

Carrathool Public School Annual Report



2016



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Introduction

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

School contact details

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Message from the Principal

Carrathool Public School is a small rural school. It is very well resourced and set in large, picturesque grounds. When I began the year I did not anticipate it would be my final year at Carrathool PS. I am proud of the progress we, the students and the staff, have made in our learning journey and in coping with the immense challenges we encountered this year, especially with the passing of close loved ones in our small community.

2016 provided many opportunities for the students to connect with the wider community, utilising skills of independence, problem solving and self-discipline. Excursions to Echuca (with many historical stops on the way) and to Borambola provided examples of real-life experiences in Geography, Creative Arts, History, Science and Physical Education. The experiences all contribute to positive student learning outcomes. The students have been challenged in many ways and have discovered what Growth Mindsets are first-hand. Staff have been enthusiastic about their professional learning and have been role-models to the students in their learning and collaboration.

I count it as an privilege to have been the principal for the last few years at Carrathool Public School.

Leanne Hedt

Principal

School background

School vision statement

Our school prepares students for the future, where they will connect to a wider community, utilising skills of independence, problem solving and self-discipline.

School context

Carrathool Public School is a small, rural school that is well-resourced and set in large, picturesque grounds. Located nearby the Murrumbidgee River, and more than thirty minutes away from other schools, it is a hub of the community and local village. Parents and members of the community make valuable contributions to its programs and to the welfare of students.

We believe in environmental sustainability. The students care for various gardens, an orchard and chickens.

The school has a current enrolment of nine students. We believe in personalised learning, quality teaching and access to the local and global community. Our school motto is "To honest toil and a valiant life".

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Of the three domains of Learning, Teaching, and Leading Carrathool Public School had conservative results at the beginning of the year. Throughout 2016 staff work collaboratively together on many aspects and were more positive about our self-assessment at the end of the year.

In the Learning domain, Carrathool Public School was delivering in Learning Culture, Wellbeing and Curriculum and Learning. We were working towards delivering in Assessment and Reporting and in Student Performance Measures.

Staff felt, as an overall statement, that we were working towards delivering better outcomes for all students in the Teaching Domain. This was a focus throughout the year.

In the Leading domain, we were delivering in Leadership, in School Planning and in Implementation and Reporting, School Resources. We were working towards delivery in Management Practices and Processes.

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

Personalised Learning

Purpose

Students are successful self-directed learners, responsible for their own learning, exposed to the broader community and ready to use technology as a tool into the future. They are "creative, innovative and resourceful." (Melbourne Declaration)

Overall summary of progress

This year was an introduction to the continuums, visible learning and growth mindsets for the students. There were opportunities for self-assessment, teacher-student conferences, regular feedback based on the continuums and goal-setting in areas of required learning. Students have had exposure to more than two aspects of the Literacy and Numeracy continuums. They are able to use the same language as teachers to discuss their learning. Students have set goals in their writing using feedback and formative assessment. Teachers have learnt alongside the students about depth and application of the continuum, modelling learning. Students are ready to springboard their learning, applying the knowledge they have learnt in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>External and school based data shows learning growth for all students in English and Mathematics, as evidenced by continued progress against the PLAN continuums.</p> <p>All students will achieve their personal learning goals, based on strong evidence and with knowledge of their learning.</p>	<p>Staff are using the continuums, not only as summative data, but as formative assessment with students in the classroom using "I can statements". Students are able to understand what the term Learning Intention is and apply it to Mathematics classes. They are also able to base their success of their work on established Success Criteria and are familiar with that term. Students had their writing goals displayed on the wall on laminated pictures of pencils and then additional goals on laminated card. Teachers have worked with students to develop goals in writing and are beginning to implement the new goals in the classroom.</p>	<p>Literacy and Numeracy Equity Funding \$1169.43</p> <p>Transitional Equity \$856.89</p> <p>Key Learning Area, English \$1252.45</p> <p>Key Learning Area, Maths \$734.85</p> <p>Across Curriculum Resources \$870.02</p> <p>Additional casual salaries to support professional development aimed at personalised learning/PLAN training \$9006.12</p> <p>Additional SASS Salaries \$422.90 additional SLSO time for small group consolidation</p>

Next Steps

For students to continue using the continuums to goal-set, to extend themselves and to self-assess on regular basis, will take a continued, consistent approach from all staff. There is much that can be done still to deepen the student and staff understanding of all aspects of the continuum in daily practice to increase learning outcomes.

- Continue to display the writing cluster markers of the continuum on a wall in the classroom (Visible Learning).
- Continue to use "I can statements" for self-assessment and as a basis for teacher-student conferences.
- Continue to implement use shared metalanguage of Literacy Continuum, Numeracy Continuum, Clusters, Markers, Learning Intentions and Success Criteria.
- Use Learning Intentions and Success Criteria, initially in Mathematics, each day.
- Introduce Individual Literacy and Numeracy continuum booklets to stay with students throughout primary school.

