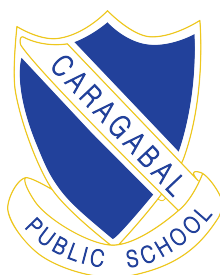


# Caragabal Public School

## Annual Report



2016



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## Introduction

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

Jodie Russell

Principal

### School contact details

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# School background

## School vision statement

Caragabal Public School encourages all students to achieve their goals through extra opportunities to learn, persistence and responsibility in an environment that is safe, fun and healthy. Leading to socially confident students who are resilient, proud and equipped for the 21st Century.

## School context

Caragabal Public School is a small, rural school located within the village of Caragabal and receives a high level of support from community members. Caragabal Public School provides a quality education, which caters for students in the Kindergarten to Year 6 setting. It offers all students a broad range of educational opportunities and the small student population ensures each student receives a high degree of individual attention. The school ensures a safe, caring and positive learning environment, which caters for the individual needs of the students. It endeavours to produce confident, well-educated students who have the ability to make positive contributions to society. Caragabal Public School has a strong focus on quality teaching and learning. The well-resourced school supports productive learning within an advanced technological classroom. The school's programs for students in Kindergarten to Year 6 classrooms are individual and varied according to their needs and learning styles. The school community is active, highly supportive and strongly committed to Caragabal Public School.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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.

Internal measures are used to assess, monitor and plan for school and student success. This data informs decisions about whole school learning goals and individual teacher planning. Current external data from the SEF reports indicate that student performance has been increasing considerably at the school since 2012 in Reading and Numeracy. The school is working towards explicit processes to collect, analyse and report on external student and school performance data. The school aims to provide more professional learning so teachers are comfortable in the analysis, interpretation and use of external student performance data.

Currently staff are supporting a teacher to attain her Teacher Accreditation at Proficient, two teachers are investigating the process of being accredited as Highly Accomplished and Lead Teacher. The school encourages all staff to further develop their professional skills, based on personal interest, school goals and DoE priorities. SLSOs and parents are encouraged to access professional learning which helps support student development at the school and at home. As a school we need to systematically identify and plan Professional Learning that will enhance the priorities in our School Plan. Our aspirational goal is for all teaching staff to be recognised by the wider community as having high levels of contemporary content knowledge and teaching practices, and that they rely on evidence-based teaching strategies.

At the end of Term One the Principal of Caragabal Public School, Juanita Meier, accepted the position of Principal at Coonabarabran Public School until the end of 2016. CPS part-time teacher, Jodie Russell, accepted the relieving Principal position and Kylie Taylor accepted the position of part-time teacher, three days per week. These changes have particularly impacted on the Leading domain and its elements, as the school has taken different directions due to the changing and emerging needs of the school.

The school encourages students, staff and parents to be leaders in our community. This year CPS participated in a joint Lachlan Network project, Connected Communities, showcasing how our schools work within their communities. For the project, CPS students planned and produced a video of our Stephanie Alexander Kitchen Garden program. The program relies on community volunteers and staff to work collaboratively with students to encourage positive experiences with food. The school knows the Kitchen Garden program is valued as an extra-curricular opportunity because parents and community support and lead the program as garden and kitchen mentors, and at working bees. Our aim is to ensure Leadership development is central to school capacity building and reflected in all aspects of the school priorities.

Due to the changes to our Leadership team and in consultation with the Principal, School Leadership, the staff and

parents have reviewed and altered the current school plan and 2016 milestones to better reflect the emerging needs of the school. Parents participated in a focus meeting to evaluate the school plan based on the importance of the programs and how effective the school is in implementing the programs. Resulting in parents being more aware of how the school plans and having input into the review process. Staff, being involved in the review, also have a better understanding of the school plan processes and accompanying timelines and milestones assist in driving whole school action and change. The school community is becoming more aware of the school expectations and aspirations for improving student learning.

