

Cargo Public School

Annual Report



2018



1506

Introduction

The Annual Report for **2018** is provided to the community of Cargo 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.

Rebecca Horan

Relieving Principal

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Message from the Principal

2018 provided a fantastic opportunity for our school to reflect on the everyday processes through the use of the External Validation process.

My second year as Principal at Cargo Public School has been a rewarding one. It was nice to be able to settle in for the entire year from beginning to end and watch the students grow. As a staff we had many challenges to overcome. We were a part of the external validation process for 2018 that seemed to never end but once the light could be seen at the end of the tunnel, to look back and reflect. It had been a rewarding process which will help our school ventures in the future, 2019 is looking bright.

This year, we started our year with 26 students ranging from Kindergarten to Year 6, and finished 2018 with a total enrolment of 29 students. We had over 20 families involved with the school, including our Transition Program. Our Transition Program catered for 7 students, aging from 3–5 years of age, once a fortnight.

Throughout 2018 we have been kept busy with cooking, music, NAPLAN, Canberra Excursion, day excursions, Swimming Carnivals, Athletics carnivals, Cross Country, ANZAC Day March, Remembrance Day service, School Swimming Scheme, Presentation Night and many more exciting and interesting activities.

Our entire staff team at Cargo Public School work together to help each other on a daily basis, and for this I am truly thankful to be a part of the Cargo Public School team. The parents and family members assist and support our daily activities throughout the year, where possible. Thanks to the fundraising efforts of the P&C Committee our transport costs for the year were paid, as well as swimming, a new bubbler at the park, a disco and a movie night. The Trivia night was the major fundraiser and what a huge success it was. Due to this, the students were able to travel to Canberra at the end of last term with less financial burden on individual families. A massive thank you to the students of Cargo Public School. Their enthusiasm and eagerness is an absolute pleasure to witness and be a part of. They have accepted changes throughout the year and shown resilience and great responsibility. It has been my privilege to work in the role of Principal at this wonderful school and I continue to be thankful for that opportunity.

School background

School vision statement

At Cargo Public School we are a 'Small School with Big Opportunities'. We provide a diverse, challenging and innovative environment for excellence, respect and success for all.

School context

Cargo Public School is a small school situated 35 kilometres west of Orange, with a committed teaching staff and involved local community.

At Cargo Public School we are committed to providing for all students, a rich and diverse curriculum with an emphasis on intellectual, physical and social development in a stable and supportive environment. We aim to support students in developing the skills, knowledge and values to lead productive and rewarding lives as empowered 21st century learners and citizens.

Cargo Public School is a proud member of the Orange Small Schools Association (OSSA). This organisation provides the opportunity for additional sporting, cultural, social and academic opportunities as well as offering a wide support network and peer group base for our students and professional learning and leadership opportunities for staff.

The school is an Early Action for Success (EAfS) partner. An Instructional Leader has been appointed and additional resources have been allocated that enable the school to provide tiered interventions that focus on literacy and numeracy outcomes.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Our self-assessment and the external validation 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>

EV Process

In Term 2, Cargo PS collaborated with other small schools of similar environments to establish an understanding of the External Validation process. In Term 3, Cargo PS staff combined to establish an External Validation Committee and prepare processes for the completion of External Validation. Time frames were determined, roles were assigned and regular feedback and progress meetings were held to reflect on the collection, annotation and analysis of evidence.

Evidence Themes

In approaching External Validation we selected 5 Focus Themes across our school; Wellbeing, Student Learning, Extra Curricular, Making Connections and Staff (Professional Practice). Items of evidence in line with these Focus Themes were collected and presented to the External Validation Committee before them being analysed through the lens of the School Excellence Framework in order to make our on-balance judgements.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

The school believes we have demonstrated that we are at the Delivering stage in the Learning Domain Elements of Wellbeing, Assessment, Reporting and Student Performance Measures. We believe we are at the stage of Sustaining and Growing in the Learning Domain Elements of Learning Culture and Curriculum.

At Cargo we are developing a school culture strongly focused on creating independent and responsible learners and a high expectation of engagement and achievement. Responsive to the individual learning needs of students, teachers plan accommodations, adjustments and challenges ensuring the quality implementation of a differentiated curriculum. Students with additional learning needs are well supported through the learning and support processes in place, personalised plans and parent consultation as embedded practices. Teachers collect evidence of learning and use it to inform teaching. School-wide practices for assessing, monitoring and reporting are becoming more consistent and student achievement and progress information is available to parents through school reports and parent-teacher interviews.

