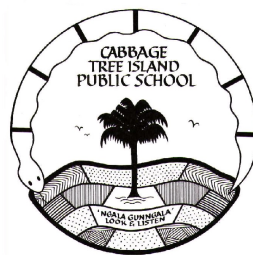


Cabbage Tree Island Public School Annual Report



2016



1471

Introduction

The Annual Report for 2016 is provided to the community of **Cabbage Tree Island 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.

Chick Edwards

Principal (relieving)

School contact details

Cabbage Tree Island Public School

Cabbage Tree Island Rd

Cabbage Tree Island, 2477

www.cabbagetre-p.schools.nsw.edu.au

cabbagetre-p.School@det.nsw.edu.au

6683 4251

School background

School vision statement

'Ngala Gunngala' 'Look and Listen'

Our school encourages a strong and proud cultural identity. We take pride in knowing our students and the curriculum. High expectations of students are enhanced through quality teaching in a supportive and caring environment.

School context

Cabbage Tree Island Public School is a unique school located at the eastern end of Cabbage Tree Island Aboriginal community. Cabbage Tree Island is located 22km south of Ballina near Wardell. The school sits on the traditional land of the Bundjalung Nation. The school is isolated from the town centre of Ballina and its services. The school accesses the Jali Health Service and Bunjum Co-operative on specific days of the week.

The Island has a rich cultural history that has been a part of the school since it was established in 1893. Aboriginal culture is an inclusive part of daily learning. Staff respect the knowledge and experiences the students bring to school with them and use this information as the starting block for learning.

Partnerships with the local community and other service providers are extremely important to the success of the school. The school aims for major improvement in all aspects of schooling including community and parental support and involvement.

The school has total enrolment of 28.2 Aboriginal students and includes a Transition to Kinder Program for early childhood enrolments.

In recent years there has been a steady decline in K–6 school enrolments but an increase in transition to Kinder program to attend the day two program.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

LEARNING: Cabbage Tree Island staff understand that student engagement and learning go hand in hand. Positive and respectful relationships are evident among student wellbeing and ensuring good learning conditions for students. Students are encouraged to care for self and contribute to the wellbeing of others and the wider community and its environment. Curriculum provision is enhanced by learning alliances with other small schools and organisations. Individual student reports include descriptions of student strengths and areas of growth.

TEACHING: Within the two main classes (K–2) and (3–6) classes are managed well with well planned teaching and learning experiences occurring. Students can engage in learning productively, with minimal disruption. The school identifies expertise within its staff and draws on this to further develop its professional community. Staff at CTIPS are encouraged and supported to engage in planning their own Professional Development and leading skills to improve their performance and wellbeing.

LEADING: Links exist with communities of schools, other educational providers and other organisations to support the school's programs. Staff, students, parents and the broader community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The school acknowledges and celebrates a wide diversity of student and staff achievements. Physical learning spaces are used flexibly, and technology is accessible to staff and students. Administrative practices effectively support school operations and the teaching and learning activities.

of the school.

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

High expectations relationships in a dynamic and relevant learning environment

Purpose

To ensure all students will have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations

Overall summary of progress

All students have been engaged in the process of self reflection in identifying 'Where to next?' Staff are developing their deep understanding of where students are in their learning and are able to better identify how to differentiate individual learning styles and practises.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School based assessment data will demonstrate 80% of students achieving at or beyond expected stage standard in Reading and writing (baseline: 2014K-33%Yr 1-60%, Yr2-66%Yr4-66%Yr 5-50%Yr6-100%)	Learning intentions are more visible for students to identify through one on one conversations and prompts to stimulate thinking. Positive growth mindset encouraged. Reboot Positive Behaviour Learning.	Instructional Leader funding: \$5443.13
School based assessment data will demonstrate 80% of students achieving at or beyond expected stage standard in Numeracy (baseline 2014-K-100%Yr1-60%Yr2-66%Yr4-66%Yr5-50%Yr 6 100%)	All children have maintained growth on the Numeracy and Literacy Continuum. Supported by Instructional Leader	

Next Steps

In 2017, CTIPS will continue to build a positive culture of learning. Extra support will be offered to students entering year 7 this year, to build on existing skills. Students in K-2 will be continued to be monitored to build on their numeracy and literacy skills, with individual markers set and more teacher awareness /training with Instructional Leader. Continued feedback to parents/carers and update of technology will be a priority in 2017.

Strategic Direction 2

Positive partnerships between the school, families and the wider community

Purpose

To provide opportunities for the school to work with others beyond the school gate.

Overall summary of progress

Cabbage Tree Island Public School has continued to build positive partnerships between the school, families and the wider community. With interagencies accessing the community room for community projects occurring. Regular term morning breakfasts with families allow for relaxed conversations with families. Open door policy allows for discussions to take place in a non threatening environment.

In 2016–17 an increase in transition to kinder program enrolments, due to parents being involved in outcomes for Early Years and refurbishment of playground area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Survey staff, students, community members and inter-agencies Organise parent workshops/focus groups Self –evaluation team; parent/teacher interviews–Personalised Learning Plan meetings Parent committee feedback Evaluation Plan: Analysis and further planning from data	Increased parent participation and discussion. In consultation with parents new school shirts introduced. Continue to offer parent/teacher gatherings. <i>Tell them from Me</i> surveys.	Community Consultation Funding: \$263

Next Steps

In 2017, Cabbage Tree Island will continue to develop the school's positive partnerships through establishing a local committee to celebrate milestones throughout the year, such as 125 years of school, NAIDOC, Reconciliation and Harmony Day, ANZAC commemorations and encouraging inter agencies to work with school on programs which include: Jump Rope for Heart, Dietician and health services.

