

Carcoar Public School Annual Report



2017



1504

Introduction

The Annual Report for **2017** is provided to the community of **Carcoar 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.

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School background

School vision statement

Carcoar Public School is a nurturing, inclusive and supportive environment enabling each student to reach their maximum potential.

We will model a learning community which will inspire and develop confident 21st Century learners.

We will work in partnership within our school and beyond in a positive way.

School context

Carcoar Public School is part of a well-established community steeped in tradition and history.

The school is situated 15 kilometres from Blayney nestled in a valley with the Belubula River streaming through the village.

There are 10 students all living locally attending Carcoar Public School.

The Parents, Citizens and Carcoar Community work together to support each other and support the staff and students of Carcoar Public School. We are an active member of the Heritage Country Schools network.

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.

The staff at Carcoar Public School regularly discuss School Excellence Framework and collaborate in terms of moving the school forward and improved learning outcomes. Time is allocated to examine the school plan and determine the elements of the School Excellence Framework that the plan addresses and the steps required for ongoing improvement.

Our focus involves developing stronger links with community and building positive relationships across the school community and support students in developing strong identities as learners. The teaching staff are committed to individualised learning with learning plans and point of need teaching processes in place to ensure that each child receives explicit instruction based on their developmental level. This includes the implementation of Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN) programs.

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-guide>

Strategic Direction 1

To improve student learning for the future (SEF – Learning)

Purpose

To ensure that learning is personalised and differentiated for every student.

To improve student learning for the future by working collegially with staff to develop classroom programs that explicitly teach students to be literate,

numerate, creative and productive users of technology; reflective of their own learning and being accepting of others.

Overall summary of progress

Solid progress has been made to improve student learning with individual learning plans being implemented and explicit targeted literacy and numeracy programs that focus on specific student learning needs and point of need teaching are in place.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All Students demonstrate growth based on internal and external assessment data	Teaching staff deliver explicit literacy and numeracy instruction each day.	DATA indicates all students improved in literacy and numeracy results over the 12 month period.
<ul style="list-style-type: none">All students have a personalised learning plan	Professional services accessed and involved in the preparation of individual learning plans.	Personalised learning plans are implemented for identified students.

Next Steps

- All students will be placed and tracked on the National Literacy and Numeracy Progressions.
- Student assessment data to be monitored using PLAN2 software.
- The incorporation of learning intentions, learning goals for students and 'I can statements'.

Strategic Direction 2

To improve the school's capability delivering quality education (SEF – Teaching)

Purpose

To provide opportunities for parents to be part of planning processes and offer programs to develop their understanding of children's learning in the 21st century.

To improve staff and parent capabilities in line with mandatory requirements and personal goals to meet student learning.

To utilise school resources efficiently and effectively.

Overall summary of progress

All staff are committed to ongoing professional learning and to delivering evidence based teaching and learning programs. Teaching staff actively seek professional learning that is specific to the school and student learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">All staff develops and accesses a differentiated professional learning plan targeted at improving individual pedagogy.	Staff meetings and discussions based on need.	Consultation and collaboration with staff to improve and develop Professional Learning Plans based on school need.
<ul style="list-style-type: none">All teaching staff attain and maintain accreditation	Professional Learning	Professional Learning opportunities and completing mandatory training.

Next Steps

- Professional learning is aligned to priorities in school plan and identified learning need.
- All staff participate in and are reflective in the preparation, monitoring and achievement of Performance and Development plans.
- Teaching staff are committed to attaining accreditation at higher levels.

Strategic Direction 3

To strengthen positive relationships within the community (SEF – Leading)

Purpose

To develop a collaborative approach to strengthen and consolidate the confidence and capabilities of all students, staff and parents in the Heritage Country Schools community.

Overall summary of progress

The school collaborates with Heritage Schools and participates alongside them in excursions and sporting events. Parents are supportive of student learning and are actively involved in school events and building strong school community relationships.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff, parents and students demonstrate collegial support across Heritage Country Schools	Excursions	Parents are active in supporting children in accessing Heritage School events.
Staff, parents and students actively participate in combined activities across Heritage Country Schools	Excursions	Parents are active in supporting children in accessing Heritage School events.

Next Steps

- Building partnerships with local pre-schools and incorporating a transition to school program for upcoming kindergarten students.
- Hosting a Heritage Small Schools event at Carcoar.
- Building stronger teaching networks with other schools and greater collaboration with planning teaching and Learning programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$12 082 allocated	Employment of a Learning and Support Teacher to assess students and prepare programs to be implemented by the Student Learning Support Officer (SLSO). All students increased in reading comprehension performance and all students' presentation and confidence skills have been demonstrated in Assemblies, school learning outcomes, presentation of work.
Socio-economic background	\$10 157 allocated	Funds allocated to Learning and Support Teacher salaries implementing individual education programs. This funding aided the support to the Learning and Support Teacher and the salary of the SLSO.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	3	2	4	4
Girls	7	6	6	5

The school enrolment has remained steady. The school does not currently have a bus service which limits access to the school.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	100	99.5		91.9
1	95.1	92.8	97.4	96.8
2		92.9	95.7	91.6
3	90.8		96.9	89.2
4	82.6	87.9		94.3
5	96.7	86.2	88.2	89.2
6		95.6	95.7	
All Years	94.2	93	95.8	92.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4		94.4
1	94.7	93.8	93.9	93.8
2		94	94.1	94
3	95		94.2	94.1
4	94.9	94		93.9
5	94.8	94	93.9	93.8
6		93.5	93.4	
All Years	94.9	94	93.9	94

Management of non-attendance

Attendance is a priority at our school and parents are contacted by phone when students are absent.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.23
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	0.8
Other Positions	0

*Full Time Equivalent

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

In 2017 staff received professional development in LMBR.

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.

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 Actual (\$)
Opening Balance	0
Revenue	41,877
Appropriation	36,421
Sale of Goods and Services	0
Grants and Contributions	5,427
Gain and Loss	0
Other Revenue	0
Investment Income	28
Expenses	-25,812
Recurrent Expenses	-25,812
Employee Related	-7,988
Operating Expenses	-17,824
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	16,065
Balance Carried Forward	16,065

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.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	250,194
Base Per Capita	1,528
Base Location	1,569
Other Base	247,098
Equity Total	22,240
Equity Aboriginal	0
Equity Socio economic	10,157
Equity Language	0
Equity Disability	12,082
Targeted Total	0
Other Total	6,550
Grand Total	278,984

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.

Naplan not completed in 2017

No year 5 students, year 3 students absent.

Parent/caregiver, student, teacher satisfaction

Parents are actively involved in student learning at Carcoar Public School and support their children in accessing additional opportunities such as assisting in transport arrangements for excursions and out of school programs.

Students enjoy being a part the Heritage Schools group and participating in a range of learning activities.

Teachers and non-teaching staff are committed to personalised service, where each and every member of the school is valued and cared for.

Policy requirements

Aboriginal education

In 2017 no Aboriginal students attended the school. The school however places a strong emphasis on Aboriginal Culture and incorporates Aboriginal perspectives within learning programs. Carcoar Public School celebrates NAIDOC with it's Heritage School partners.

Multicultural and anti-racism education

Students at Carcoar Public School celebrated Multiculturalism in a variety of ways. This included learning about Nepal as a country of study with the Country Women's Association, studying Chinese Language throughout the year via the school's video conferencing system with a Chinese teacher based in China.