

Carrathool Public School Annual Report



2017



1517

Introduction

The Annual Report for **2017** is provided to the community of **Carrathool** 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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Principal

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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.

Learning

- Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.
- Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning.
- The needs of students are explicitly addressed in teaching and learning programs.
- Assessment is planned and undertaken regularly in the classroom and data is systematically collected.
- The school analyses internal and external assessment data to monitor and report on student performance.

Teaching

- Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective.
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.
- The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.
- The school provides/facilitates professional learning that builds teachers' understanding of effective strategies in teaching literacy and numeracy skills and knowledge.
- Teachers engage in professional learning targeted to school priorities, the needs of students, and the achievement of their professional goals.

Leading

- Parents and community members have the opportunity to engage in a range of school–related activities which help build the school as a cohesive educational community.
- Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school
- The school's staffing is organised and managed to ensure an effective learning environment. The leadership team allocates staff resources to support the achievement of the school's strategic priorities,
- The school's physical resources and facilities are well maintained and provide a safe environment for learning.
- The leadership team measures school community (parent and student) satisfaction.

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

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

Students attended a variety of learning opportunities throughout 2017 and resources were purchased to enhance literacy and numeracy outcomes for all students. Students and teachers continued to utilise the continuums for summative and formative assessment in aspects of writing and comprehension, setting goals based on their progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
External and school based data shows learning growth for all students in English and Mathematics, as evidenced by continued progress against the PLAN continuums.	Teaching and Support staff English \$865	Staff are using the continuums as summative and formative data, with students using "I can" statements in the classroom to measure growth in writing and comprehension. Students are able to compare their own writing samples against DoE graded A, B, C, D and E samples relevant to each stage and, with teacher intervention, can state "Where to next" for their writing. Continuum, report data and Naplan data was used to monitor learning growth of students in Literacy and Numeracy. All students have individual Continuum booklets to record growth through the continuums.
All students will achieve their personal learning goals, based on strong evidence and with knowledge of their learning.		All students have personalised learning goals which they works towards. These goals are linked to the continuum.

Next Steps

Continue to use continuums for self, peer and teacher assessment and to drive goal setting. Students continue to set goals based on markers within clusters.

Gradually transition from the Literacy and Numeracy continuums to the Learning Progressions (PLAN2) in preparation for implementation in 2019, familiarising students with metalanguage specific to the progressions.

Expose students to different writing genres through writing workshops with visiting authors and specialist teachers within our district.

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 are aware of the accreditation requirements of NESA and are working towards accreditation. Staff engage in professional dialogue with teaching professionals from learning communities within and beyond the Carrathool community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers engage with the Australian Professional Standards for Teachers and take responsibility for their professional growth against the Teaching Standards.	Staff Professional Development and training days off-site: \$ 4118, Short Term relief: \$948	<p>All teaching staff developed and implemented Personal Development Plans that reflected the Australian Professional Standards for Teachers and contained some goals that were in line with the school plan along with personal goals.</p> <p>Teaching staff are aware of their Accreditation requirements, with one staff member beginning accreditation. Other staff members are pre 2004 teachers who will begin their Accreditation maintenance in 2018.</p> <p>Teaching staff participated in all Mandatory training and in Professional Development courses that targeted their PDP and/or Literacy and Numeracy needs of students. Courses included Big Write/VCOP, STEM and First Aid.</p> <p>Teaching Principal attended Principal Network Days, Budgeting training and, with SAM, LMBR training thus aiding professional development.</p>
All staff collaboratively develop professional documentation and competently demonstrate evidence based teaching practices.	Teaching staff (permanent and casual)	During Staff Development Days staff collaborated on whole school planning, developing term overviews and finding applicable resources. Staff developed stage appropriate, differentiated programs to suit the needs of a multi stage classroom.

Next Steps

Pre-2004 teachers to complete NESA accreditation requirements in Term 1 2018.

Other teachers to complete the accreditation requirements for proficient teacher status.

Staff to continue collegial discussions re planning, data selection and reporting.

Staff to continue to seek Professional Development relevant to their PDP and the 2018–2020 School Plan. Staff will also need to become familiar with the Learning Progressions in Literacy and Numeracy (PLAN 2) and seek professional development in order to implement Learning Progressions in 2019.

Develop stronger collegial links between other schools within the district to enhance professional skills and wellbeing.

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

Our Twenty-first Century skills focus for 2017 was ICT, incorporating computer coding, and student collaboration with peers at Carrathool Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students use ICT skills to construct knowledge in ways that add value to learning.	Sphero robotics \$3216, New Laptop computers \$1500	Students were exposed to and developed simple instructional programmes with Scratch prior to the purchase of a class set of Sphero robots. Spheros were used in problem solving tasks, requiring students to consider their step by step instructions to the robots in order for success and adjust accordingly if the outcome was not the desired one. Four new laptops were purchased with the assistance of a grant from Carrathool Shire Council, to ensure students had up-to-date equipment in preparation for Naplanonline. Students use Typing Tournament for keyboard skill development. Other ICT implementation includes used of ipads for Reading eggs, maths games, recording class events, typing. The use of computers/IWB for Mathletics, Reading Express, Studyladder, research, writing stimulus, communications via email, explicit teaching to whole groups and publishing writing.
The school has embedded and explicit systems for collaboration, to drive and sustain ongoing improvement in student outcomes.	Teaching and support staff	Students regularly participate in collaborative problem solving challenges that require cooperation, decision making and peer assessment. Students participated in an in-school Rube Goldberg challenge, requiring collaboration to achieve success.

