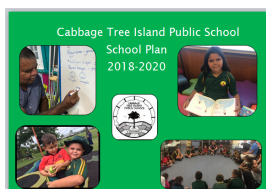


# Cabbage Tree Island Public School Annual Report



2018



1471

## Introduction

The Annual Report for **2018** is provided to the community of Cabbage Tree Island 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.

Juanita Thomson/Dyonne Anderson

Relieving Principal/Principal

### School contact details

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## School background

### School vision statement

Cabbage Tree Island Public School is committed to promoting high expectations and providing a supportive, challenging, engaging learning environment.

Our students apply a range of skills, knowledge and understanding to be proud, strong, smart safe and respectful citizens through opportunities for creativity, collaborative communication enabling them to be critical thinkers.

Our parents, caregivers and wider community work in collaboration with the school to support the learning and wellbeing needs of our students.

### School context

Cabbage Tree Island Public School is rich in Aboriginal history. It is situated 22km south of Ballina on the bank of the Richmond River near Wardell and is about to celebrate its 125th Anniversary in September this year. The Bundjalung, local Aboriginal culture, language and Stronger Smarter strategies are an inclusive part of students learning within our school. The school has an enrolment of twenty two K–6 Aboriginal students and a full to capacity DoE Transition class on site which operates 2 days a week adhering to the Early Years Learning Framework–Belonging, Being and Becoming.

The school offers a high quality learning environment supporting the diverse needs of its students. Using the School Excellence Framework we are committed to excelling in learning, teaching and leading.

The school has participated in the Early Action for Success strategy supporting students K–6 in literacy and numeracy in 2016, 2017 and is maintaining this initiative in 2018. Strong relationships with the local Ballina–Cabbage Tree Island Aboriginal Education Consultative Group (AECG), community, local Aboriginal and Departmental service providers are valuable and respected partners to the school.

The school incorporates innovative technology and creativity across the curriculum. This is evidenced through our well-equipped Library, access to computer technology and iPad technology in our classrooms and interactive SMART Boards being an integral component of the teaching / learning cycle.

## 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.

At the end of 2017, we determined that our school was sustaining and growing across the Learning, Teaching and Leading domains. In the opinion of staff, the measures we have taken to enable students to connect, thrive and succeed are working well as we deliver student growth in student learning performance.

Student feedback and surveys reflect students are happy at school and have enjoyed the systems and programs we have implemented this year. Cabbage Tree Island Public school has a strong focus on personalised learning, student wellbeing and every student being valued, known and cared for, encompassing a suite of programs, policies, systems and resources that assist make our school a happier, inclusive and safe place for learning. The most popular of these is our innovative Aboriginal Language program, Traditional Dance program, Sista and Bro Speak Program and transition programs. Our teachers engage students in a variety of rich and varied learning experiences, enacting future-focused pedagogy and supporting students to reach our high expectations for Literacy, Numeracy through Early Action for Success and Instructional Leadership support.

Our Self-Assessment also showed that our practice in the areas of Educational Leadership, Effective Classroom Practice, Data and Use, Professional Standards, Curriculum and Assessment have shown improvement. All of our achievements are enabled by the tangible support of parents and community members, who share our improvement journey with us.

Our self-assessment process will assist the school to refine our school plan, leading to further improvement 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

### Student Engagement

#### Purpose

High student engagement is aimed to inspire students to be strong, smart learners through collaboration and creative thinking strategies for them to become mindful global citizens. A school culture of high expectations and partnerships will lead to enhanced student learning and wellbeing outcomes.

Australian Professional Standards for Teachers

1. Know students and how they learn.
2. Know the content and how to teach it.
4. Create and maintain safe and supportive learning environments.

#### Overall summary of progress

Our community values high quality education that enables students to become curious, competent and creative as well as adept at communicating their knowledge and working with others. We want to enhance our student performance by making informed decisions and embedding high quality diagnostic information and current research evidence. Students who require learning support should receive targeted, intensive and effective interventions to benefit them most. The school is going even deeper in its quest for learning and teaching through the introduction of PLAN 2 learning progressions, strong reading programs supported by the community, the introduction of critical and creative thinking and well being programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Significant increase in student engagement and growth in Literacy and Numeracy.  A significant number of students meeting syllabus outcomes, with growth towards expected levels of achievement.	\$8793.88	Students are being supported with individual targeted programs with a focus on value added improvements.
There is an enhanced "culture of learning" across the school, as measured by attendance levels, positive behaviour for learning, and parent feedback		The school has a long history on the school reflecting the students in a supportive and culturally safe environment. School attendance continues to be a focus.

