within and beyond the school community. These relationships add significant value to the learning programs, which are available for students. In school procedures have been developed to support a learning culture, which is based on ongoing improvement in teaching in order to maximise student achievement. Parents are actively engaged in school evaluation, decision-making procedures and are extensively involved in school programs and activities. Student engagement in a rich curriculum and an extensive range of extra-curricular activities, is very high.

In the Wellbeing element, the school is Sustaining and Growing. A whole school approach to student well-being is maintained through the PBL program and comprehensive Learning and Support procedures. Students are actively involved in initiatives, which demonstrate their global citizenship and care for others.

In the Curriculum and Learning element the judgement of Sustaining and Growing is evidenced by quality school transition programs, which ensure a successful start to Kindergarten and continuity of learning as students move through school. Rich learning alliances with a range of schools and comprehensive assessment and reporting procedures have been developed to enhance curriculum provision and consistency in teacher judgement.

Our judgement of Sustaining and Growing in the Assessment and Reporting element is evidenced by explicit processes developed to monitor and track student progress and develop curriculum to meet the needs of learners. The evidence

shows how routine data collection and analysis is embedded across the school. Home–school reporting procedures, parent information sessions and publications show how parents are kept informed about learning programs and empowered to support their children in learning.

In Student Performance Measures, the judgement of Sustaining and Growing is evidenced through NAPLAN, PLAN and internal performance data. The school is achieving good value added results, and in most areas exceeds 20% of students achieving at higher levels in NAPLAN. Internal assessment data shows that overall, target levels of achievement in Early Arithmetical Strategies and Place Value have been achieved. While the same high levels of achievement in literacy have not been evidenced in PLAN data, high levels of student achievement overall in literacy is evidenced through student report data. Consistency in the recording of literacy achievement against the continuum will be further explored with Consistency in Teacher Judgement (CTJ) sessions, internally and with learning alliance schools.

The results of this process indicated that in the School Excellence Framework domain of Teaching: Overall, Cobbitty Public School is Sustaining and Growing.

Our judgement of Sustaining and Growing in the element of Effective Classroom Practice is evidenced through a systematic approach to performance and development. Comprehensive supervision procedures provide a scaffold for professional discussion and evaluation of teaching performance. Collaboratively developed observation feedback procedures ensure quality targeted feedback and reflection on teaching practice regularly occurs.

All staff have developed and implemented a performance and development plan, with goals aligned to the professional standards and school strategic directions. Regular data analysis is facilitated and used to guide the development and review of learning programs. Formative assessment strategies demonstrate the schools' approach to ensuring that students are provided with feedback required to progress in learning.

Our judgement of Sustaining and Growing in the element of Data Skills and Use is evidenced through an embedded approach to data analysis. Collecting and analysing data to inform decision making is an expected practice, which is supported through regular stage planning time, structured assessment and reporting procedures and comprehensive supervision procedures. Data analysis is also an integral component of learning and support procedures and used to allocate resources to ensure all students are successful learners.

In the Collaborative Practice element the judgement of Sustaining and Growing is evidenced through a comprehensive approach to professional development with a collaboratively developed structure for the provision of feedback to facilitate professional growth. This feedback is targeted and aligned to the professional standards through lesson observation protocols and supervision structures. Staff expertise is identified and utilised to provide professional learning opportunities for staff and community members. An example of this is provided through parent workshops and professional learning sessions focussing on writing.

Our judgement of Sustaining and Growing in the Learning and Development element is evidenced through our performance and development procedures. All staff are supported to develop performance and development plans and work towards the achievement of measurable goals. Professional learning activities focus on improving teaching expertise in literacy and numeracy and learning alliances have been developed to share expertise and improve pedagogy.

In the Professional Standards element our school is Excelling. This judgement is supported by a whole school commitment to professional learning, sharing of expertise and analysis of data to guide practice. The school has implemented a range of programs which demonstrate current evidence based practice and all staff have mapped themselves against the professional teaching standards. All teaching staff have developed a Performance and Development Plan (PDP) with goals aligned to the standards and school priorities.

The results of this process indicated that in the School Excellence Framework domain of Leading: Overall, Cobbitty Public School is Excelling.

In the element of Leadership our judgement of Excelling is evidenced through a culture of high expectations and community engagement. The school works extensively with the community accessing resources and expertise to enhance learning opportunities for students. Community feedback supports the judgement that the school is a positive and welcoming environment, which is viewed as being committed to improvement and responsive to feedback. All staff are provided with leadership opportunities and are supported to develop their leadership skills within a range of curriculum and extra–curricular activities.

