School context statement

Cowper Public School has an enrolment of 30 students as at December 2014. Students are organized into two classes K/1/2 and Years 3-6. The students comprised of 12 girls and 18 boys.

Principal’s message

As this year draws to a close so does my time here at Cowper Public School. It is with a touch of sadness that I reflect upon the past year as teacher and Principal of this truly wonderful school.

The students and their parents, the teachers and staff, and the wider Cowper community have supported my journey this year as a teaching principal.

I believe that I have been extremely fortunate to have worked with the most amazingly dedicated staff. Mrs Karleigh Moran along with Mrs Amy Farrel,l have worked tirelessly with the K/1/2 class, bringing about the best educational outcomes for their students. Together, with Mrs Sharon Perriott, in Semester one and with Mrs Gemma Armstrong in Semester two, they have both nurtured the children in a quality, learning environment. Mrs Shannon Spring has excelled herself, once again, with her ‘Alice in Wonderland’ drama production. Shannon’s total dedication to her plays is to be admired. It has also been a pleasure to work alongside Ms Kate Spring who has worked in the 3/4/5/6 class for Principal release.

In the office, our School Administration Manager, Kayleen Stephenson, has brought valuable, professional experience to this administrative role and is a much loved addition to the Cowper staff.

Our Cowper P&C has continued to support us in their fundraising events and play an important role within our school.

Thank you to our wonderful parents and community members who showed support in so many ways, from working and cooking in the canteen, supporting in the classrooms, joining us at discos, participating at working bees and sporting events. Your presence was greatly appreciated.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Jo-Ann Conyard

P & C message

There were a lot of changes this year following Mrs. Chapple's departure and another group of children moving onto high school. It was fantastic to see how resilient and welcoming the children have been to all new arrivals. They have responded well to the changes because Cowper Public School is a safe environment where they are welcomed by the friendly faces of our awesome teaching and support staff, and a broader community that is always willing to lend a hand.

One of those faces is, of course, Mrs. Conyard, who has taken on the difficult role of Acting Principal with gusto, showing us all how dedicated and enthusiastic she is. New families also arrived and were embraced by the school and community, ensuring our wonderful school continues to flourish.

The P&C has worked hard this year on many projects in and out of the school:
* Our dedicated group were on hand for events such as the Second hand Saturday, as well putting many hours into the transformation of the Sports Shed and the playground gardens.
* The weekly canteen, that the children and staff enjoy so much, would not be possible
without the dedication of the volunteers that shop, prepare and serve each and every Friday. The canteen was also a valuable fundraiser.

* Weekend barbecues and a very successful PieDrive.
* We made it possible for a new Cleaner's Shed to be built, improving children safety and everyone else's peace of mind.
* We contributed the bulk of the swimming bus costs, making that vital part of the curriculum more affordable for our families.
* And of course the Blue Rewards were once again supported by the P&C.

Through the hard work and dedication of our parents and broader community, the P&C has been able to reach its goal of supporting all our students so that they are given every opportunity to meet their full potential.

I would like to thank all the members of the P&C, the school staff and the broader community for their continued efforts to make our school such a wonderful, safe place for our children to learn and grow.

Ian Versace
President, Cowper Public School P&C

All teachers have put their time and effort into giving us a great education. They’ve given us so many amazing opportunities and we wouldn’t be where we are now without them. Thankyou to the P and C for finding ways to raise money so we can go on excursions and do all sorts of fun things.

Ever since we’ve been here from kindergarten, canteen is always something we’ve looked forward to every week. Thankyou to all the parents, family members and friends who have worked in our canteen every Friday and

Our parents have always been there to get us to school on time, buy our uniforms, make our lunches, take us to school events and the list goes on. Without our parents supporting us, school would be a whole lot harder. So thankyou for just being you and always being there for us.

We would like to thank all the sport teachers that we’ve had over the years,. You’ve taught us so many great skills and tricks. All the sports gala days we’ve had have been really fun and have given us the chance to have a more active life.

I think we’ll all agree that the school play this year, Alice and Wonderland was a huge hit. We’d like to say a special thankyou to our fantastic drama teacher Mrs Spring who directed the play and made all the costumes, back-drops and props. All the students had a fantastic time and it’s definitely something we’ll remember always.

The 3 to 6 class went to Cascade Environmental Centre this year for their excursion. It was such an amazing experience. We did so many cool activities that we’d never done before. Some of the things we did were: Low ropes training,
mountain bike riding, rainforest walking and looking at all different sorts of interesting species. Thankyou so much Mrs Conyard and Mrs Stephenson for taking us on such an amazing excursion.