Resources are planned in the school's financial budget and purchased within a timely manner to support the school's learning programs. With the introduction of the new library operating system, Oliver, the school library was identified as a space needing improvement and has been undergoing an upgrade for the past 18 months. The room is now an inviting learning space and is used flexibly as a library, a third classroom and a research area, it is expected the library process will be finished by the end of 2016. Staff have been trained in Oliver to effectively coordinate the management of the library system. (Evidence 10)

The results of this process indicated that in the School Excellence Framework domain of Learning, Teaching and Leading, Caragabal Public School is Delivering.

At Caragabal Public School we plan to;

- use our School Plan to capitalise on the strength of our parent support and involve them in the planning to support ALL children as they progress through the stages of education;
- continue our process where teachers and students collaborate to use self-assessment and reporting processes to reflect on their learning in writing and numeration;
- collaborate with the Weddin Community of Schools to continue the English Concepts project, taking the next steps in the plan of writing and teaching collaborative units of work with a feedback system in place for staff and peers to assist teachers to improve their practice;
- engage the community in the Wellbeing Framework so a comprehensive and inclusive plan can be developed to support the cognitive, emotional, social and physical wellbeing of students, which measurably improves individual and collective wellbeing;
- develop a culture where teachers are regularly reviewing learning with each student, in all areas, ensuring all students have a clear understanding of how to improve their learning and the ability to communicate their learning goals to their parents;
- provide more professional learning so teachers are adept and comfortable in the analysis, interpretation and use of external student performance data;
- systematically identify and plan Professional Learning that will enhance the priorities in our School Plan, which will lead to our aspirational goal of all teaching staff being recognised by the wider community as having high levels of contemporary content knowledge and teaching practices;
- ensure Leadership development is central to school capacity building and reflected in all aspects of the school priorities;
- use evidence-based strategy and innovative thinking in designing a school plan, in consultation with the community, that delivers ongoing improvements in student outcomes; and
- adopt longer-term financial planning to integrate with school planning and implementation processes.

## Strategic Direction 1

### Successful Learners

#### Purpose

To ensure students are resilient, socially confident, proud and equipped for 21st Century learning.

#### Overall summary of progress

Staff and students have started to identify individual goals for students based on their current learning needs in English and Mathematics. The students are utilising these goals to take ownership for their learning. Staff have begun the process of developing an Assessment Tracking system which will systematically collect and collate all internal testing for all students. The tracking system will be utilised by staff to explicitly plan students' progress. The PAT test was introduced as a way of tracking student progress against other students across the state.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Resulting in students making required growth.	Teachers identified two initial student learning goals. Students and parents selected the one most appropriate. This became their first long term goal for 2017. PLAN data entered to track literacy development and PAT testing was introduced in term four.	\$500.00

#### Next Steps

In 2017 students and staff will continue to identify specific learning goals to progress student achievement. The Assessment Tracker will be fully developed and utilised by all staff to track and monitor student progress. Staff, students and parents will create new school rules and remove a reward based discipline system, moving towards logical consequences and responsive classrooms.

## Strategic Direction 2

### Quality Educational Programs

#### Purpose

Develop quality education practices that incorporate syllabus standards and 21st Century skills resulting in improved student learning.

#### Overall summary of progress

Staff worked with their Weddin Learning Community to further progress the English Concept project, following the English Scope and Sequence previously established. Staff are utilising the new syllabus documents to implement quality teaching programs and parents are being informed about current educational changes through the newsletter and at Parents and Citizens meetings.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. Resulting in students making expected growth.	Staff are working together to deliver quality teaching programs in all key learning areas. Staff are sharing their programs, team teaching and monitoring student growth, becoming more consistent in their judgement of individual student development.	\$500.00

#### Next Steps

Literacy and numeracy will be the main focus of teacher development. The English Concept project will continue and be evaluated as to where it can be taken in 2018. Staff will be trained in Macqlit and Focus on Reading, these programs will be implemented into the classroom.

### Strategic Direction 3

#### Community Engagement

#### Purpose

To develop a culture of high expectations and community engagement resulting in sustained and measurable whole-school improvement.