The school is Excelling in the element School Planning, Implementation and Reporting. The school plan drives a school culture focused on continued improvement, with all staff actively involved in Strategic Direction teams. The school plan is evident in all school activities and evaluation and reporting strategies are embedded across the school. As we head to the end of the current plan cycle, evaluation of the 2015–2017 school plan has commenced along with the identification of priorities for 2018 – 2020. School Plan development and implementation has resulted in high levels of improvement for the Cobbitty Public School learning community. The staff look forward positively to the upcoming plan period and the opportunities and improvements it will bring.

In the School Resources element Cobbitty Public School is Sustaining and Growing. School resources have been targeted to enhance curriculum delivery and provide additional support to students who are not achieving expected levels of growth in literacy and numeracy. Partnerships with the school and extended community have been accessed to maximise the resources available to support learning programs and to ensure technology is readily available to students and staff. Outdoor learning spaces and the school library have been upgraded through community partnership funds, providing flexible and functional spaces which cater for the changing needs of future focused learners.

The school is Excelling in the Management Practices and Processes element. The school actively solicits a range of feedback from students, staff and parents. The qualitative and quantitative data obtained is analysed, along with student performance data and used to drive decision making processes. School procedures are regularly evaluated to ensure ongoing improvement. Survey data indicates a high level of satisfaction from parents in relation to the information that they receive about learning programs and parents report feeling empowered to support their children in their learning progression. Clear expectations, inclusive and effective communication strategies and comprehensive school procedures ensure that professional practice is evident in all areas of school operations.

Our self-assessment and the external validation 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

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 2017.

Assessment schedules/timelines for literacy and numeracy were developed and implemented, with data collected used to inform teaching and learning programs and the allocation of resources.

All staff utilised the MyPLgoals website to create, monitor and collect evidence about their 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 regular 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 consistently utilised across the school, and a culture of ongoing reflection and feedback has been facilitated.

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

A Cobbitty Public School English Scope and Sequence document has been fully implemented. This document aligns with the English Syllabus to ensure consistent and systematic teaching of English K–6. Professional learning in writing has been delivered, consolidating understanding in grammar, punctuation and vocabulary, creating a scope and sequence for instruction and aligning work samples to continuum clusters.

New literacy resources have been purchased to support teaching and learning programs. Funds have been targeted to increase availability of resources to support guided reading programs and increase access to reference materials to support vocabulary and spelling development. The purchase of resources was heavily supported by the P&C.

An intensive daily program to support students in Year 3 and above who are experiencing difficulty in reading and writing has been implemented and expanded. This program, Making Up For Lost Time in Literacy (Multilit), is implemented by Learning and Support Teachers (LaST), School Learning and Support Officers (SLSOs) and a number of parent volunteers. Students in Year Two have been involved in an alternate phonics support program, Lessons in Phonics Instruction (LIPI), which is also implemented by Learning and Support Teachers (LaST) and School Learning and Support Officers (SLSOs).

Parent workshops have been held to support parents in understanding reading, TEN and TOWN Mathematics programs, writing with a specific focus on sentence types and structure, and technology, including Google drive.

Professional learning in Targeting Early Numeracy (TEN) and Taking Off With Numeracy (TOWN) has been revised and consolidated throughout 2017. Targeted support has been provided to teachers who did not receive training in 2016 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. Documentation of learning intentions and success criteria has been included in the Cobbitty Public School Supervision Policy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teacher performance and development demonstrates sustained growth in teacher capacity against the Professional Standards for Teachers.	\$1,244	All teachers established and worked towards professional development goals aligned to the Professional Standards for Teachers. My PLGoals was used as a whole school tool to monitor the achievement of goals and teacher improvement in line with the standards.
Student learning in literacy and numeracy shows growth above state average due to increased teacher effectiveness. (NAPLAN)	\$62,400	Student growth in Numeracy in 2016 was 93.6%, in 2017 growth was 97.9% 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 2017, 87% of students in Kindergarten, 85% in Year 1, 72% of Year 2, 77% of Year 3, 82% of Year 4, 74% of Year 5 and 68% of Year 6 students have achieved at or above the expected level when tracked on the Literacy continuum.
All K–2 students progress along the Numeracy continuum in EAS with 85% of students at or above expected level.		In 2017, 88% of students K–2 have achieved at or above the expected level in EAS on the Numeracy continuum.
All 3–6 students progress along the Numeracy continuum in place value with 85% of students achieving at or above the expected level.		In 2017, 80% of students have achieved at or above the expected level in place value on the Numeracy continuum.