- Staff to have regular collegial discussions about the personalised learning goals of students and their progress.

Strategic Direction 2

Strong Culture of Professional Practice

Purpose

To engage teachers in focussed, evidence-based professional learning to deliver high quality teaching and to improve learning outcomes and wellbeing for students.

Overall summary of progress

All staff have increased understanding of the Australian Teaching Standards, developed throughout the year. All teachers, both temporary and casual, are aware of the accreditation expectations of BOSTES and have proficient accreditation, or have been working towards having it (including two pre-2004 teachers). An initiative of having additional Staff Development Days mid-term, whilst students were at school proved very positive. Staff undertook considerable internal professional learning, working closely in conjunction with colleagues. Staff also attended external professional learning, both interstate and at a regional level. A professional, welcoming reception area was created at the entrance to the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All teachers engage with the Australian Professional Standards for Teachers and take responsibility for their professional growth against the Teaching Standards.All staff collaboratively develop professional documentation and competently demonstrate evidence based teaching practices.	<p>Knowledge of the Teaching Standards started at the beginning level and grew throughout the year. Teachers are aware of the different levels within the standards and how all standards relate to our everyday practice. Each teacher has been given time to self-reflect on their practice and evaluate strengths and weaknesses using the Teaching Standards. The discussion around their evaluations assisted in the formation of each staff Personal Development Plan. A reception area was created in the first room upon entry to the school and the Principal's office now includes a space to have meetings and a professional area for teachers to plan. Professional Learning with John Hattie in Canberra and with other principals at "PLANning Future Learning" Forms in Deniliquin were useful to evaluate professional practice in the school. Many planning folders were established and reviewed by all staff throughout the year. Introducing and changing formats proved a little overwhelming and, in hindsight, wasn't as effective as hoped. The additional Staff Development Days allowed for teacher feedback and all staff could provide ideas as a basis for the future. Collaborating on the reporting, both at the assessment stages and the formulation phase, proved a positive experience and drew on the knowledge of the whole staff to give parents very detailed feedback. Professional relationships with other principals, including small schools principals, established. Regular attendance at Network Days aided professional practice. The culture of the school changed and learning from staff was expected, valued and led to increased understanding and therefore student learning outcomes. Staff modelled self-reflection and growth mindsets to students.</p>	<p>Staffing for additional Staff Development Days and for all staff (casual and contract) to attend usual Staff Development Days, Professional Learning off-site: Professional Learning \$3597.00, Short-term relief \$1913.43</p>

Next Steps

- Pre-2004 teachers to complete accreditation requirements (apply and pay BOSTES fee).
- Other teachers complete the accreditation requirements/ apply for proficient accreditation.
- Staff to continue regular collegial discussion using evidence-based research, engaging in a whole-school approach to planning and assessment.
- Staff to continue to attend Professional Learning relevant to the School Plan, when and where available.
- Staff to establish and continue relationships with other small schools.
- Teachers will continue to be provided with support in developing and improving their planning, teaching and assessment through targeted professional learning.

Strategic Direction 3

21st Century Skills

Purpose

Twenty first century learners use ICT skills, collaborate to construct meaningful knowledge, use real-world problem solving and innovation, self-regulate, and require coherent communication skills to succeed.

Overall summary of progress

Learning in the 21st Century is quite comprehensive. At Carrathool Public School we chose to consider the whole, and then focus on the two aspects of Collaboration and ICT.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All students use ICT skills to construct knowledge in ways that add value to learning.</p> <p>The school has embedded and explicit systems for collaboration, to drive and sustain ongoing improvement in student outcomes.</p>	<p>Staff readily agree that the practices in education are changing. Teachers are familiar with what defines 21st Century learning and have focussed on integrating the use of ICT and collaboration into Carrathool PS. A culture of using ICT for seeking meaningful knowledge is encouraged amongst students, staff and the school community. The ICT skills of staff was a focus of learning. Staff became familiar with laptops, accessing the Department of Education intranet, using emails regularly, using DoE assessment software and using the interactive whiteboards for a multitude of meaningful purposes. The majority of staff attended a Microsoft 365 workshop. OneNote was then introduced to all staff. It was used regularly for staff meetings and online collaboration when reporting. Collaboration is modelled by staff and increasingly chosen by students as best practice. The interaction with the community also modelled collaboration. Parents set up a new table tennis table and then joined in a community tournament. They assisted leaders in making new chook facilities. They had a working bee and set new AFL goal posts on the oval. The school has embedded and explicit systems for collaboration to drive and sustain ongoing improvement in student outcomes. One successful system was the additional SDD to increase staff understanding, model learning and for students to see teachers coming into class to utilise new skills immediately as a whole staff. Students now borrow and return books to the library themselves using the DoE online library program Oliver. They have accessed various Video Conference lessons throughout the year, offering specialist information. Students use the computers at least three times a week, often more. They spend time on online subscription programs to Mathletics and Reading Eggs/Reading Express. The younger students seem to have benefitted more from the Reading program than the older children this year. Mathletics tasks are always undertaken with keenness and they have provided regular consolidation of explicit teaching points. Students began emailing at the beginning of the year, but the skill could be revisited and used for</p>	<p>Community Consultation \$696.59</p> <p>Live Life Well \$329.95</p> <p>Computer Coordination \$3077.30</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>All students use ICT skills to construct knowledge in ways that add value to learning.</p> <p>The school has embedded and explicit systems for collaboration, to drive and sustain ongoing improvement in student outcomes.</p>	<p>meaningful learning again. Students were trained how to access and send emails, how to take video on iPads, how to touch type, how to use Powerpoint and Word and how to use various online programs in 2016. Students were able to engage confidently with ICT, digitally presenting their learning using a range of programs. They were able to construct knowledge in ways that added value to their learning. The whole school was able to see dancing modelled online with a learn to dance "Just Dance" programs. They were also able to join many other schools in singing in the annual "Count Us In" celebration of music. All students use ICT skills to construct knowledge in ways that add value to learning. The school has embedded and explicit systems for collaboration, to drive and sustain ongoing improvement in student outcomes.</p>	

