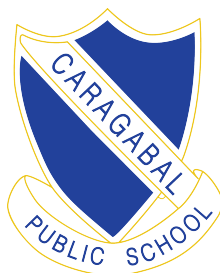


Caragabal Public School

Annual Report



2018



1503

Introduction

The Annual Report for **2018** 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

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School background

School vision statement

At Caragabal Public School we are all learners – students, staff, parents, community.

We take risks and are ready for the challenges of learning.

We are responsible and respectful citizens preparing for life within and beyond Caragabal.

School context

Caragabal Public School is a small, rural school located within the village of Caragabal, on the Mid–Western Highway. The school belongs to the Forbes Small Schools Network where students interact in sporting and cultural activities and teachers provide collegial support across five small schools. Caragabal Public School is the focus of the community, it provides a quality education, which caters for approximately 29 students in the Kindergarten to Year 6 setting. The school ensures a safe, caring and positive learning environment, where every student is known, cared for and valued. Caragabal Public School has a strong focus on quality teaching and learning. The staff are highly committed to ensuring students have a strong foundation in all learning areas, deep content knowledge and confidence in their ability to learn. A mobile pre–school operates at the school two days per week and is highly utilised. The school community is active, extremely supportive and strongly committed to the education of students at 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 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.

In the area of Learning, the school's on balance judgement is Delivering. In the coming two years the school's focus is on reporting to parents and working towards Sustaining and Growing in this area. In the area of Teaching, Effective Classroom Practice is identified as a strength and Data Skills and Use as an area for improvement. In the area of Leading, the school's on balance judgement is Delivering. The focus in 2019 will be School Planning, Implementation and Reporting.

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

Engaged and challenged continuous learners

Purpose

To provide a collaborative approach to student learning and a commitment to raise student achievement at all levels and all stages.

Students, parents and staff are working in partnership so every student is engaged and challenged through goal setting, planning, assessing and reporting on improving the learning.

Overall summary of progress

In 2018 staff worked towards establishing a process for student goal setting. Staff, parents and students trialled a variety of methods and ways to set, meet and share the learning goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of students demonstrating expected growth in literacy and numeracy.</p> <p>Increase the proportion of students who are able to articulate their learning progression in literacy and numeracy.</p> <p>Increase parent satisfaction in the student reporting process.</p>	\$8000.00	<p>Established Protocols for Goal Setting</p> <ol style="list-style-type: none">1. Keep the current chart for goal setting.2. Revise student goals weekly (as a whole school) and collect and display evidence.3. Teacher's to select one English and one Maths goal based on student need. Students to select one personal goal4. Selection and attainment of goals are documented by students and staff and recorded on SeeSaw for parents viewing and comments. <p>12 parents are accessing SeeSaw on a regular basis. All parents will be encouraged to download the app in 2019. Staff are regularly uploading student work samples to SeeSaw to share with parents. Staff are committed to trialling the SeeSaw app to record and share progress of Student Goals in 2019.</p>

Next Steps

In 2019 staff will set student learning goals with students. The goals will be monitored and tracked at school and shared on an electronic platform with parents.

Strategic Direction 2

Teaching culture of collaboration, innovation and evidence-based practice

Purpose

To maintain a positive and collaborative culture where teachers demonstrate contemporary content knowledge and deploy innovative and effective teaching strategies, under which quality teaching and learning thrive. Maintaining focus on the explicit teaching of literacy and numeracy and support continuous improvement.

Overall summary of progress

Staff analysed student data and selected Grammar and Punctuation as a focus for 2018. They pre and post tested students, attended quality Professional Learning and began to use the Progressions to identify student needs and teaching directions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Increase the percentage of students demonstrating expected growth in literacy and numeracy.</p> <p>Teaching programs and lesson observations indicate all teachers use evidence based literacy and numeracy strategies to improve student learning.</p> <p>Teaching programs and lesson observations indicate all teachers incorporate critical and creative thinking skills into their teaching and learning programs.</p> <p>All students demonstrate growth in critical and creative thinking assessment.</p>	<p>\$6000.00</p>	<p>Grammar and punctuation is being addressed in teaching programs and in classroom activities on a daily basis, as observed by Principal.</p> <p>Years 2–6 PAT Testing indicates a 0.52 effect size over the yearly period, which is considered to be 'Good' growth.</p> <p>100% of staff felt they were more confident and more skilled to teach grammar and punctuation to all students.</p> <p>100% of staff were trained in the progressions. Teacher goals in PDP's in 2019 will reflect another area of growth in literacy and or numeracy.</p> <p>All staff have undertaken professional learning in Creative and Critical and Design Thinking and collaboratively written and taught the unit, "Putting our Town on the Map".</p>