Next Steps

In 2018, the programs initiated throughout 2016 and 2017 will be maintained and consolidated. Strategies to build on the success of this year will include:

Consolidation 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 Positive Behaviour for Learning 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. Timetabled collaborative planning sessions where teachers will work together to evaluate student achievement data and develop teaching and learning programs.

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.

Embedding the use of the whole school English scope and sequence document for explicit and systematic teaching and learning, and clear expectations for each stage level, including the development of term overviews for all aspects of literacy instruction. Professional learning in modelled reading and comprehension strategies will be a priority.

Consolidation of the 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 as partners in learning for specific programs to directly

assist students with learning, including the MULTILIT and LIPI program.

Further professional learning in inquiry based learning and its application across all stage levels. A timeline of scaffolds for the introduction of SOLE/inquiry across the various stage groups will be developed to ensure inquiry is implemented in an appropriate manner across all grade levels.

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

Further professional learning in mathematical problem solving, and embedding problem solving into daily classroom practice.

Consolidation of formative assessment practices, including personalised goals, and protocols and practices for using Learning Intentions/Success Criteria in all Key Learning Areas.

Regular collaborative data analysis/planning meetings will be timetabled to ensure consistent implementation of exemplary teaching and learning practices are evident in class programs and learning sessions.

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

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. Data analysis and Bump It Up walls have been initiated to facilitate consistent, high expectations. Students have been supported to set goals for their learning and understand the steps needed to achieve them. This makes learning visible 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 spaces 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 competency and confidence in effectively embedding authentic Information Technologies in learning programs 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 a tool to collaborate with students and colleagues. The use of iPads across literacy and numeracy lessons to enhance student learning is evident.

Two staff members participated in the Macarthur PODS initiative. Cobbitty Public School led an 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 led the coding and robotics program at Cobbitty Public School 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 2018.

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's Bottlebank challenge for local primary schools at Camden Show. This resulted in individual prizes for every CPS student as well as a free 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)	Funds Expended (Resources)	Progress achieved this year
Student attendance rates exceed state and regional average.		Student attendance rates at Cobbitty PS are 95%. This rate is higher than both region and state average. Procedures implemented are having a positive impact on attendance with parents and students both reporting that they have a good understanding as to the importance of regular attendance, which is impacting positively on student learning and ensuring that students have the opportunity to connect, succeed and thrive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff are confident in providing a differentiated teaching and learning program incorporating a range of technology to support learning.	\$48,464 \$16,465	Teachers K–6 track student achievement against the literacy and numeracy continuums. Discussions about student progress and teaching success take place within stage meetings and supervision sessions. Supervision expectations provide a benchmark for teachers to differentiate pedagogy to meet the needs of learners at different stages of their development. All teachers have access to a range of technology which is utilised to support teaching programs. Ongoing professional learning and review of technology resources remains a priority.
100% of students contribute to the identification of individual learning goals and monitoring of success criteria.		Professional learning for all staff in incorporating LISC, with a key focus on Writing, has been undertaken. Students are included in looking at their performance data and identifying success criteria for progression along the continuum. The majority of students, particularly in grades 2–6, students can identify their stage of achievement, articulate their learning goals and recognise when they have been achieved.
As active and responsible citizens CPS students make contributions to community.		CPS students have made extensive contributions to the local and extended community. These contributions have included involvement in environmental and sustainability initiatives, fundraisers for charity and support for community organisations through visits, donations and use of school resources. All students have played an active role with high levels of student leadership in community and well-being initiatives.

Next Steps

Flexible learning spaces will be developed and enhanced both internally and externally, which cater for the varied learning needs of all students.

Whole school approach to Visible Learning will be implemented as a regular part of teaching and learning in the classroom, with clear expectations. (learning goals, success criteria, effective questioning, formative feedback, activators, summarisers, peer and self-assessment and exit criteria.)

Opportunities to contribute to environmental and well-being projects, which recognise students roles as articulate and contributing citizens within the school and broader community, will be sought.

