

# Cattai Public School

## Annual Report



2017



1535

## Introduction

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

Robert Hawkes

Principal

## School contact details

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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

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

School wide syllabus tracking sheets were implemented to help track and personalise learning to all students.

Process and procedures around school attendance were reviewed to help increase student attendance.

#### Teaching

Staff are now collaboratively program using the school's OneNote program. Allowing staff greater scope to share teaching and learning ideas and reduce the clerical role of the teacher. Freeing up more time for helping student on their personalised learning journeys.

Staff are now making personalised annotations in programs that reflect where the students are and where they are heading on their personalised learning journey.

## Leading

Instructional leadership was implemented during shared knowledge sessions to further increase staff teaching capacity.

Share knowledge sessions were introduced to allow greater support and feedback for teacher and help them achieve their goals on their own PDP's.

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

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:

- All staff integrating syllabus tracking sheets in to guided groups.
- Levelled readers were purchased and each class now has a complete level 1–30 resource library.
- Whole school approach to behaviour for learning.
- Shared knowledge session set up where observation from supervisor happens on Thursdays around staff's PDP goals.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students exceed expected growth in Year 5 NAPLAN Data in Literacy and Numeracy.		100% of students had above expected growth in spelling.  50% of students had above expected growth in reading.  50% of students had above expected growth in writing.  50% of student had above expected growth in numeracy.
All students achieving grade appropriate markers when placed on the Literacy and Numeracy Continuum documents.		100% of student were tracked on syllabus tracking sheets in reading, writing, speaking and listening.  100% of students were tracked on whole number, addition and subtraction, multiplication and division, fractions and decimals and patterns and algebra syllabus tracking sheets.
Increase the number of students achieving in the top two bands for literacy and numeracy in line with the premiers priorities.	No funding required.	12.5% increase in the number of Yr5 students achieving in the top two bands in spelling.  20% increase in the number of Yr3 students achieving in the top two bands in spelling.

### Next Steps

- Shared knowledge sessions expanded to staff observing each other around PDP goals as–well–as cross school observation visits.
- Purchasing of more Mathematics resources to add to the current Mathematics resource room.



## 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:

- All staff using whole school scope and sequences in English and Mathematics.
- An increase in staff programs save into onenote to allow for ease of sharing and annotating learning within the program.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff will have quality documentation of teaching and learning programs and demonstrate expertise, very high levels of content knowledge and teaching practices.	Levelled readers purchased for each classroom and organised for quick access when needed.	All staff now using whole school OneNote programming.  Staff increased the amount of personalised annotations found in programs that were related to students learning objectives.
Professional Learning Plans will be developed and implemented for all staff and these will be directly linked to classroom practice and school targets.		Professional development plans were implemented and checked at beginning mid and end of year intervals.  Staff PDP goals were linked to both school plan strategic directions and the Teaching Standards.

#### Next Steps

- MMWaC shared programming events for staff.
- Further refining existing scope ad sequences in all KLA's to ensure they meet registration in schools standards.

### 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:

- Cattai PS Involvement in a range of MMWaC (Macdonald Valley, Maroota, Wisemans Ferry and Cattai PS) cross school events including: MMWaC Connecting to Country, MMWaC Academic Challenge and MMWaC Community Concert.
- New systems were setup to help manage school extra curricular events. Including clear communication strategies using both the skoolbag app and paper permission notes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		Increase parent participation at a wide range of school events.  Increase in parent helpers in all classrooms across the school.  Parent Assemblies change to alternate between Thursdays and Fridays to accomodate a wide range of parents and community members.
Community links and partnerships will be enhanced at all levels of student learning.		MMWaC community of schools now includes a MMWaC Connecting to Country day to celebrate NAIDOC week.  MMWaC community of schools increased to include Vineyard PS in our annual Community Concert.

#### Next Steps

- Engaging with the local Environmental Education Centres (EEC's) for SDD and NAIDOC celebrations to further enhance our Connecting to Country Celebrations.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	\$15,802 Used to setup 'Shared Knowledge Sessions' where the Principal goes into classrooms on Thursday and supports students in their learning and staff on their Performance and Development Plans.	Staff were supported and observed working towards their PDP goals.
<b>Socio-economic background</b>	\$9,648 used to setup 'Shared Knowledge Sessions' where the Principal goes into classrooms on Thursdays and support students in their learning and staff on thier Performance and Development Plans.	Staff supported in implementing the OneNote whole school programming tool.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	35	31	33	29
Girls	18	22	25	22

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.9	95.9	94.6	94.5
1	95.6	93.6	91.1	95.6
2	95.2	93.1	88.5	93.8
3	95.3	94.2	95.1	79.6
4	98.1	94.9	90.6	95.9
5	92.8	96.7	89.2	93.5
6	91.7	92.1	84.1	93.8
All Years	94.9	94.6	90.4	92.6
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

Since the rollout of the revised 'Attendance: Processes and Procedures Cattai PS' document there has been a drop the the number of unexplained and unjustified absences.