Next Steps

- Familiarise students with what defines 21st Century Learning.
- Continue skills-based ICT learning for staff, particularly in making use of the iPads and extending the possibilities of use in the classroom to drive and sustain ongoing improvement in student outcomes. Also revisit concepts learnt in 2016, gradually building depth of knowledge.
- Engage students in the use of ICT regularly, particularly to continue their use of Typing Tournament, Mathletics and, for younger students, Readings Eggs/Express.
- Continue staff engagement with technology, especially with the use of ipads and the range of new apps available.
- Continue the strong collaboration with the community.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students of Aboriginal background have shown growth of one year or more, as evidenced by progress on the continuums, as per their individual learning plans. Students have participated in an Aboriginal Cultural Day for NAIDOC with other schools and have also celebrated Aboriginal and Torres Straight Islander Childrens' Day at Carrathool.	\$6369 Staffing to support students and for excursion costs for NAIDOC One day of school counsellor allocation (Half the year's allocation)
Low level adjustment for disability	Students with a need for low level adjustment for disability have shown growth as evidenced by progress on the continuums, as per their learning plans.	\$10,768 (approximately 21 days) to support students
Socio-economic background	Students with a low socio-economic background have shown growth as evidenced by progress on the continuums, as per their learning plans.	\$935 SLSO staffing time for individual and small group consolidation of concepts
Live Life Well	Ongoing Healthy Living reports have been regularly published in the school newsletters. An initiative to introduce Fundamental Movement Skills as a focus program began. Vegetable and herb crops were produced throughout the year and used in cooking. Students enjoy gardening and using their produce. Professional Learning using the "Live Life Well" module was completed. PDHPE scope and sequence was reviewed. Lines, shapes and pictures were painted on the concrete paths to encourage activity at play times and for use in movement times. A new table tennis table was purchased and a community tournament was held. New goal posts were purchased and set in place at a working bee. All ten Live Life Well desirable practices were met.	\$329.95 Live Life Well funding for Healthy food for cooking sessions, to supplement garden produce, and for exterior paint for movement stations on paths.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	7	8	10	6
Girls	4	1	6	1

Carrathool Public School enrolment figures have fluctuated significantly in the last few years. Whilst usually around the ten or eleven mark, the numbers increased dramatically in 2015 with the construction of the local cotton gin (up to 18 during the year) and then, just as dramatically, decreased at the end of year. At the beginning of 2016 we began with 9 students, had yet another family move away for work during the year, and were left with only seven students and one transition student. The enrolment figures were spread across the K–6 years at the beginning of the year, and Year 1–6 at the end.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	79.3	94.4	96.8
1	94.6	89.1	95.6	90.3
2	86.1	90.5	94.5	
3		92.5	93.3	94.6
4			97.8	95.3
5	94.4	94.6	97.7	95.7
6	71.4	92.9	88.3	96.8
All Years	90.3	90.3	93.9	94.5
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	
3		95	94.1	94.2
4			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

Attendance has been seen a pleasing increase over the

last four years. Carrathool PS has been focussed on improving our attendance and our efforts have been successful. In 2016 our average attendance was 94.5%, which is 0.5% higher than the State Department of Education average, and measures a significant increase of 4.2% over four years .