Inquiry learning, that promotes critical and creative thinking, problem solving and collaboration, will be embedded across the curriculum with a focus on skill development and an appropriate level of scaffolding for the learner.

Parent workshops will be held to empower parents to access technologies used in learning programs and effectively support their children to be future focussed learners

Coding and robotics programs will be enhanced with 'techsperts' leading WeDo2 in classrooms with small groups of students. The program will be expanded through the purchase of Lego Mindstorm kits aimed at building and extending on the skills of students already working in the Robotics program. This will further enhance problem solving, creativity and leadership skills. Networks with four other local schools established in 2016, will continue and stronger authentic connections will be developed to enhance student leadership opportunities and inspire others. Investigation and research will also begin into the 3D printing programs and process.

Positive Behaviours for Learning (PBL) framework will continue to be embedded across the school. Our discipline policy

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 in PBL.

Playground equipment will be installed to create a sensory and independent play area. This area will be constructed with the support of Narellan Men's Shed and financed with funds obtained from the Gary Walden Fund and the P&C.

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 well-being and excellence in teaching and learning.

Overall summary of progress

Throughout 2017, parents/carers continued to be partners in education and were provided with increased opportunities to be involved in all aspects of school life. Increased parent/carer involvement was seen at events such as meet the teacher evenings, parent workshops, hat parades, open classrooms, science fairs, art showcases, market stalls, education week activities and school sport.

Parents/Carers were well informed through ongoing communication and increased access to curriculum material, scope and sequences and information relevant to the education of their child/ren, through school newsletters, which outlined school events and classroom practices.

Parent/Carer workshops in English, Mathematics and Technology increased understanding of teaching and learning programs, curriculum and technology utilised by students at school. Parents/Carers reported an increased confidence in supporting children with writing, mathematics and technology at home.

The school community embraced the use of Seesaw to share information with parents about school programs and student achievement. Total Posts: 3630, Average Posts/Student: 24 and 156 Connected Families. The program has empowered students and engaged families with the school.

The school developed a culture of improving student outcomes through ongoing professional learning. Professional learning opportunities in areas such as writing, data analysis and the School Excellence Framework, were maximised by utilising staff expertise, enhancing community partnerships and network opportunities.

Strategies to share experiences through professional discussions at stage meetings were formalised and staff access to resources and expertise across a network of schools were enhanced. Stage meetings were conducted regularly to ensure consistency in practices and enabled staff to review and analyse current procedures.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% increase each year in parent participation within P & C and associated activities and events.		Increase in attendance at P&C meetings by 11% from 2015 to 2017 through continued active promotion and productive relationship between school, parents and community. <ul style="list-style-type: none">• 2015 (139 parents in total, including AGM)• 2016 (153 in total, including AGM)• 2017 (155 in total, including AGM)
Increased parent and community participation in school learning programs.	\$1,000	2017 saw an increase in parent participation in school programs. Opportunities were provided for parents to spend time in classrooms at a variety of open days, as parent helpers and expert guest teachers. Parents were also trained to implement specialised programs including Multilit and Minilit. Parent workshops were held in Writing, Mathematics and ICT supporting parents to develop a greater understanding of learning programs and to support learning at home.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent contribution to, and satisfaction with, home school communication in a variety of feedback mediums.	\$4,423	<p>We communicate with parents in a variety of ways, for example, meet the teacher evenings, newsletter contributions and via the school app. Survey data has indicated an excellent level of parent engagement and satisfaction with current communication methods that enhance parent understanding of learning programs and the learning environment.</p> <p>Survey data shows that parents are extremely positive about the introduction of the digital portfolio app, Seesaw which increased their ability to support the development of students' strong identities as learners.</p>
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.	\$3,400	<p>A learning community has been established through a 'Beyond the Gate' project. Through the initiative all teachers work collaboratively within and across schools to analyse student achievement data, ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.</p> <p>Students have participated in a range of Community of Schools initiatives including HS transition programs, well-being initiatives, extra-curricular programs and Gifted and talented programs.</p>
Well developed and current policies, programs and processes identify, address, monitor and communicate student learning and welfare needs.	\$2000	<p>Cobbitty Public School <i>Supervision and Professional Growth Policy</i>, which was collaboratively developed to ensure consistency of expectations across all stages, facilitate professional growth in all members of staff and ensure compliance with departmental requirements.</p> <p>The Cobbitty Public School Learning and Support Team Procedures have been reviewed, and clearly outline the role of the Learning and Support Team, its members and their individual roles and responsibilities within the team and the referral process.</p> <p>Positive Behaviour for Learning (PBL) has been implemented across the school to provide quality learning opportunities for all students in a positive, safe and supportive environment. A Teaching Matrix for the Positive Behaviour for Learning (PBL) framework has been collaboratively developed.</p>

Next Steps

Partnerships with other schools will continue to be developed through the implementation of regular inter school, stage and whole school, planning and sharing sessions. Beyond the Gate 2018 initiative to focus on assessment for learning and consistency in analysing writing samples according to cluster markers/learning progressions.