There is a planned approach to wellbeing and connections within the community so that everyone can connect, succeed and thrive. A variety of student engagement programs allow students to experience new and different opportunities and feel connected to their school and community as well as building sets of skills. School staff value the relationships that have been developing with families and improved communication has been an area of significant progress.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

The school believes we have demonstrated that we are at the Delivering stage in all of the Teaching Domain Elements.

Teachers are committed to implementing best practice in teaching and have supported the directions of the School Plan. Teachers are actively engaged in professional learning targeted to the needs of students and to their own professional goals. This learning supports quality lesson planning and explicit teaching practices, aligned to the Australian Professional Standards. A professional culture of trust exists with teachers collaborating to share curriculum knowledge within our school and school networks and to analyse and evaluate data for insights into student learning. Teachers collect, analyse and respond to students data, with data formally collected on student progress regularly.

The school has identified the need for a future focus centred on the Australian Professional Teaching Standards. It is anticipated that they will be facilitated consistently through all staff professional meetings, utilised in lesson observations and referred to in professional dialogue within our school and school network.

Collaborative practice is a strength for the school and has allowed us to consistently plan, implement and assess evidence-based teaching practices and programs with a school-wide approach.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

The school believes we have demonstrated that we are at the Delivering stage in the Leading Domain Elements of Educational Leadership, School Planning, Implementation and Reporting, and Management Practices and Processes.

We believe we are at the stage of Sustaining and Growing in the Learning Domain Element of School Resources.

There has been an investment in building and supporting a culture of high expectations and community engagement. Effective school management processes and practices have been developed, implemented, reviewed and refined in response to feedback. School resources have been used strategically to provide opportunities for improved student outcomes and to provide quality learning environments utilising all physical resources. Curriculum delivery and teaching innovation has had a positive impact on student wellbeing and engagement. The school is well-resourced and distributed financial planning and management is targeted to meet the planned school priorities. The school is a proactive member of the Orange Small Schools Association which delivers benefit to the school and the community. Cargo Public School is proud of its partnership with the community and seeks to support parent engagement and satisfaction through responsive, quality service delivery and communication. At Cargo Public School, we are fully immersed in working towards sustaining and growing our school, with a shared vision for achievable improvement in the near future.

Strategic Direction 1

Learning

Purpose

To provide school wide collective responsibility for personalising student learning and success with high levels of student, staff and community engagement and achievement.

Overall summary of progress

Through the use of teaching strategies such as L3 and Visible Learning students were engaged in explicit teaching experiences. The achievement standards were monitored through Plan2 data and analysed alongside NAPLAN data. Student engagement levels in writing increased due to the introduction of Seven steps for writing. A number of extra curricular activities took place within the community, a strong partnership was formed with the local Men's Shed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every student achieves a year's growth as measured against the progressions and the syllabus. Improved levels of student wellbeing and engagement, monitored through attendance, high student engagement levels leading to quality of work as well as reports gathered from Tell Them from Me surveys.	\$2700 – casual staff costs \$1400 – Resources	*Collaborative planning days for all teaching staff to organise and implement student assessment tracking tool. *Staff planning time to evaluate the effectiveness of Tell Them from Me survey for implementation in 2019. *Resources gathered from existing programs – cooking, garden, technology

Next Steps

Involve students in the Individualised Learning Plan Process to make it more personal for the students.

Document school-wide approaches to classroom management more thoroughly.

Thorough planning involving research-based strategies before implementing parent survey data and verbal suggestions.

Investigate ways in which the school facilities can be used to benefit the wider school community, in turn having an overall impact on our future students.

Implement a more consistent approach to whole school assessment monitoring by consistently using the Student Tracking Sheet.

Improve evaluative processes to monitor effectiveness of programs within our school environment, such as the Cooking program.

Build on existing programs and reinforce links with the curriculum.

Strategic Direction 2

Teaching

Purpose

To build the capacity of each staff member, through personalised professional learning, to deliver quality teaching practice that is engaging, evidence based and data driven.

Overall summary of progress

The use of the progressions has increased amongst all teaching staff. Professional Development Plans were implemented and Professional development opportunities conducted to increase quality practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of teachers using the progressions to inform teaching strategies.	\$4500 – casual teacher costs to release staff from class	* Staff are familiar with Progressions and utilise them in teaching and learning programs. *Set collaborative days achieved for numeracy programming K–6.
All staff engaging in collaborative practice within the school and greater network.		*External Validation collaboration significantly supported our collaborative evaluative practice.

Next Steps

Continue to familiarise all staff with new processes for collecting and monitoring data, for example Scout and ALAN Data.

Programs implemented are evaluated on their effectiveness and relevance to school context.

Build a consistent and organised approach to programming.

Continue to build the relationship between school and families through open communication methods and using parents to assist in the learning journey.

Use resources within the local area effectively to benefit student learning outcomes.