With in the 'Attendance: Processes and Procedures Cattai PS' a six step process is detailed. It is used to help staff support management of non-attendance.

#### 1. Data Reviewed.

Principal or delegate reviews attendance data.  
Students causing concern identified and classroom teachers informed.

#### 2. Classroom Teacher Phone Call.

If these students are absent two days in a row, or two days within a week, the classroom teacher is to contact the home (on the afternoon of the second day) to enquire as to when the student will be returning to school. The teacher must document this contact on the Absence Contact Record Sheet–Teacher, which is located in the 'Cattai Management/School Organisation/Attendance' OneNote. If no contact can be made by phone the class teacher sends out an Unexplained Absence Note.

#### 3. Principal Phone Call.

If absences continue, the classroom teacher refers to the Principal, who will contact the home and make further enquiries. This communication is to be documented by the Principal on the Absence Contact Record Sheet–Teacher, which is located in the 'Cattai Management/School Organisation/Attendance' OneNote.

#### 4. Attendance Concern Letter.

If the students attendance remains of concern and continues to appear on data analysed, the Principal distributes Attendance Concern Letter to the Parent/Carer. A completed Attendance Record must be submitted with the referral. located in the 'Cattai Management/School Organisation/Attendance' OneNote.

#### 5. School Attendance Meeting Letter.

If absences continue and no improvement in attendance is identified during fortnightly analysis, parents will be formally requested to meet with the Principal to discuss attendance issues – School Attendance Meeting Letter. The Home School Liaison Officer (HSLO) will attend if able to.

#### 6. Mandatory Reporter Guide

In the instance of habitual absence the Principal may need to consider the Mandatory Reporter Guide (MRG). In accordance with the MRG Neglect Education – Habitual Absence is defined as 'The child/young person is of compulsory school age (6 years to current leaving age) AND is habitually absent'. 'Habitually absent is a minimum of 30 days absence within the past 100 school days. However, principals should consider other factors, such as the student's age and learning support needs in deciding on action earlier than the 30 days indicated.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.41
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

Cattai PS has:

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

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

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>	38,069
<b>Revenue</b>	693,285
Appropriation	666,136
Sale of Goods and Services	195
Grants and Contributions	26,377
Gain and Loss	0
Other Revenue	0
Investment Income	577
<b>Expenses</b>	-681,860
Recurrent Expenses	-681,860
Employee Related	-594,245
Operating Expenses	-87,615
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	11,425
<b>Balance Carried Forward</b>	49,494

Grants and contribution money was spent in joint P&C and school venture updating the technological devices in classroom as well as installing carpet wall lining in our K/1 classroom. Combined with a Eco Grant that went towards setting up a school veggie garden and fruit tree run.

Money carried forward for 2017 has been allocated to a range of initiatives to help student learning outcomes. Including funding the 3 year Visible Learning School Impact Program, Carpet Wall Lining across all remaining learning spaces throughout the school and extra release time for school executive to work more closely building teacher capacity in the classrooms.

### 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>	579,303
Base Per Capita	8,864
Base Location	1,429
Other Base	569,009
<b>Equity Total</b>	26,912
Equity Aboriginal	1,463
Equity Socio economic	9,648
Equity Language	0
Equity Disability	15,802
<b>Targeted Total</b>	0
<b>Other Total</b>	5,170
<b>Grand Total</b>	611,385

select GO to access the school data.

Cattai PS used a range of strategies to support students reach the premiers priorities of achieving in the top two bands of NAPLAN. Including: Regular annotations of students progress across English and Mathematics. As well as embedding K–6 syllabus tracking sheets during guided group time to help extend students along their learning journey.

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.

100% of students achieved above expected growth in spelling, grammar and punctuation NAPLAN results.

50% of students achieved above expected growth in reading NAPLAN results.

50% of students achieved above expected growth in writing NAPLAN results.

50% of students achieved above expected growth in numeracy NAPLAN results.

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

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Below is a series of statements about how the students, parents and community felt in relation to the strategic directions located within the school plan.

### Parents

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

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

100% of parents were satisfied with the use of the school website to promote the school.

### Students

100% of students believed the school personalises learning to their individual needs.

88% of students were happy with Cattai Public School's cross school involvement in MMWaC events.(MMWaC=MacDonald Valley, Maroota, Wisemans Ferry and Cattai)

95% of students were satisfied with skoolbag as a method of communication.

### Staff

100% of staff were believed the school personalises learning to the individual needs of the students.

100% of staff were happy with the systems for responding when behavioural incidents occur.

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

## 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 MMWaC Connecting to Country (Macdonald Valley, Maroota, Wisemans Ferry and Cattai) celebrations where they experienced modern and traditional dances, Dreamtime stories, jewelry making and creating Aboriginal artworks in collaboration with the other students from our neighbouring MMWaC schools.

### 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 through the H.S.I.E. syllabus.