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 surveys, committee representation and forums. The school will incorporate/advertise relevant school

policies to the community to identify, address, monitor and communicate student learning and well-being needs.

Parent / Carer workshops will continue with addition of expert presenters and student involvement in areas such as resilience and well-being.

Foster development of transition programs through increased interaction with high schools and local pre-schools in terms of teaching and curriculum content, building educational communities and collaborative planning opportunities. The educational needs of students will be met through regular teacher interactions with Camden/Elderslie High schools and local pre-schools, to enhance student connections and professional teacher relationships.

Increase community awareness of school/class/student success through utilisation of social media such as the school website, Twitter and Facebook. A staff member will be given sufficient time to update social media and train staff to develop understanding on effective implementation.

QTSS schedule maintained and enhanced to support improvement measures and best practice. Opportunities for teacher professional learning with stage teams to create a climate of best practice and embed within daily teaching and learning routines.

Current community and corporate partnerships will be consolidated and new partnerships developed, that are committed to the learning outcomes of students. Individuals and groups from the local and extended community work with the school to enhance learning programs, share expertise and extend resources available.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$12,163	Strategies were implemented to improve the learning outcomes for Aboriginal students in literacy and numeracy and increase the profile of Aboriginal education.
English language proficiency	\$19,669	Additional Classroom Teacher days and School Learning and Support Officer hours are funded to support classroom programs and EAL/D programs.
Low level adjustment for disability	\$84,143	An additional Learning and Support Teacher (0.6) was employed to provide additional intensive support to students requiring learning adjustments. Student Learning and Support Officers and parent helpers were trained to implement daily MULTILIT, MINILIT and LIPI programs.
Quality Teaching, Successful Students (QTSS)	0.466 Teacher Release	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, jointly develop units of work and assessment task, work together to assess and analyse student data. Mentoring and coaching practices were supported to facilitate the provision of constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management.
Socio-economic background	\$24,877	Additional Classroom Teacher days and School Learning and Support Officer hours are funded to support classroom programs and individual students with additional learning needs who do not have targeted funding.
Support for beginning teachers	\$6725	Beginning teachers support was provided for one teacher in the first full time temporary year of teaching. The beginning teacher was provided with increased teacher release, access to additional support, professional development and mentoring.
Targeted student support for refugees and new arrivals	0.4– 0.2 Teacher Allocation	New Arrivals student support focuses on English language and social skills for all students. In class and professional support for classroom teachers is also provided.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	127	132	130	140
Girls	114	123	120	134

Student enrolment as of 21 March 2017 was 276. The final enrolment figures reflect 278 students in attendance of which 48.5% were girls compared with 51.5% boys.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	96.1	94.5	96.1
1	97	95.6	94	95.6
2	96.4	95.4	95.4	94.8
3	96.2	95.8	95.3	95.8
4	96.7	96.3	95.5	94.1
5	95.8	95	93.9	94.3
6	95.6	92.5	94.4	93.8
All Years	96.3	95.3	94.8	95
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

Management of non-attendance

In 2017, the attendance rates of our students were above those of both state and region.

The school has in place comprehensive attendance procedures which are implemented consistently across the school. Student attendance data is reviewed on a regular basis and follow up action implemented as needed. Regular proactive communication, following unexplained absences, is initiated with parents to

ensure regular student attendance.

Class sizes

Class	Total
DR9	19
DR6	18
FR2	20
FR8	21
KR6	24
KR4	25
OS14311	29
OS15825	29
ER2	28
CR5	29
CR8	29

Structure of classes

Students were organised into 11 mainstream classes. The classes were formed as stage appropriate, with three classes, K/1W, 2/3S and 4/5H crossing over 2 stages.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.15
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

*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	100
Postgraduate degree	35.7

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.

