

# Cattai Public School

## Annual Report



2016



1535

## Introduction

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

Robert Hawkes

Principal

## School contact details

Cattai Public School

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## School background

### School vision statement

Cattai Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. This in turn facilitates the consistent improvement of student outcomes with a strong focus on the learning needs of individual students. We have a relentless focus and commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world. We have confidence that each individual child will be known and understood, and their individual potential developed. Students are well-supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing. Student learning is underpinned by high quality teaching and leadership. Teaching at Cattai Public School is distinguished by universally high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices. Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community.

### School context

Cattai Public is a happy and safe rural school overlooking the Cattai Creek in a picturesque setting. Our students enjoy classrooms with interactive whiteboards and current technologies, set up to maximise student learning. Students use technology as a tool to engage with learning experiences. These technologies are used daily to encourage students to work at their own pace, encouraging individualised, authentic learning which is relevant and contextual. Class sizes are small and we have a strong focus on individualised learning and student and teacher accountability. Strong academic standards are reflected by committed teachers and students, who work together to achieve strong student performance. Students regularly participate in academic competitions, debating, public speaking and sporting gala days. A common belief is held by all in developing the whole child, giving students opportunities to learn and develop skills in all areas of the curriculum. Cattai Public School has a supportive and caring parent community who regularly assist the students and staff through fundraising events and school working bees. We have a range of socio-economic backgrounds within the community who have very high expectations of their children, the school and its teaching and learning programs.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

Cattai PS found to be sustaining and growing on the S.E.F. Self Assessment Survey in the following areas:

#### Learning

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Students care for self, and contribute to the wellbeing of others and the wider community.

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.

Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

#### Teaching

Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

### **Leading**

Physical learning spaces are used flexibly, and technology is accessible to staff and students.

## Strategic Direction 1

Independent, engaged learners

### Purpose

To enhance student engagement, creating students who take control of their own learning, developing independent, engaged learners focussed on attaining 21st century skills, which will enable them to engage with their local and global community.

### Overall summary of progress

Cattai PS achieved a number milestones in this strategic direction including:

- Updating school use of correct Out Of Home Care Plans.
- Implementing a school wide approach to PBL through the 7 Habits of highly effective people program.
- Utilising continuum tracking sheets in classroom to drive student learning on a daily basis.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students exceed expected growth in Year 5 NAPLAN Data in Literacy and Numeracy.	62% of students exceeded expected growth in year 5 reading NAPLAN Data.  75% of students exceeded expected growth in year 5 spelling NAPLAN Data.  62% of students exceeded expected growth in year 5 numeracy NAPLAN Data.	No funding required.
All students achieving grade appropriate markers when placed on the Literacy and Numeracy Continuum documents.	Continuum tracking sheets introduced to staff.  All numeracy assessments completed and data added to tracking sheets.  Informal observations and team teaching with both LaST teachers and with the Principal. Each class once a fortnight.	No funding required.

### Next Steps

- Regular tracking of students reading levels and a the purchasing of a whole set of leveled readers for each class.
- Embed 7 Habits program into the school discipline policy and school levels system.
- Upgrade continuum tracking sheets to syllabus tracking sheets.



## Strategic Direction 2

### Teachers as leaders of learning

#### Purpose

To develop the leadership capacity of all staff. To engage staff in quality, targeted professional learning to grow the competency, accreditation and professionalism of teachers who have maximum impact on student learning outcomes.

#### Overall summary of progress

Cattai PS achieved a number milestones in this strategic direction including:

- Greater involvement in cross school activities including, MMWaC academic challenge, MMWaC CAPA night.
- PDP process completed with all staff.
- Setting up of school wide scope and sequences for all KLAs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff will have quality documentation of teaching and learning programs and demonstrate expertise, very high levels of content knowledge and teaching practices.	Whole school joint creation of English scope and sequences.  Whole school joint creation of Maths scope and sequences.	No funding required.
Professional Learning Plans will be developed and implemented for all staff and these will be directly linked to classroom practice and school targets.	All staff completed a full PDP cycle with a final sign off by the Principal.	No funding required.

#### Next Steps

- Staff involvement in more cross school professional learning including MAPA training, HELP conferences and beginning teacher network meetings.
- Expanding PDP process to non-teaching staff and linking it with Share Knowledge Sessions.
- All staff saving their programs into the school wide Cattai OneNote.

### Strategic Direction 3

#### Community connections and learning partnerships

#### Purpose

To create connections and engage the broader community in the educational experience of all students. To engage students in experiences within the immediate and global communities, maximising students' access to innovation and education, wherever it may be found.

#### Overall summary of progress

Cattai PS achieved a number milestones in this strategic direction including:

- Greater involvement in cross school activities including, MMWaC academic challenge, MMWaC CAPA night.
- PLAN data tracked every term and parent feed back sent home at regular intervals to parents.
- Revitalisation of the school promotional flyer.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parents will be involved in their child's education and we will see high levels of support for programs encouraging parent engagement at the school level.	PLAN Feedback to parents introduce and sent home in Terms 1 and 3.  Revitalisation of the skoolbag app for every school event to communicate clearer with parents.	No funding required.
Community links and partnerships will be enhanced at all levels of student learning.	Participation in the Small Schools Debating and Public Speaking competitions.  Participation in the Small Schools CAPA night.  Participation in the Small Schools Academic Challenge.	No funding required.

