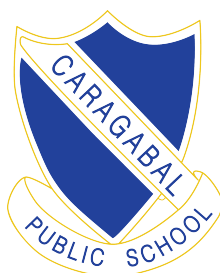


# Caragabal Public School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** 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 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 the self-assessment process 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. As part of the school planning, self-assessment and reporting cycle of School Excellence, we self assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. Throughout the year we critically reflect on our school improvement efforts to inform our decision making processes for future directions. Our current self-assessment is a "point-in-time" judgement that has been informed by our ongoing, collaborative self-assessment processes using the SEF.

This year we have assessed ourselves as 'Delivering' in all elements, with the exception of, Learning Culture, Effective Classroom Practice, Collaborative Practice and School Resources, in which we are 'Sustaining and Growing'. Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence

Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-gu>

## Strategic Direction 1

### Successful Learners

#### Purpose

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

#### Overall summary of progress

Over the past three years students have been provided with explicit instruction in literacy and numeracy. There has been a strong classroom focus on individual learning, small groupings and targeted teaching. Students have had many opportunities to take responsibility of their own learning through teachers setting learning intentions and students setting learning goals, with the support of their teachers. Students have had access to a variety of programs to develop themselves as well rounded students including a drama teacher, a creative arts excursion to Sydney and participation in music and sporting programs with the Forbes Small Schools.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$10 000.00	<b>Creative Arts</b> Mr Daryl Knapp provided ten one day workshops for staff and students in the area of drama. He modelled how to effectively teach drama and supported the students to write and perform their own script. As a result, all staff have an increased knowledge of how to effectively integrate drama into their teaching program and students have achieved their learning outcomes in drama. <b>Assessment Tracker</b> Students have regularly set one English and one Mathematics goal, depending on their rate of learning since the beginning of Term One. The students have conducted a Goal Sharing afternoon to explain to their parents how they set, attain and evaluate their goals. As yet, goal setting is not a part of the formal reporting process to parents but parents have indicated they would like to see this occur. The Assessment Tracker has been established and is being used by staff to input student data. The tracker is used as a whole school and a teacher tool to plan, teach and evaluate effectively for groups and individuals. Approximately 75 percent of stage two and three students are aware of their current learning and can locate the next goal for their learning. <b>Student Wellbeing</b> Staff, students and parents have established a new welfare and discipline process for the school. It is based on the school rules and collaborative logical consequences. The introduction of this process has seen discipline issues decrease by 80 percent in 2017.

#### Next Steps

In 2018 staff and students will be engaged in furthering their understanding of the learning progressions. They will be initiating, writing, attaining and evaluating their learning goals in English and Mathematics. Students will be developing processes to give their teachers and parents information about their learning and growth.

## 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 have worked collaboratively across both classes to ensure consistency of teaching and learning. All scope and sequences are written and implemented from Kindergarten to Year Six and take into account necessary adjustments for students with learning difficulties. English and Mathematics lessons are planned, assessed and taught as one group with students accessing the class they require according to their learning at that time. A third teacher is employed for one day a week to assist staff to implement explicit and systematic programs for students with learning difficulties.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$10000.00	<b>Literacy and Numeracy</b> A whole school English scope and sequence was written and implemented. The maths scope and sequence is currently in draft format.  <b>Professional Learning</b> 100% of staff have their accreditation up to date and are aware of the processes to follow to maintain their accreditation. Due to a lack of training in our area staff were not able to participate in all of the professional development targeted for 2017. <b>Weddin Learning Community</b> The Weddin Learning Community communicated regularly about joint school initiatives. There is a commitment to work more collaboratively in the coming planning cycle.

#### Next Steps

Due to the success of our English and Maths programs our third teacher will be employed in 2018 to facilitate smaller groups and implement explicit learning programs for students. Staff will access professional learning in the literacy and numeracy progressions. Staff will access professional learning in STEM (Science, Technology, Engineering and Mathematics) and coordinate a program with the Forbes Small Schools.

### 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

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$2000.00	90% of parents attended P&C meetings in 2017 where they were presented with Literacy and Numeracy continuums and staff explained how they were used to plan and track student learning. 90% of parents attended the goal and information afternoon where staff presented the new spelling system and an explicit lesson on how we teach multiplication. Feedback from parents indicated they found the sessions informative and would attend similar sessions in the future.