100% of teachers participated in professional learning throughout the year. Below are some of the professional learning activities undertaken by staff during 2017.

- Compliance Training for CPR, Asthma, Anaphylaxis and Emergency Care.
- Child Protection Training
- Code of Conduct and Work Health and Safety compliance training
- Positive Behaviour for Learning (PBL)
- Writing – grammar, punctuation, vocabulary and sentence structure
- Consistency in teacher judgement – assessing writing achievement against the literacy continuum
- Education Changemakers
- School evaluation and the School Excellence Framework
- Environmental Education and Sustainability across the curriculum
- Physical Education
- Professional learning in maintaining 'Targeting Early Numeracy' (TEN) and 'Taking off with Numeracy' (TOWN) programs
- Filmpond

Two new scheme teachers are working towards NSW Education Standards Authority (NESAs) accreditation. Six new scheme teachers are currently maintaining accreditation at Proficient.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	266,985
Revenue	2,304,612
Appropriation	2,144,984
Sale of Goods and Services	4,144
Grants and Contributions	150,979
Gain and Loss	0
Other Revenue	0
Investment Income	4,505
Expenses	-2,314,017
Recurrent Expenses	-2,314,017
Employee Related	-2,003,737
Operating Expenses	-310,280
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-9,405
Balance Carried Forward	257,580

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 2017 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.

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	1,889,487
Base Per Capita	38,207
Base Location	0
Other Base	1,851,281
Equity Total	140,853
Equity Aboriginal	12,163
Equity Socio economic	24,877
Equity Language	19,669
Equity Disability	84,143
Targeted Total	43,718
Other Total	21,545
Grand Total	2,095,604

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.

The NAPLAN Literacy assessments were conducted in May with 44 Year 3 students and 39 Year 5 students participating.

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	4.8	4.8	16.7	28.6	31.0	14.3
School avg 2015-2017	5.2	8.2	21.7	23.0	25.9	16.1

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	9.5	26.2	19.1	14.3	31.0
School avg 2015-2017	3.4	11.5	18.8	23.3	20.4	22.7

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	16.7	26.2	47.6	9.5
School avg 2015-2017	1.9	3.0	14.6	25.2	45.6	9.8

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	0.0	7.1	11.9	14.3	40.5	26.2
School avg 2015-2017	7.5	11.1	11.4	16.8	29.1	24.1

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	5.1	15.4	20.5	28.2	15.4	15.4
School avg 2015-2017	3.7	14.5	17.5	28.3	20.7	15.3

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	7.7	10.3	23.1	33.3	18.0	7.7
School avg 2015-2017	3.5	7.3	18.3	35.9	22.5	12.6

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	0.0	5.1	48.7	23.1	18.0	5.1
School avg 2015-2017	1.9	6.6	40.0	33.7	16.2	1.7

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	2.6	20.5	25.6	15.4	12.8	23.1
School avg 2015-2017	2.9	10.5	28.6	21.0	16.6	20.5

The NAPLAN Literacy assessments were conducted in May with 44 Year 3 students and 39 Year 5 students participating.

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 2017, the school sought the opinions of parents, students and staff members about the school. Their responses are presented below.

- A strong sense of belonging and positive relationships exist across the school. Parents are given regular opportunities to participate in school activities and are provided with the knowledge and skills to support children in their learning journey.
- Parents reported that they are given lots of opportunities to provide feedback and that school practices are responsive to feedback.
- Students report that they value the variety of opportunities available to them at Cobbitty Public School, including such things as Tournament of Minds, Environment Club and Sport.
- Students reported that they value the school learning environment, including relationships with staff and school facilities.
- Staff reported that they feel valued as members of the school community and that the school is committed to ongoing evaluation and improvement.
- All staff reported that they are provided with leadership opportunities and that they are supported in their professional development.