Strategic Direction 3

Joint School Initiatives focused on collaboration and engagement

Purpose

To provide broader learning opportunities for students and staff in our smallschool settings and relevant professional learning opportunities.

Overall summary of progress

Professional Learning across school sites and professional support to provide collegial growth and wellbeing in knowledge and skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Performance & Development Framework (PDF) conversations provide evidence of the effective implementation of processes and strategies of the new curriculum areas	Strengthened support and collegiality through regular and meaningful professional meetings. Staff are supported and up skilled in curriculum , pedagogy and leadership.	Instructional Leader funding: \$5443.13
Increased capacity in teaching of maths and science evidenced by differentiation, use of continuum, effective integration of technology and use of variety of resources	More effective use of collecting data utilising numeracy and literacy continuum. Improvements through Professional dialogue with Instructional Leader support.	

Next Steps

Continuation of small school's joint initiatives should provide increased student engagement in various extra curricular activities.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Consultation and feedback with local community/families. Staff engagement.. Registration of teacher programs.	RAM: 1.0 staffing entitlement. • Aboriginal background loading (\$3 200.00)
Low level adjustment for disability	Impact of SLSO evaluated throughout the year	RAM: 0.200 staffing entitlement. • Low level adjustment for disability (\$1 400.00)
Quality Teaching, Successful Students (QTSS)	Create collaborative practices in the school and across a number of schools. CTIPS will offer mentoring and coaching practices where necessary. Providing a comprehensive and focused support for teachers with accreditation processes and the new Performance and Development Framework.	
Socio–economic background	Consultation and feedback with local community/families. Staff engagement. Registration of teacher programs.	Resources purchased to enhance reading desire. RAM: 0.1 staffing entitlement • Socio–economic background (\$0.00)
Early Action for Success	Greater understanding of the process of data collection. Improved outcomes for students in K–2 and working towards year 3 students data entry. in 2017 the newly appointed Instructional leader position is shared with CTIPS, Wardell and Wyrallah PS Software programs (Information Technology) license purchased. Reading material purchases.	EAFS: Instructional Leader Funds. Annual allocation 2016: \$23104.64

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	16	15	13	11
Girls	5	4	3	3

Students numbers are stable with an increase in the Transition to Kinder Program in 2016–2017.

current enrolments stand at : Transition to Kinder 15. Kinder 1 boy 5 girls. Year 1 1 boy. year 2 1 boy. year 3 2 boys , 1 girl. Year 4 2 boys , 1 girl. Year 6 2 boys

Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.2	94.1	71.3	88.2
1	98.3	87.8	94.1	94.4
2	100	96.9	87.4	92.8
3	97.8	100	46.9	83.1
4	92.6	96.2	96.7	
5	92.5	73.9	87.9	92.5
6	86	96.7	90.6	90.3
All Years	92.3	88.9	81.2	89.3
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	
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

Parents/carers are notified if non attendance becomes a concern. teachers instructed to follow up any issues. HSLO involved on occasion.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.53
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	1.9
Other Positions	0.11

*Full Time Equivalent

2015–2017 Relieving principal (Aboriginal)

At Cabbage Tree Island Public School, there is one permanent Aboriginal Education Officer employed.

One part time Aboriginal Education Worker is employed in the Transition to Kinder

total number of Aboriginal workers 3.

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	

Professional learning and teacher accreditation

Cabbage Tree Island PS employs 3 teachers . Two being permanent and one part time. All are maintaining accreditation at proficient level.

There were no beginning teachers working towards Board of Studies Teaching and Education Standards. No teachers sought voluntary accreditation at Highly Accomplished or Lead. No teachers maintained at one of the voluntary stages of Highly Accomplished and or Lead.

School Development Days consisted of Professional Learning in Performance and Development Plans, School Excellence Framework, Geography Syllabus and the Child Well being Framework. Staff are also familiar with The Early Years Framework.

The Principal and K–2 teacher also participated in the Collegial Network of Small Schools Professional

Learning Days which occurred twice a term. These days covered numeracy, literacy, and IT skills.

Total expenditure on Professional Learning in 2016 was: \$2976.05

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	277 207.49
Global funds	57 600.80
Tied funds	81 603.90
School & community sources	9 282.00
Interest	4 739.61
Trust receipts	0.00
Canteen	0.00
Total income	430 433.80
Expenditure	
Teaching & learning	
Key learning areas	8 771.00
Excursions	2 000.00
Extracurricular dissections	4 300.41
Library	463.15
Training & development	2 524.72
Tied funds	189 673.77
Short term relief	10 432.30
Administration & office	29 133.11
School-operated canteen	0.00
Utilities	7 148.99
Maintenance	4 662.94
Trust accounts	0.00
Capital programs	909.45
Total expenditure	260 019.84
Balance carried forward	170 413.96

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 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 focussed on finding the opinions of its school community using the school strategic directions 2 "Positive partnerships between the school, families and the wider community". The results are as follows: More community input and seeking advice in direction of school. Expectations of students behaviour and well being. School identify expertise within staff and draws on this to further develop stronger and positive connections.

Policy requirements

Aboriginal education

CTIPS is 100% Aboriginal enrolment.. Staff are sensitive to the wellbeing of students and continue to build on a strong network with parents/community and other Aboriginal organisations. We continue to seek to employ Aboriginal people to share the local history of CTIPS and endeavour to maintain strong cultural links. In 2016 CTIPS hosted NAIDOC celebrations for small schools to come together to celebrate this important event. The school has hosted Stronger Smarter Days, AECG meetings and supported inter agencies in various projects.

Multicultural and anti-racism education

CTIPS have zero tolerance of racism . Teaching and learning programs foster students' understanding of culture, cultural diversity, racism and active students. With the participation in Harmony Day, Reconciliation and NAIDOC raising awareness of 'Different Colour–One People'