Finally we would like to thank all our teachers Mrs Conyard, Mrs Moran, Mrs Farrell, Mrs Spring, Miss Spring and Mrs Armstrong. You’ve taught us all so much, educationally, socially and emotionally. A huge thankyou to Mrs Conyard, our Principal for this year. We love you so much and you’ve brought so many amazing new ideas to Cowper. We don’t known what we’d have done without you.

Tess Chevalier and Ethan Davis

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>9</td>
<td>15</td>
<td>11</td>
<td>19</td>
<td>17</td>
<td>18</td>
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<tr>
<td>Female</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>14</td>
<td>11</td>
<td>9</td>
<td>13</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>K</td>
<td>85.4</td>
<td>98.2</td>
<td>92.4</td>
<td>95.4</td>
<td>97.8</td>
</tr>
<tr>
<td>1</td>
<td>94.9</td>
<td>91.5</td>
<td>98.6</td>
<td>96.8</td>
<td>94.4</td>
<td>94.1</td>
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<tr>
<td>Total</td>
<td>92.8</td>
<td>94.8</td>
<td>93.2</td>
<td>95.1</td>
<td>95.4</td>
<td>95.0</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is regularly monitored by teachers, the learning support team, the Principal and the DEC Home School Liaison Officer.

Should there be no improvement to a student’s attendance then a referral is made to the Home School Liaison Officer. Families and students are regularly advised of the importance of good attendance at school via the school newsletter, school assemblies and individual notes home.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.05</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td></td>
</tr>
<tr>
<td>School Counsellor</td>
<td></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>3.03</td>
</tr>
</tbody>
</table>
The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. We currently have no staff currently identify as Indigenous.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
<td></td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>50%</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>68177.73</td>
</tr>
<tr>
<td>Global funds</td>
<td>50480.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>26713.29</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>15276.66</td>
</tr>
<tr>
<td>Interest</td>
<td>1696.32</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>972.65</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>163317.47</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>15440.82</td>
</tr>
<tr>
<td>Excursions</td>
<td>3677.35</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>3552.68</td>
</tr>
<tr>
<td>Library</td>
<td>1118.21</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1637.87</td>
</tr>
<tr>
<td>Tied funds</td>
<td>33626.86</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>6366.26</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>28261.39</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8892.16</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3999.63</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1054.28</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>107627.51</td>
</tr>
</tbody>
</table>

Balance carried forward       55689.96

School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

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

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy
Two students sat for NAPLAN Literacy tests in 2014. In order to maintain confidentiality and to comply with DET guidelines I am unable to comment on 2014 results.

NAPLAN Year 5 - Numeracy
Two students sat for NAPLAN Numeracy tests for 2014. In order to maintain confidentiality and to comply with DET guidelines I am unable to comment on 2014 results.

Other achievements

Significant programs and initiatives – Policy and equity funding

Language, Learning and Literacy (L3)

It was identified at the beginning of both 2013/14 from our Best Start Kindergarten Assessments, that many of our students were commencing school with insufficient literacy background knowledge to reach their potential at school.

In 2014, with support from a larger school we were able to join the L3 (Language, Learning and Literacy) Program. This provided us with the opportunity to address concerns for the literacy development of our infants students.

The K/1/2 classroom teacher engaged in intensive professional learning and changes were made to the daily Literacy Program to incorporate the new reading and writing strategies. In small groups, students received explicit instruction in reading and writing and then rotated to group and individual activities.

Our overall literacy results have shown considerable growth and with the implementation of the program students have displayed significant development in their independent reading and writing.

The continuation of the program into 2015 should see these students develop further and alleviate the need for more intensive, remedial Literacy support.
Science

In preparation for the implementation of the Australian Curriculum Science K-10 Syllabus in 2015 teaching staff completed professional learning modules to assist in the familiarisation and delivery of the subject content. A teaching focus was to improve students’ knowledge and understanding of the Science Inquiry Skills. Specific opportunities were provided to students to enhance their abilities to question and predict, process and analyse information and evaluate and communicate their ideas and findings.

Common themes for science lessons have been addressed across the stages this year to aid in the continuity of subject content covered. This has allowed students to engage in events and learning experiences that have provide relevant and appropriate extensions of their acquired knowledge. Some of the events that students have participated in this year include the implementation ‘Recycling Stations’ around the school and an excursion to the Clarence Valley Recycling Centre as part of the ‘Sustainability’ unit. Students also participated in ‘The Planetarium’ hosted by Wooli Public School.

Stage 3, Year 6 students partake fortnightly in a CSI program held at South Grafton High School. Through this is a program were students actively engage in scientific processes and inquiry under the supervision of specialised teachers.

History

In 2014 the key learning area of HISE was managed by classroom teachers. Professional learning was undertaken to provide teaching staff with the essential information to provide a seamless transition to the new History syllabus which will replace the Continuity and Change strand in the existing HSIE K–6 Syllabus in 2016.