Policy requirements

Aboriginal education

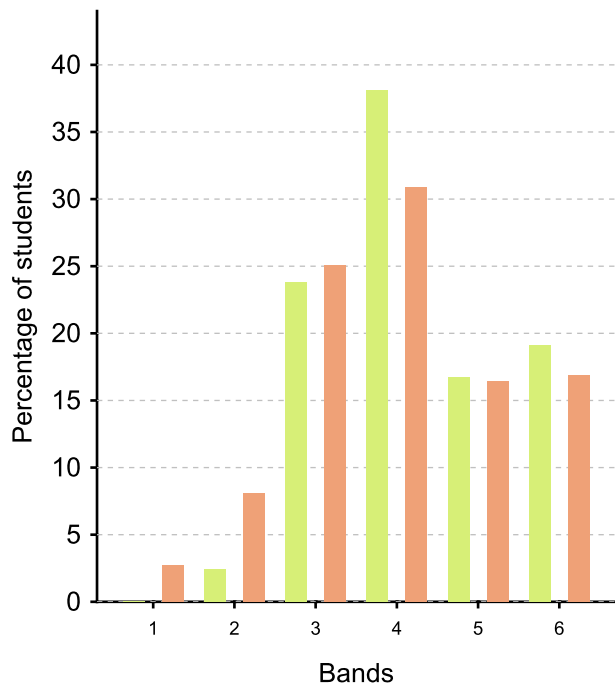
In 2017, strategies were implemented to improve the learning outcomes for Aboriginal students in literacy and numeracy and increase the profile of Aboriginal Education. Aboriginal Personalised Learning Plans (PLPs) were completed for each student, in consultation with parents, detailing individual learning 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. Students in Years 3–6 also participated in Macarthur Aboriginal Kids (MAK) Day at the Australian Botanical Gardens, Mount Annan.

Multicultural and anti-racism education

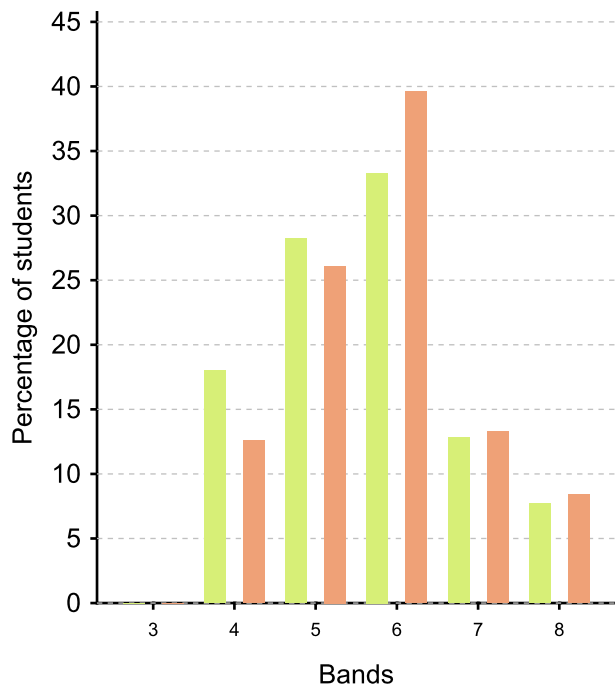
Multicultural education permeates all aspects of the curriculum. Cobbitty Public School promotes and ensures an inclusive school community and a non discriminatory learning and working environment.

Our school has trained anti-racism contact officers

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing.

(ARCO). The school encourages participation of parents and community members from diverse backgrounds in all aspects of school life. In 2017, 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 2017, 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: 2 Distinctions, 3 Credits, 4 Merits
- English: 1 Distinction, 4 Credits, 1 Merits
- Writing: 2 Distinction, 3 Credits, 1 Merit
- Spelling: 1 High Distinction. 3 Credits, 3 Merit
- Science: 2 Distinction, 2 Credits, 2 Merit
- Digital Technologies: 3 Distinctions, 9 Credits, 2 Merit

Tournament of Minds

14 students represented Cobbitty Public School in the Tournament of Minds competition held at the University of Western Sydney. Both teams performed exceptionally well with the 'Language Literature' team achieving 'Honours' in their category.

Student Representation in Science

In 2017, students in Years 3–6 participated in the Cobbitty Public School Science Fair. Projects were submitted by students in Years 3–6, across a broad range of areas including biology, engineering, chemistry and physics. Ten 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

2017 has been another productive year for the Environment Team. The existing gardens around the school have been enhanced with vertical and recycled tyre gardens and new plants have been grown and maintained. The Out Of School Hours Care (OOSH) have begun to maintain their own vegetable garden, adding to the environmental opportunities at our school. Year 3/4 students, the school Environment Team and

volunteers from our school community have maintained the school gardens and the chickens and students have had the opportunity to eat and cook the produce they have grown.

Our garden entered the 2017 Camden Council Garden Competition. Students worked hard to ensure the gardens were well prepared for the competition and we received First Runner Up and a \$150 cheque to put towards the school garden.