#### Next Steps

- Cattai croppers grant spent to rebuild our vegetable garden.
- Introduction of regular contact with parent through parent teacher meeting, parent information sessions, PLAN parent feedback, reports and 3 way conferences.
- Kindy Transition Program promoted to the local preschools and BMX Instructor engaged for class sport.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	<p>Extra staff member on Mondays and Tuesday (1/2 days) to support in classrooms.</p> <p>All students reading levels added to a central location to track growth of students reading ability.</p>	\$12,332



## Student information

\*Full Time Equivalent

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	32	35	31	33
Girls	21	18	22	25

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.6	94.9	95.9	94.6
1	91.5	95.6	93.6	91.1
2	92.4	95.2	93.1	88.5
3	97.4	95.3	94.2	95.1
4	92.9	98.1	94.9	90.6
5	96.6	92.8	96.7	89.2
6	95.6	91.7	92.1	84.1
All Years	94.1	94.9	94.6	90.4
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

### 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	10

### Professional learning and teacher accreditation

Cattai PS has:

- 1 beginning teacher working towards Teacher Accreditation.
- 3 teachers that have achieved the level of Proficient Teacher in their Accreditation.
- 2 Pre-2004 teachers.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration & Support Staff	1.41
Other Positions	0.02

<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>12 738.82</b>
Global funds	67 221.76
Tied funds	37 668.11
School & community sources	8 832.35
Interest	423.66
Trust receipts	1 600.80
Canteen	0.00
<b>Total income</b>	<b>128 485.50</b>
<b>Expenditure</b>	
<b>Teaching &amp; learning</b>	
Key learning areas	12 291.73
Excursions	1 084.55
Extracurricular dissections	2 299.73
Library	0.00
Training & development	310.87
Tied funds	8 336.22
Short term relief	1 186.87
Administration & office	20 137.73
School-operated canteen	0.00
Utilities	7 366.76
Maintenance	9 679.50
Trust accounts	2 902.47
Capital programs	0.00
<b>Total expenditure</b>	<b>65 596.43</b>
<b>Balance carried forward</b>	<b>62 889.07</b>

The information provided in the financial summary includes reporting from 30th November 2015 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	89 368.76
(2a) Appropriation	67 322.01
(2b) Sale of Goods and Services	350.01
(2c) Grants and Contributions	21 573.81
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	122.93
<b>Expenses</b>	-51 299.84
Recurrent Expenses	-51 299.84
(3a) Employee Related	-28 160.43
(3b) Operating Expenses	-23 139.41
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	38 068.92
<b>Balance Carried Forward</b>	38 068.92

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	567 428.92
Base Per Capita	2 886.93
Base Location	1 291.27
Other Base	563 250.73
<b>Equity Total</b>	18 356.25
Equity Aboriginal	0.00
Equity Socio economic	4 239.17
Equity Language	0.00
Equity Disability	14 117.09
<b>Targeted Total</b>	0.00
<b>Other Total</b>	3 404.42
<b>Grand Total</b>	589 189.59

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. Insert the school name in the find a school and select GO to access the school data.

62% of students exceeded expected growth in year 5 reading NAPLAN Data.

75% of students exceeded expected growth in year 5 spelling NAPLAN Data.

62% of students exceeded expected growth in year 5 numeracy NAPLAN Data.

## Parent/caregiver, student, teacher satisfaction

Each year Cattai PS surveys the students, staff and parents about how the school is travelling in regards to

its School Plan. The following data was gathered from the 2016 survey.

### School Vision

93% of parents were satisfied with the schools current direction and vision.

100% of staff were satisfied with the schools current direction and vision.

100% of staff felt they had the opportunity to be involved in the direction and vision of the school.

### Strategic Direction 1: Independent Engaged Learners

93% of parents believe the school personalises learning to the individual needs of the students.

90% of students were happy with the changes made in the new school discipline policy.

100% of staff were happy with the changes made in the new school discipline policy.

### Strategic Direction 2: Teachers as Leaders of Learning

96% of student were happy with Cattai Public School's cross school involvement in MMWaC events.(MMWaC=MacDonald Valley, Maroota, Wisemans Ferry and Cattai)

93% of parents had a good understanding of what is being taught to the students.

### Strategic Direction 3: Community Connections and Learning Partnerships

100% of parents were satisfied with skoolbag as a method of communication.

92% of parents were satisfied with the use of the school website to promote the school.

## Policy requirements

### Aboriginal education

Our school continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The Acknowledgement of Country is also read at assemblies and important events. Human Society and its Environment units were implemented in Years K-6 with an Aboriginal perspective studying the beliefs, traditions, customs and culture of Aboriginals and Torres Strait Islanders. Awareness of Aboriginal artworks and music within the local and surrounding areas was developed during creative and practical art lessons. Students participated in NAIDOC day celebrations where they experienced modern and traditional dances, Dreamtime stories, jewelry making and creating Aboriginal artworks.

## Multicultural and anti-racism education

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs, which develop the knowledge, skills and attitudes required for a culturally diverse society. Implementation of integrated units, K–6 with a multicultural perspective developed students' knowledge and understanding of the beliefs, traditions and customs of other cultures. Students this year learnt about different cultures. As part of this work students raised money through doing chores and work for family and friends. Students used this money to support the local community within the Hawkesbury. This year students decided to donate money they had raised to local organisations to help the homeless and needy families.