#### Next Steps

The next planning cycle prioritises creativity and growth, so Cabbage Tree Island's vision of personalised learning for all students will continue as teachers strive to design innovative programs that respond to the unique capabilities and needs of students.

## Strategic Direction 2

### Collaborative Practice

#### Purpose

Teachers committed to collaboratively improving teaching capacity and systems through high quality, explicit, differentiated teaching practice and utilising data analysis will ultimately improve student learning and wellbeing outcomes and deepen their understanding of curriculum content.

Australian Professional Standards for Teachers

1. Know students and how they learn.
3. Plan for and implement effective teaching and learning.
5. Assess, provide feedback and report on student learning.

#### Overall summary of progress

The school has focused on building the collaborative strengths of the school team while ensuring that individual Professional Learning Plans allow for personal priorities to be targeted and developed.

Teachers are consistently collecting data to inform teaching programs with personalise programs for all students in place.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Personalised learning programs Transition to Year 6.  Consistent data collection informing planning.  Targeted professional learning reflecting school direction and staff need.	\$4902	All students have a personalised learning plan which informs teaching and learning. The use of data collections at specific times allows consistency of data and detailed conversations with teachers for consistent teacher judgement as a priority.

#### Next Steps

As staff become more familiar with PLAN 2 and analysing data sets teachers will be more efficient in accessing data to strengthen programs for individual students. Further research will feature to allow for new initiatives to be considered and to inform best practice.

## Strategic Direction 3

### High Expectations through Leadership

#### Purpose

Leading students, staff, parents, carers and the wider community to develop strong systems, practices, processes and effective management of school resources will promote continuous growth, learning, wellbeing and a shared school vision.

Australian Professional Standards for Teachers

1. Professional Engagement.
2. Engage professionally with colleagues, parents/carers and community.

#### Overall summary of progress

There has been a focus on developing relationship with staff and community members to build high expectations. The leadership focus is to build the leadership capacity of students, staff and community members. As a result of a variety of strategies there is a greater understanding of how the school can improve from a myriad of perspectives.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff sharing evidence relating to Performance Development Plans.  Commitment to Strategic Directions 2018–2020.  Completion of Stronger Smarter leadership and Stronger Smarter Jarjums Phase 1 and 2.  Successful implementation of Bundjalung Aboriginal Language program.  Transformation of Be Safe ( <i>Nya nyaa</i> ), Be Fair ( <i>Gaa rrim aa</i> ) Be a Learner ( <i>Gan ngaa</i> ) to Bundjalung Language.  Caught You Being Good data indicating positive transformations in PB4L.  Increase in attendance.  Increased participation in school events, BBQ Breakfasts and the Sista Speak program.	\$6271.56	The staff are committed to continuing to build consistency in approaching and supporting students and building relationships with families.  The Bundjalung Language Program has had a positive impact on engaging students and therefore improving student attendance.  A focus on community engagement through informal and formal opportunities has improved relationships between the school and the community.

#### Next Steps

The school will continue to increase the number of events to engage a range of community members to ensure a wide representation of views is captured to inform the future directions of the school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		
<b>Low level adjustment for disability</b>		
<b>Quality Teaching, Successful Students (QTSS)</b>		
<b>Socio-economic background</b>		
<b>EAFS</b>		



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	13	11	8	14
Girls	3	3	8	11

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	71.3	88.2	82.9	70.8
1	94.1	94.4	85.5	77.2
2	87.4	92.8	74.2	75.6
3	46.9	83.1	87.8	81.6
4	96.7		82.7	88.1
5	87.9	92.5		80.9
6	90.6	90.3	87.6	
All Years	81.2	89.3	84.1	77.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94		93.9	93.4
5	94	93.9		93.2
6	93.5	93.4	93.3	
All Years	94	94	93.9	93.5

### Management of non-attendance

Attendance at Cabbage Tree Island Public School is monitored daily. Attendance is monitored through ebs4. The Home School Liaison Officer (HSLO) and the Aboriginal School Liaison Officer (ASLO) work closely with the school to support families with attendance plans.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.21
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.7

\*Full Time Equivalent

Cabbage Tree Island Public School employs three teachers. Two being permanent and one as a temporary staff member. All are accredited at proficient level. There were no beginning teachers working towards Board of Studies Teaching and Education Standards. No teachers sought voluntary accreditation or maintenance at Highly Accomplished or Lead.