Continue to build on relationships with the OSSA Network by working closely with schools in the OSSA White group to form partnerships for both staff and students.

Continue with meaningful PD opportunities aligning to the 2018–2020 School Plan and PDP's..

Keep up to date with current and incoming administrative tasks – using PLAN 2, map Progressions every 5 weeks.

Work collaboratively with staff to support ongoing accreditation processes as well as PDP initiatives.

Key Initiatives	Resources (annual)	Impact achieved this year
Quality Teaching, Successful Students (QTSS)	\$3,852	Staff planning in Literacy and Numeracy
Socio-economic background	\$34,324	All students received access to support in working towards achieving individual learning goals through the use of SLSO's (Student Learning Support Officers) to improve Literacy and Numeracy outcomes.
Support for beginning teachers	Carried over \$8514 of Beginning Teacher funds from 2017.	Professional Learning for release beginning teachers

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	7	10	11	12
Girls	8	9	11	14

Student enrolment continues to show steady growth.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.4	95.3		96.4
1	98.9	94.6	91.3	
2	95.8	98.9	95.2	94.8
3		97.3	95.7	98.3
4	92.3	98.9	93	95.6
5	95.6	97.8	96.2	96
6	91.8			97.4
All Years	94.7	96.3	93.5	96.4

State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4		93.8
1	93.8	93.9	93.8	
2	94	94.1	94	93.5
3		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			92.5
All Years	94	94.1	93.9	93.4

Management of non-attendance

The Attendance Rate report shows an overall increase in 2018. The overall attendance rate is higher than that of the State and similar school groups. Continual non-attendance is referred to the HSLO(Home School Liaison Officer). Students who obtain 100% attendance for the Semester are awarded with a certificate and a mention in the fortnightly newsletter.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.29
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

The Australian Education Regulation requires schools to report on Aboriginal composition of their workforce. No staff members identify as Aboriginal.

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

All fulltime classroom teachers are now accredited with NESA at Proficient level, one new graduate staff member is working towards her proficiency and currently at Provisional. Staff completed Professional Learning that included:

*L3

*Austswim Teacher Training

*Principals' Network Meetings

*Enterprise Financial Planning Tool (eFPT)Training

*LMBR Training

*Coding in the Classroom

*School Planning 2018–2020

*Professional learning for rural and remote DoE

*Visible Learning

*Seven Steps to Writing

*Road Safety

Staff are up to date with mandatory training requirements and a range of role specific requirements.

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	164,829
Revenue	546,967
Appropriation	522,082
Sale of Goods and Services	2,935
Grants and Contributions	20,658
Gain and Loss	0
Other Revenue	0
Investment Income	1,293
Expenses	-485,183
Recurrent Expenses	-485,183
Employee Related	-418,988
Operating Expenses	-66,195
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	61,784
Balance Carried Forward	226,613

The Opening balance for the 2018 school financial year is displayed in the OASIS table as Balance carried forward. The financial summary table for the year ended 31 December 2018 shows the Opening balance as \$0.00 because the Opening balance for the 2018 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.

	2018 Actual (\$)
Base Total	423,941
Base Per Capita	4,254
Base Location	10,152
Other Base	409,535
Equity Total	49,382
Equity Aboriginal	3,226
Equity Socio economic	34,324
Equity Language	0
Equity Disability	11,832
Targeted Total	38,401
Other Total	3,859
Grand Total	515,583

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.

As a result of having such a small cohort, the exact results of NAPLAN – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation) are unable to be published due to privacy laws.

Financial summary equity funding

The equity funding data is the main component of the

As a result of having such a small cohort, the exact results of NAPLAN – Numeracy are unable to be published due to privacy laws.

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.

As a result of having such a small cohort, results are unable to be published due to privacy laws.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Students agreed that :

- They enjoy coming to school
- They respect all staff members
- They want to learn

Parents responses included answers to the following questions with the majority of parents giving positive responses to the following questions:

*The school is connected to its community and welcomes parent and community involvement

*Parents find it easy to contact the school to discuss concerns relating to their child

*The school promotes a healthy lifestyle

Policy requirements

Aboriginal education

The school has an ongoing focus to fully incorporate Indigenous perspectives in the curriculum and ensure that students gain a deep knowledge and understanding of Australia's original inhabitants. The school regularly reviews its Aboriginal Education policy and students participate in teaching and learning activities that focus on Aboriginal cultures, heritage, histories, art, craft and storytelling.

Multicultural and anti-racism education

The school aims to instil in all students an acceptance, celebration and tolerance of others. All students are exposed to art, music, literature and cuisine from a variety of cultures. Specific programs and events occurring throughout the year provide a focus for multicultural activities.