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	1.19
Other Positions	0

*Full Time Equivalent

It is pleasing to report that Carrathool Public School has one Aboriginal staff member on our workforce.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	33
Postgraduate degree	66

Professional learning and teacher accreditation

All Permanent and Casual staff were invited to all registered Professional Learning events, including Staff Development Days, throughout the entire year. A new initiative was introduced in 2016 to combat the difficulty in meeting with all staff regularly, and in recognition that all teaching staff travel to Carrathool for at least 65km one way each day, often avoiding kangaroos and other live animals in the late afternoons. The initiative included having Staff Development Days mid-term, in addition to set Staff Development Days. During Staff Development Days and Professional Learning days, Carrathool Public School staff were trained in

- Mandatory Training Requirements
- Code of Conduct
- Respectful Workplaces
- Child Protection Awareness Training

- Anaphylaxis
- CPR
- Growth Mindsets
- Visible Learning
- Microsoft 365 One Note applications

Additionally, all teaching staff created their own Professional Development Plans in line with our School Plan 2015–2017, the Australian Teaching Standards and personal desires to improve their own teaching practice. Professional Learning took place in the following areas:

- Use of interactive whiteboards for a wide range of purposes in lessons
- PLAN software recording
- Accreditation
- additional goals

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. With the passing of our School Administration Manager in January 2016, Carrathool Public School decided to become a part of the Small Schools Finance Centre. We began to use the SSFC account, and learnt to use new forms and undertake new financial procedures. At the conclusion of the year, Carrathool Public School chose to introduce the new LMBR financial system in 2018 and will receive training to work in the SAP environment, in line with other NSW schools.

Income	\$
Balance brought forward	83 462.11
Global funds	53 138.43
Tied funds	18 965.64
School & community sources	4 640.93
Interest	1 871.42
Trust receipts	862.69
Canteen	0.00
Total income	162 941.22
Expenditure	
Teaching & learning	
Key learning areas	12 797.78
Excursions	1 208.71
Extracurricular dissections	1 697.40
Library	1 362.36
Training & development	9 767.47
Tied funds	19 652.70
Short term relief	2 194.96
Administration & office	21 755.02
School-operated canteen	0.00
Utilities	5 231.34
Maintenance	3 587.84
Trust accounts	0.00
Capital programs	0.00
Total expenditure	79 255.58
Balance carried forward	83 685.64

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.

The *Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands is important to Carrathool Public School. 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

Carrathool Public School values its close relationship with the school community. Parents are supportive of school programs, value extra-curricular activities and often have 100% attendance at P&C meetings. The small school, family-like environment is valued, as is individual attention to academic learning programs. Teachers are positive about new initiatives to allow for greater collaboration, but feel that much has been done to build capacity (sometimes from introductory levels) and the professional learning is now ready to be applied in meaningful ways to benefit students' outcome in greater depth. Students have had a difficult year personally as a school, but have shown great resilience. They value time with their peers of all ages and have immensely enjoyed practical learning activities undertaken, excursions and novel studies.

Policy requirements

Aboriginal education

We had 29% of students enrolled and 1 Aboriginal staff member at Carrathool Public School in 2016. The school designed and supported Individual Education Plans for all Aboriginal students. We value Aboriginal input and ensured the school has created a culture where Aboriginal culture is appreciated. School leadership consistently stays abreast of current research and is aware of meeting the Premier's Priorities of accelerating the educational achievement of Aboriginal students. Aboriginal history and culture is respected and discussed by staff and students in the classroom and whole school events. We take opportunities to hear from Aboriginal leaders and celebrate NAIDOC Week and, in 2016, Aboriginal Children's Day. We comply with departmental expectations for Aboriginal content and perspectives in curriculum delivery.

Multicultural and anti-racism education

Carrathool Public School embraces a multicultural perspective. We have a trained Anti-Racism Contact Officer in the school and create an inclusive and welcoming environment promoting perspectives from a

wide variety of cultures and races.

Other school programs

The school implements an array of programs in all curriculum areas which specifically cater for the academic, physical, social, emotional and spiritual needs of our whole student population. A whole school approach was adopted for Visible Learning. A continuum wall was created and students began self-assessing their writing. All staff and students were trained to differentiate between Fixed Mindset and Growth Mindsets. Displays created were regularly referred to to aid learning. Being such a small school with independent students allowed us the flexibility in planning and taking the whole school, not just the primary students, on overnight excursions. Amongst the opportunities extended to students have been public speaking events, excursions to historical locations and a small schools collaborative camp. Students have been able to participate in swimming, canoeing, archery, our own cross-country event, athletics, creating small-scale businesses mini-market, abseiling, rock climbing and leadership events. The whole school visited three local museums, many local historical sites, the historical Echuca wharf and were even able to have a Cobb and Co coach ride and a paddle steamer tour and ride. Students beautified the school with their own pavement paint designs. Two students received awards from our Director, Mr Troy Mott, for academic progress and effort and one staff member for excellence in teaching and leading writing.