Two members of staff identify as Aboriginal. Cabbage Tree Island has a fulltime Aboriginal Education Officer (AEO) and an Aboriginal School Learning Officer (SLSO) employed two days a week in the Transition to School Program.

An Early Action for Success (EAfS) Instructional Leader is employed for half a day per week.

## 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 2018 staff undertook various professional learning opportunities. Staff were required to complete mandatory training, attending courses off site, mentoring, presentations in-school, specific staff meetings, online training and individual learning as required to support Professional Development Plans.

Professional Learning occurred in the following areas:

- School Excellence Framework
- Milestones for School Strategic Planning
- Quality Teaching
- LMBR Training
- PLAN & PLAN2
- Literacy and Numeracy progressions
- Stronger Smarter Jarjums
- NAPLAN Online

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	173,623
<b>Revenue</b>	659,593
Appropriation	649,514
Sale of Goods and Services	781
Grants and Contributions	7,699
Gain and Loss	0
Other Revenue	0
Investment Income	1,599
<b>Expenses</b>	-693,258
Recurrent Expenses	-693,258
Employee Related	-628,370
Operating Expenses	-64,888
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-33,665
<b>Balance Carried Forward</b>	139,958

Cabbage Tree Island Public School has financial management processes and governance structures to meet financial policy requirements.

### **Financial summary equity funding**

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	366,721
Base Per Capita	3,094
Base Location	1,484
Other Base	362,143
<b>Equity Total</b>	137,043
Equity Aboriginal	70,242
Equity Socio economic	39,589
Equity Language	0
Equity Disability	27,212
<b>Targeted Total</b>	13,115
<b>Other Total</b>	45,610
<b>Grand Total</b>	562,489

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the small cohort size of less than 10 students school data and additional information can not be provided due to the confidentiality of individual students.

Due to the small cohort size of less than 10 students school data and additional information can not be provided due to the confidentiality of individual students.

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.

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes* for students.

Cabbage Tree Island Public School takes great pride in celebrating the cultural background of its students. Learning is relevant and purposeful with the involvement of the local Aboriginal community. Projects and initiatives have been negotiated with the local community and Aboriginal organisations and agencies to ensure all students are healthy and enabled to learn in a supportive environment. As a result of the

relationships, partnerships, teaching and learning programs that reflect the identity of the students, educational outcomes are improving. The school is focused on high expectations to ensure greater success.

## Parent/caregiver, student, teacher satisfaction

In 2018 the school sought the opinions of parents, students, teachers and key community members about the school.

Student's results highlighted that:

- Majority of students enjoy attending Cabbage Tree Island Public School.
- Majority of students believe that the teachers have high expectations for their achievement and success.

Students identified

- The need to have a larger playground with new modern equipment.
- They would like more outdoor learning spaces.

Parent results indicate that:

- Aboriginal culture and histories are important to their children's learning.
- They believed that the teachers were supportive of their children.

## Policy requirements

### Aboriginal education

Cabbage Tree Island Public School has 100 percent Aboriginal student enrolment. The school acknowledges that it is located on Bundjalung Land and celebrates the history of the Traditional Owners. Regular cultural and school events are organised to strengthen the relationships with parents and carers, community members and Aboriginal organisations and agencies as well as the Local Aboriginal Educational Consultative Group (AECG Inc). The school continues to embed Aboriginal and Torres Strait Islander events as a significant and relevant component of every day learning. Aboriginal families are contacted to contribute to community events.

### Multicultural and anti-racism education

Multiculturalism is celebrated at Cabbage Tree Island despite all students being of the same cultural background. Additional events including Harmony Day allow the students at the school to acknowledge the similarities and differences of other cultural groups. School resources and explicit teaching has enabled a greater appreciation of the diverse cultural backgrounds of the wider community.