#### Overall summary of progress

The school community is working together to provide a rich learning environment for the students. Staff and parents are respectful of each other and are beginning to understand the complexities of how a small school caters for the individual needs of students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
There is a school-wide, collective responsibility for student learning and success. Positive and respectful relationships across the parent and school community underpin a productive learning environment, and support students' development as capable learners.	Parents are enthusiastic to be involved in the school and learn more about how their children learn. The community regularly attend meetings concerning the school and display their support.	\$500.00

#### Next Steps

The school community will engage in a fundraising project to support the Kitchen Garden program and develop close working relationships. The staff will further explore the aspects of student learning with the P&C and provide numerous opportunities for the parents to meet, formally and informally with staff to discuss student progress.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	Funds supported the school's Brix for Kids Lego day with students from Caragabal, Quandialla and Bribbaree joining to participate in a variety of hands on learning experiences.	\$982.00
<b>Socio-economic background</b>	Funds have been spent to support students with a breakfast program, providing a nutritious meal on a daily basis. Bus travel was subsidised allowing all students to participate in educational, cultural and sporting events.	\$1 479.00



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	9	11	12	14
Girls	9	11	11	12

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.9	97.5	94	91.8
1	98.1	96.2	94.4	98.3
2	95.5	98.9	92.3	92.7
3	95.9	98.2	96.3	83.4
4	95.5	100	95.1	95.3
5	100	94	86.8	93.5
6	91	100	93.7	98.4
All Years	95.3	97.7	93.7	93.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Student attendance remains at a steady rate and slightly below the state average. Staff encourage the parents to inform the school if their child will be absent and to explain any absences, either verbally or in writing.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.93
Other Positions	0.01

\*Full Time Equivalent

There are currently no Aboriginal staff employed at Caragabal Public School.

### 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	33

### Professional learning and teacher accreditation

All staff are committed to furthering their knowledge and readily access professional learning. In 2016, professional learning has been conducted mainly within the school, utilising the current expertise of staff and community. Staff have been accessing their learning online and with professionals coming into the school. The staff have increased their knowledge in understanding and using the School Excellence Framework to collect and collate data to show whole school improvement.

With the support of the Principal and teaching staff, one member of staff completed her Teacher Proficiency documentation and application this year.

## 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.

Due to the small cohort in Year 3 and Year 5 specific data is difficult to provide due to the identification of individual students.

NAPLAN data indicated a large growth in Reading for Year 5 students, compared to their Year 3 results. On average, Year 5 students improved their growth by 125.7 points, compared to the NSW average growth of 80.1 points.

Due to the small cohort in Year 3 and Year 5 specific data is difficult to provide due to the identification of individual students.

NAPLAN data indicated all Year 5 students are at or above proficiency levels in Numeracy.

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.

In accordance with the Premier's Priorities, the school is implementing a program to target students in the top two NAPLAN bands for English and Mathematics. The aim will be to keep students in the top two bands and lift the students currently in the middle two bands upwards. Explicit teaching, small class sizes and monitoring of student achievement are strategies being implemented to support this program.

## Parent/caregiver, student, teacher satisfaction

Due to a change in leadership, parents were invited to work, as a focus group, with staff to revise and review the progress of the school plan. 90% of families were represented at the meeting. Parents indicated they were satisfied with the level of involvement they have in their children's education and would like to be updated regularly about their achievement. They endorsed the direction the school was taking in their planning particularly in the area of Literacy and Numeracy and suggested a larger focus on creativity.

The school provides a safe and challenging learning

environment for the students and believe students are keen to be part of the school and the learning process. Data indicates that the school population is steadily rising, school attendance is at state average and there have been no suspensions in 2016.

Anecdotal data collated from teachers indicate they enjoy working at the school, it is an inclusive and respectful environment. Staff, parents and community members work together to improve the learning experiences of the students and that staff enjoy coming to work each day.

## Policy requirements

### Aboriginal education

The school endeavours to support teacher and student knowledge and insight into the Aboriginal culture and community. Staff programs reflect the importance of learning about Aboriginal culture.

This year the students and community have enjoyed making an Aboriginal Bush Tucker garden and community space in their playground.

### Multicultural and anti-racism education

Caragabal Public School is committed to eliminating racism through educating students, teachers, parents and involving the whole community. The school utilises the Department of Education Anti-racism policy to provide guidelines and effective strategies for countering racism.