Next Steps

Forbes Small Schools have agreed to collaboratively write and teach a Design Thinking unit in 2019. They have been selected to be part of a Forbes STEM Hub being coordinated by the State Rural and Remote Team.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1752.00	<p>Sue Hudson, an Aboriginal Archaeologist was engaged to work with all students to better understand the Aboriginal culture and artefacts. All students reported they learnt a lot on the day and enjoyed the experience.</p> <p>A School Learning Support Officer was employed to support students in the classroom to engage in explicit English and Mathematics lessons and improve their learning outcomes.</p>
Low level adjustment for disability	\$10411.00	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.
Quality Teaching, Successful Students (QTSS)	\$4789.00	Funds were utilised to provide time for staff to observe each other's classes and plan teaching units together. Resulting in staff increasing their understanding of Consistent Teacher Judgement and acquiring new teaching skills as modelled by others.
Socio-economic background	\$3880.00	A breakfast program, a K-2 and a 3-6 excursion 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. This resulted in 100% of students being able to access the excursion program offered by the school.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	12	14	15	17
Girls	11	12	12	12

Student enrolment at the school has remained steady over the past four years with numbers fluctuating slightly during the year.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94	91.8	87.8	94.5
1	94.4	98.3	89.8	93.5
2	92.3	92.7	95	88.7
3	96.3	83.4	91.4	95
4	95.1	95.3	86	89.2
5	86.8	93.5	94.5	75.1
6	93.7	98.4	92.1	93
All Years	93.7	93.1	91	90.6
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	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Attendance remains at a steady rate, slightly below the state average. Staff require parents to provide notification of unexplained absences within seven days, an absentee slip is generated and sent home with the child. Parents usually notify the school if their child will be or has been away in a timely manner.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.3
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.93

*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	66
Postgraduate degree	33

Professional learning and teacher accreditation

All staff participate in Professional Learning and teacher accreditation.

All staff at the school are accredited as 'Proficient'.

In 2018 staff engaged in weekly staff meetings that focussed on improving teaching and learning outcomes for students. All teaching staff committed to training in Critical and Creative Thinking Skills and improving their knowledge in the area of Grammar and Punctuation.

Staff also accessed professional learning in areas of interest, including Austswim, STEM and drama.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	76,618
Revenue	600,810
Appropriation	592,589
Sale of Goods and Services	0
Grants and Contributions	7,557
Gain and Loss	0
Other Revenue	0
Investment Income	665
Expenses	-585,881
Recurrent Expenses	-585,881
Employee Related	-529,037
Operating Expenses	-56,844
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	14,929
Balance Carried Forward	91,547

The Principal and School Administrative Manager meet monthly to review the budget to ensure resources are being allocated responsibly.

The school is saving funds to provide a safe playing area for students. It is envisaged the school will lay a rubber surface over the current asphalt basketball court in 2020.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	459,544
Base Per Capita	5,221
Base Location	17,007
Other Base	437,315
Equity Total	18,523
Equity Aboriginal	1,752
Equity Socio economic	3,880
Equity Language	0
Equity Disability	12,890
Targeted Total	66,723
Other Total	4,796
Grand Total	549,586

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 a small cohort in Year 3 and Year 5 specific data is difficult to provide due to the identification of individual results.

In 2018 students sat the pen and paper test.

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.

All Year 3 students attained Band 4 or higher in reading and writing, and Band 3 or higher in spelling and grammar.

All Year 5 students attained growth rates from the Year 3 to the Year 5 test higher than those across the State or in similar schools.

All Year 3 students attained Band 4 or higher in Numeracy.

All Year 5 students are at expected level in Numeracy.

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.>

In accordance with the Premier's Priorities Caragabal Public School strives to improve the learning outcomes for all students. Class sizes are small and explicit teaching targets areas of need for all students. Student learning is monitored and teaching and learning adjusted to suit the needs of the class.

In 2018, across Year 3 and Year 5 in Literacy and Numeracy approximately 40% of students were in the top two NAPLAN bands. this is an increase from 37% in the previous year.

Parent/caregiver, student, teacher satisfaction

Students, parents and staff were surveyed to gain knowledge about their levels of satisfaction.

Students 100% of students thought they could trust at least one member of staff to support them when needed.

85% of the 3–6 class found their work challenging, especially in mathematics.

95% of students enjoyed setting goals and indicated they helped them to stay focus on their needs.

100% of students indicated they had at least one friend at the school whom they trusted and enjoyed playing with.

Parents (78% of parents responded)

100% of parents found the school to be friendly and accommodating of their child's needs.

82% of parents thought school communication was of a high standard.

93% of parents indicated their child enjoyed school and was happy to attend on a regular basis.

Staff

100% of staff reported they felt supported in their current position.

80% of staff indicated they received appropriate levels of Professional Learning.

93% of staff reported they were confident in their role.

Policy requirements

Aboriginal education

The school endeavours to support teacher and student knowledge into the Aboriginal culture and community. Staff programs reflect the importance of learning about Aboriginal culture and engaging experts to assist staff in their teaching.

Multicultural and anti-racism education

Caragabal Public Schools is committed to involving the whole school community in reducing racism through education. The school utilises the Department of Education's Anti-Racism policy to provide guidelines and effective strategies for addressing racism.