Next Steps

Revise skills in Scratch programming and transfer skills to Sphero programming, enabling deep understanding of the programming process.

Continue to improve staff understanding and use of technology within the classroom to enhance student learning outcomes.

Incorporate regular typing sessions in preparation for Naplan online.

Introduce regular interschool collaborative programs with other small schools, allowing for greater socialisation and collaboration with age appropriate peers, thus enabling students to connect, succeed and thrive.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Teaching and Support Staff \$6,369	Students of Aboriginal background have shown growth of one year or more, as evidenced by progress based on the continuums. Students have participated in NAIDOC Day and in an excursion to Lake Mungo NP and Yanga NP, Balranald to further develop an understanding of Aboriginal culture and heritage.
Low level adjustment for disability	Teaching and Support Staff, \$10,768	Students with a need for low level adjustment for disability have shown growth as evidenced by progress against the Literacy and Numeracy continuums.
Socio-economic background	Teaching and support Staff, \$935	Students have shown growth as evidenced by progress against the Literacy and Numeracy continuums.
Live Life Well	\$405 Live Life well funding for healthy food for cooking sessions, planting produce and garden supplies.	Students use school grown garden produce to create healthy meals and explore new tastes. Healthy Living reports are published regularly in school newsletters. Students participated in intensive swimming, tennis and athletics sessions along with regular fitness sessions.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	8	10	6	5
Girls	1	6	1	3

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 cotton gin (up to 18 students during the year) and then, just as dramatically, decreased at the end of the year. At the beginning of 2017 we began with 7 students and had another student enrol at the end of Term 2. The enrolment figures were spread across K–6 with the exception of Year 1 and Year 3.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	79.3	94.4	96.8	93.5
1	89.1	95.6	90.3	
2	90.5	94.5		98.9
3	92.5	93.3	94.6	
4		97.8	95.3	91.4
5	94.6	97.7	95.7	98.4
6	92.9	88.3	96.8	95.2
All Years	90.3	93.9	94.5	95.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	
2	94.9	94		94
3	95	94.1	94.2	
4		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

Attendance has 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 95.9%, which is 2% higher than the NSW Department of Education average, and measures a significant increase of 5.4% over 4 years.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.13
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	1.19
Other Positions	0

*Full Time Equivalent

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	66
Postgraduate degree	33

Professional learning and teacher accreditation

All Permanent and Casual staff were invited to all registered Professional Learning events, including Staff Development Days, throughout the year. During these days Carrathool Public School staff were trained in

- Mandatory Training Requirements
- Code of Conduct
- Child Protection Awareness Training
- Anaphylaxis
- First Aid, including CPR
- Big Write/VCOP

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.

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	\$
Balance brought forward	83,686
Global funds	36,237
Tied funds	6,992
School & community sources	3,473
Interest	775
Trust receipts	0
Canteen	0
Total Receipts	47,477
Payments	
Teaching & learning	
Key Learning Areas	17,047
Excursions	4,300
Extracurricular dissections	8,832
Library	663
Training & Development	4,118
Tied Funds Payments	5,171
Short Term Relief	948
Administration & Office	14,427
Canteen Payments	0
Utilities	2,154
Maintenance	1,929
Trust Payments	49
Capital Programs	1,475
Total Payments	61,114
Balance carried forward	70,049

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	105,398
Appropriation	102,560
Sale of Goods and Services	0
Grants and Contributions	2,837
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-27,461
Recurrent Expenses	-27,461
Employee Related	-12,087
Operating Expenses	-15,374
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	77,936
Balance Carried Forward	77,936

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	259,229
Base Per Capita	1,070
Base Location	10,170
Other Base	247,989
Equity Total	18,072
Equity Aboriginal	6,369
Equity Socio economic	935
Equity Language	0
Equity Disability	10,768
Targeted Total	0
Other Total	30,623
Grand Total	307,924

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 at Carrathool we are unable to report on NAPLAN.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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 and extra-curricular activities. The family-like atmosphere of the small school is valued, as is the individualised programming for students.

Teachers are positive about new initiatives instilled within the school and would like to see the introduction of more homework. Students appreciate the extra-curricular opportunities they are being given and can see definite attainment of different skills across many areas.

Policy requirements

Aboriginal education

We have 38% of children enrolled and 1 Aboriginal staff member at Carrathool Public School in 2017. The school designed and supported Individual Education Plans for all Aboriginal students. We value Aboriginal input and ensured the school has a culture where Aboriginal culture is appreciated. School leadership stays abreast of current research and is aware of meeting the Premier's Priorities of accelerating the achievement of Aboriginal students. Aboriginal history and heritage is respected and discussed by staff and students in the classroom and whole school events. In 2016, students and staff participated in an excursion to Lake Mungo NP and Yanga NP, Balranald to increase knowledge and respect of Aboriginal culture in our area and the international effect discoveries of Aboriginal artefacts and culture in this area have had. Students also participated in NAIDOC week activities.

Multicultural and anti-racism education

Carrathool Public School embraces a multi-cultural perspective, creating an inclusive and welcoming environment promoting perspectives from a wide variety of cultures and races. Students participated in Harmony Day activities and prepared food from a variety of cultures.