Students have been able to facilitate and access appropriate information and content through newly introduced Eduweb links. A multimodal approach to learning has provided students with access to a wealth of information and support that has expanded on their prior knowledge.

Debating

The 3/4/5/6 class have once again proven their flair and enthusiasm for debating in classroom team debates on a variety of topics. Eight of our students were chosen to present a team debate on the topic, ‘the environment must be our number one priority as a nation’ at the school assembly, and demonstrated great confidence in speaking and a deep consideration of both sides of the argument.
Cowper Public School has a strong commitment to CAPA. Throughout the year children are introduced to a variety of visual art techniques and are encouraged to express their individuality and abilities. Their art work is displayed in various local art shows with much success including 9 first and 6 second place winners.

There is also an ongoing music program through the Grafton Music Conservatorium with Chris Edwards, where the children experience coral and instrumental activities, teaching them to appreciate musicality.

Drama is approached as a whole school activity where each child is given a speaking part in a full scale production. This year’s play was “Alice in Wonderland” which was presented to parents and the community at the end of the year.

**Special & Significant Events**

In 2014 the school was involved in a wide variety of educational and cultural activities. These include:

- Leader’s Forum
- Quizworx Puppet Show
- Ear Health
- Year 6 transition to school program
- Responsible Pet Program
- School discos
- Excursions – Sustainability (Bunnings, Recycle Centre), Cascade, Regional Library, iScream
- Walk Safely to School
- Zoomobile
- Off the Planetarium
- Author visit – Patricia Bernard
- CSI
- Japanese Drumming
- Education Week activities
- Literacy & Numeracy Week activities
- Travelling Science Show
- National Science Week activities
- Harmony Day
- Tournament of the Times
- Grandparents Day
- Mother’s Day/Father’s Day

**Community Events/Fundraisers**

In 2014 the school was involved in a wide variety of community activities. These include:

- Picnic tea/Information night
- ANZAC March
- Working bee – Sports shed clean up
- P & C BBQ’s – Bunnings, Home Hardware
• Comfy Cowper PJ Day – Asthma Foundation
• Crazy Hair Day – Cystic Fibrosis
• Jeans for Genes Day
• Westpac Rescue Helicopter
• Footy Colours Day – Cancer

Aboriginal background
• National Reconciliation Week
• Sorry Day

Multicultural education

All students at Cowper Public School come from English speaking backgrounds apart from one family who are from a French speaking background. This emphasises the need to raise student awareness of a national and global society that is significantly different from that of Cowper. We celebrate the diversity of cultures in many ways such as activities as part of the Human Society in its Environment Syllabus and multicultural events. Learning programs are provided that develop the knowledge, skills and attitudes required for a culturally diverse society.

Aboriginal education

Aboriginal perspectives are embedded into units of study in all KLA’s. Personalised Learning Plans have begun to track achievements of our Aboriginal students. These were compiled as part of a ‘Schools in Partnership’ program.

Sporting Events

In 2014 the school was involved in a wide variety of sporting events. These include:

• AASC
• Swimming / Athletics carnivals
• Cross country
• Gala Days – AFL, basketball, golf, cricket, touch football
• Jump Rope for Heart
• Premier’s Sporting Challenge
• Small Schools Commonwealth Games
• Swimming Scheme

Clarence Science Initiative (CSI)

Selected students in Year 6 attended the CSI program at South Grafton High School for one day per fortnight in 2014. CSI students participated in both theoretical and practical science lessons, ran parent/teacher information evenings and workshops and presented activities during National Science Week.
School planning and evaluation
2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Feedback obtained from staff, students and families via three sources: paper Surveys, staff meetings and P&C meetings
- The analysis of NAPLAN SMART Data
- The analysis of classroom based assessment data
- The analysis of standardised test results
- The analysis of progress along the Literacy and Maths Continuums
- Anecdotal and observational findings

School planning 2012-2014:

School priority 1
Literacy - Writing

Outcomes from 2012–2014
Increase the percentage of students achieving the stage appropriate cluster of the writing aspect on the literacy continuum to 60% at or above cluster 9 in year 3 and 60% at or above in cluster 11 in Year 5.

Evidence of achievement of outcomes in 2014:

- Writing Target achieved.

Strategies to achieve these outcomes in 2014:

- Build teachers capacity to identify & address all students literacy needs through quality teacher professional learning.
- Use Best Start /PLAN analysis to inform individual student learning needs in K – 6.
- Professional learning for K/1/2 teacher in Language Literacy and Learning (L3) program.
- Classroom programs include focus on the language of writing.
- Student progress along the Literacy Continuum to be monitored.
- Teachers to implement SMART Data Teaching strategies in the teaching of writing.
- Consistent assessment practices, including Benchmark and Review of writing for each stage.
- Continue professional learning meetings to develop staff skills in the teaching of writing.