#### Next Steps

In 2018 parent workshop sessions will be conducted around assessment and reporting. Parents, staff and students will identify other areas of need and workshop sessions will be designed and delivered to provide support in these areas.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1727.00	The school purchased resources to further educate students about Aboriginal culture, which developed deep knowledge in English, History and Geography lessons. The school purchased English and Mathematics resources with Aboriginal themes which increased student engagement when learning in literacy and numeracy lessons.
<b>Low level adjustment for disability</b>	\$11641.00	A third teacher was employed to support students who are working below their current year level in English and Mathematics. The teacher developed programs, worked in the classroom and supported the School Learning Support Officers to improve the learning outcomes for students.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$2031.00	Funds were utilised to employed a third teacher one day per week. Please see Low level adjustment for disability.
<b>Socio-economic background</b>	\$3206.00	A breakfast program, school excursions and buses for extra curricula activities were funded to ensure all students were prepared to learn to the best of their ability and had access to all programs, the same as their peers. All students in the 3–6 class accessed the school excursion which resulted in a deeper understanding of life in the city and how arts programs impact our lives.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	11	12	14	15
Girls	11	11	12	12

Student enrolments have remained quite steady over the past four years, it is expected these numbers to be similar for the following three years.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.5	94	91.8	87.8
1	96.2	94.4	98.3	89.8
2	98.9	92.3	92.7	95
3	98.2	96.3	83.4	91.4
4	100	95.1	95.3	86
5	94	86.8	93.5	94.5
6	100	93.7	98.4	92.1
All Years	97.7	93.7	93.1	91
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Staff require parents to provide notification of unexplained absences within 7 days, an absentee slip is sent home with the child. Parents have responded well to this requirement and provide staff with the necessary notifications in a timely manner.

## Workforce information



## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.27
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.93
Other Positions	0

\*Full Time Equivalent

There are currently no Aboriginal staff employed at the 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	0

## Professional learning and teacher accreditation

During the year Miss Casey Patton attained her Accreditation as Proficient Teacher, Mrs Kylie Taylor maintained her Accreditation as Proficient Teacher. In 2018, all teaching staff will be working towards maintaining their accreditation as proficient.

In 2017 all staff completed their mandatory training, additionally also participated in Phase One of the Non-Crisis Intervention training.

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

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
<b>Balance brought forward</b>	<b>64,060</b>
Global funds	46,315
Tied funds	47,251
School & community sources	5,151
Interest	779
Trust receipts	194
Canteen	0
<b>Total Receipts</b>	<b>99,689</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	4,679
Excursions	8,857
Extracurricular dissections	2,209
Library	527
Training & Development	3,620
Tied Funds Payments	51,267
Short Term Relief	484
Administration & Office	10,770
Canteen Payments	0
Utilities	6,523
Maintenance	2,376
Trust Payments	494
Capital Programs	15,000
<b>Total Payments</b>	<b>106,807</b>
<b>Balance carried forward</b>	<b>56,942</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	139,278
Appropriation	136,485
Sale of Goods and Services	0
Grants and Contributions	2,687
Gain and Loss	0
Other Revenue	0
Investment Income	106
<b>Expenses</b>	-62,660
Recurrent Expenses	-62,660
Employee Related	-42,395
Operating Expenses	-20,264
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	76,618
<b>Balance Carried Forward</b>	76,618

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Approximately 10% of our rolled over funds will be used to update the non fiction section of the library and supplement our classroom reading materials.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	410,186
Base Per Capita	3,973
Base Location	16,074
Other Base	390,139
<b>Equity Total</b>	16,575
Equity Aboriginal	1,727
Equity Socio economic	3,206
Equity Language	0
Equity Disability	11,641
<b>Targeted Total</b>	72,790
<b>Other Total</b>	2,038
<b>Grand Total</b>	501,589

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

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 that all Year 5 students who completed the assessment achieved above expected growth in Reading, Spelling and Writing.

80% of students in Year 3 were above the National Minimum Standard (Band 2) in Reading, Spelling, Writing and Grammar and Punctuation.

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 the majority of Year 5 students are above the National Minimum Standard in Numeracy and all Year 3 students are above the National Minimum Standard.

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.

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.

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.

In 2017 our Year 5 results in Reading, Grammar and Punctuation, Spelling and Numeracy indicated that the percentage of students at Caragabal Public School in the top 2 bands were at a higher percentage than students in the top two bands in New South Wales. In Year 3, in the top two bands, students performed better than the state in Grammar and Punctuation. On average in Reading, Spelling, Writing and Numeration students were placed in Bands 3 and 4.

## Parent/caregiver, student, teacher satisfaction

During the year at workshops, meetings and in informal situations the following information was collected from parents, students and teachers. The data will be used to inform planning for the following year.

\* All parents agreed the staff care about the wellbeing of their children and the school promotes respectful relationships.\* Over 50% of parents thought more information about their child's progress could be provided by the school.\* All parents agreed the communication received from the school is timely and informative.\* All parents agreed their child/ren enjoyed coming to school and learning.\* All students could nominate at least one adult and one child they would seek for help at school.\* All students could articulate one learning goal they had achieved during the year.\* Over 50% of students would like to be more involved in the leadership programs in the school.\* Staff reported they felt supported in their roles.\* 100% of teaching staff felt they were not able to access all of the professional learning they required during the year.

## 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 and engaging experts to assist us in our teaching.

### Multicultural and anti-racism education