Students have used the produce from the garden to initiate afternoon Market places to sell their produce. They used a number of skills throughout this process, interacting with the community, working with money and planning an event. All profits they made went towards buying resources for the garden.

The school is in the process of upgrading the existing weather shed to create an outdoor learning space and have installed seating, a whiteboard, a new entry step for safety and a new ceiling. Moveable benches, roller doors for security and solar power are future goals for the area with the objective being that it will become a Science and kitchen area for all staff and students to access.

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.

Year 5 participated in a series of workshops run by the Camden Environmental Education Centre, focusing on sustainability and garden processes. They then had the opportunity to hone their leadership skills by presenting their workshops to the Year 2 and 3 students at 2/3 camp. Students rotated around two of the workshops, learning how to create worm farms and vertical gardens.

In November, the Environment Team had the opportunity to participate in a pollination and plant identification event at Gundungurra Reserve, Spring Farm through Camden Council. Students learnt about local plants and native bees and insects.

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.

Creative Arts

Throughout 2017 the Creative and Performing Arts has allowed students across all stages to showcase their skills in a variety of areas through many continuing programs, as well as new additions.

Our key Creative Arts event for 2017 was the Cobbitty Public School Art Show in Term 3. The Art Show allowed teachers to work within their classrooms to create three art works that would allow students to showcase a variety of art techniques. Through Visual

Arts lessons, classroom teachers explicitly taught students a range of new artistic techniques, using a variety of mediums. Art pieces included paper crane installations and intricate clay sculptures, as well as paper mosaic windows and oil pastel illustrations. These works were displayed in the school hall and the Art Show was open to parents and students, as well as the wider community during a weekend Cobbitty Market. At the Cobbitty Markets, visitors were charged a gold coin donation on entry and all funds raised were put towards the designing and purchasing of PBL signage. Teachers, students and the wider Cobbitty community all contributed to ensuring this event was a success.

Our dance and choir groups continued this year. All groups met weekly during lunch and recess times to learn and refine performance pieces. 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 school dance groups were made up of Junior Dance (Stage 1), Middle Dance (Stage 2) and Senior Dance (Stage 3). These performance groups were able to perform at a number of events, including: the Easter services, school assemblies, the Elderslie High School Dance Spectacular, the Creative and Performing Arts Showcase and the Cobbitty Christmas Carols evening.

In Term 4, Cobbitty Public School held a Creative and Performing Arts Showcase at school. This was an opportunity for our school to show parents and community members the dedication and hard work of our students throughout the year. Performances included the Junior and Senior Band, Junior and Senior Choir as well as Junior, Middle and Senior Dance groups.

This year Stage 3 students were selected to be a part of the Elderslie High School Dance Transition Group. These students attended two rehearsals each term where they worked with high school dance teachers and students within our local community from Mawarra Public School and Elderslie Public School to learn a dance routine. This dance ensemble performed at the Elderslie High School Dance Spectacular for a matinee and evening performance.

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

Sport

In 2017, students of Cobbitty Public School continued to showcase their sporting prowess.

Teams were entered in Summer and Winter PSSA Gala Day Competitions as well as NSW Primary School Knockout Competitions.

The Jnr T–Ball Team, Snr B Oz–Tag Team were runners up in the Summer PSSA competition. The Jnr C Oz–Tag Team and Jnr Cricket were winners in the

Summer PSSA competition and the Snr Soccer Team were winners in the Winter PSSA competition. Throughout 2017, Cobbitty Public School entered boys and girls Soccer teams in the NSW State Knockouts. Both teams represented the school with pride, passion and enthusiasm.

Numerous students' trialled for Razorback Zone PSSA teams across a variety of sports with exceptional results. Students were selected in AFL, Rugby League, Touch Football, Rugby Union, Hockey, Softball and Soccer teams.

All students participated in the School Cross Country and Athletics Carnivals with one student competing at the State Athletics Carnival. Students in Years 3–6 also took part in the School Swimming Carnival with 6 students representing our school at the State Championships.

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 2, all students from K–6 participated in a weekly dance program run by Footsteps Dance Company.

40 students from Years 3–6 attended the Sydney South West Orienteering Championships. One team placed 3rd, with one student also placing 2nd in the U12 individual competition. Another student placed 3rd in the Jnr individual competition and placed 5th at the State Championships.