School priority 2

Numeracy

Outcomes from 2012–2014
Increase the percentage of students achieving at or above in aspect 2 and aspect 4 of the numeracy continuum to 60% in Year 3 and achieving at or above in aspect 3 and aspect 5 of the numeracy continuum to 60% in Year 5.

Evidence of achievement of outcomes in 2014:

- Numeracy target achieved in Year 5 but not in Year 3.

Strategies to achieve these outcomes in 2014:

- Use of SMART Data Teaching Strategies to provide a context and focus for teaching Maths
- Consistent assessment practices, including Benchmark and Review, of numeracy for each stage.
Continuation of Mathletics and ongoing related professional learning workshops
Focus on Problem Solving skills
Learning & Support Teacher to assist in process

School priority 3
Support student access to a broad and differentiated curriculum

Outcomes from 2012–2014
To identify high achieving students, and ensuring that differentiated teaching practices are in place.

Evidence of achievement of outcomes in 2014:
- Student participation in UNSW tests
- Achievements of students in debating
- GATS children extension evident in achievements.

Strategies to achieve these outcomes in 2014:
- Students access to various multimodal strategies.
- Various research assignments and Science investigations.
- Debating experience
- Implementation of a music program with qualified music teacher.
- Transition program.
- Students having access to quality apps with differentiated learning capabilities.

Professional learning
A range of teacher professional learning activities were undertaken this year, supporting targeted areas from our school plan.
- Anaphylaxis
- Child Protection 2014 update

iPad configurator
Language, Literacy and Learning (L3)
National Mathematics Curriculum
National History Curriculum
National Science Curriculum
English Curriculum
Asthma Training
Oasis Training
Finance Training
Engaging with the Community
Live Life Well
CPR

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school and in particular our school vision. Their responses are presented below.

What do you want for our students?

Personally
Happy
Caring
Responsible
Respectful of themselves, others and the wider community
To be accepting and considerate in a range of social, cultural and emotional settings
Ability to cope, succeed and be functional in society
Safe
Positive attitude to learning
To be inspired by an amazing world of opportunities
Embrace change
Resilient
Fair
Reasonable
Respectable
Welcoming
Confidence to explore new opportunities
To make good decisions
Content
Enquiring minds

Academically
Well-rounded education that prepares them for high school and life
Realise their potential
Do their best
Inspire to achieve goals
Successful 21st C learners
KLA’s
Open to new learning experiences
Work to the best of their ability
Grow and develop
For upper limits of their capabilities to be set by their home and life experiences
Get personal satisfaction from their hard work
3 R’s
Capable of expressing themselves
Enquiring minds
Exposure to opportunities beyond Cowper PS

What do you want our school to be?
Up to date
Full of students
Respectful
Challenging
Productive
Enriching
Nurturing
Caring
Safe
Inspiring students to learn
Be confident in learning and participation
Happy
Secure environment where students are encouraged to do their best
Where mistakes are seen as a learning mechanism and not failure
Connected to the world
Valued part of 21 C learner
Aware of student’s strengths and weaknesses
Fun
Place of learning
Connected to the community

Welcoming
Inclusive
Stronger links with Maclean HS
Flexible

What do you want our staff to be?
Well trained in all aspects of primary and Infants
Cohesive
Professional team
Skills to facilitate effective teaching and learning
Capable
Enthusiastic
Lifelong learners who impart their knowledge to students
Equip students with the skills to be valuable community members
Ever evolving
Welcoming
Nurturing
Caring
Interested
Firm
Enjoys their job
Friendly
Honest
Informative to parents about child
Approachable
Flexible in delivery
We already have the best
Empathetic
Supportive of individual learning needs
Spontaneous
Creative
Respectful of children and their opinions
Student’s individual decisions, capabilities and personalities need to be supported and fostered
Adaptable

What do you want our community to be?
Happy and satisfied with the school and their children’s progress
Involved in decision making
Supportive of school initiatives
Safe
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Due to a new Principal taking up the position at Cowper Public School in 2015 and as a major stakeholder, the 2015-2017 School Plan will be formed and implemented in Term 1 2015.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mrs Jo-Ann Conyard -Principal.
Mrs Karleigh Moran -Classroom Teacher.
Mrs Amy Farrell – Classroom Teacher.
Mrs Shannon Spring – Teacher/Librarian.
Ms Kate Spring – Classroom Teacher.
Mrs Kayleen Stephenson – School Administration Manager.
Mr Ian Versace - P&C President.

School contact information
Cowper Public School
Cnr. Samuel & Clarence Streets COWPER 2460
Ph: 02 66 476 339
Fax: 02 66 476 409
Email: cowper-p.school@det.nsw.edu.au
Web: www. cowper-p.schools@det.nsw.edu.au
School Code: 1670

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: