

# Cattai Public School

## Annual Report



2018



1535

## Introduction

The Annual Report for 2018 is provided to the community of Cattai PS 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

Cattai Public School

487 Cattai Rd

Cattai, 2756

[www.cattai-p.schools.nsw.edu.au](http://www.cattai-p.schools.nsw.edu.au)

[cattai-p.school@det.nsw.edu.au](mailto:cattai-p.school@det.nsw.edu.au)

4572 8445

## 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

Visible learning assessment sheets were created to track student growth across K–6 for writing, speaking and listening and numeracy. These will allow staff to more accurately track student growth against the 1 year of growth for 1 year of teaching mindset.

Staff have begun to add learning intentions and success criteria to their programs as evident in termly program evaluations.

#### Teaching

Staff attended cross school professional learning with the MMWaC Community of schools (Macdonald Valley, Maroota, Wisemans Ferry and Cattai). This professional learning was based around the joint schools project of visible learning.

Students, staff and parents were involved in 3 way conferences based on student learning goals. Students were able to present to parents on where they are on their learning journey.

## Leading

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

Share knowledge sessions were linked to staff members PDPs to provide support and guidance around their professional learning goals.

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 Visible Learning

#### Purpose

'Personalised Visible Learning' should be embedded into every aspect of the teaching and learning cycle to cater for all students' unique gifts and talents. Empowering learners in a student centred environment where they are able to self-evaluate their own learning needs and will set the foundations for each student to be a life long learner.

#### Overall summary of progress

Cattai PS achieved a number milestones in this strategic direction including:

- Staff began experimenting with learning intentions and success criteria in all new content created in English and Mathematics programs.
- Speaking and Listening Assessment Sheets were created and implemented at least once a term to track student progress.
- K–6 Writing Assessment results added to OneNote each term and then analysed to guide future teaching and learning directions.
- Setting up PM Bench Mark Kits in all classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students have deep knowledge of what the 'Learning Intentions' and 'Success Criteria' are in each lesson and can articulate what they are learning about in relation to their own learning journey.	\$7000 of the school budget was allocated to attend the 3 year visible learning school improvement program.	Learning intentions and success criteria has been added to the termly program reviews that staff discuss with their supervisor.
Students achieve more than 'one year's worth of growth for one year's worth of learning' as evident in school based tracking systems.	\$7000 of the school budget was allocated to attend the 3 year visible learning school improvement program.	Systems and assessments have been setup to track growth in reading (Up to Year 3), writing, speaking and listening and numeracy.
Increase the proportion of students in the top two NAPLAN bands by eight per cent by 2019	\$3500 allocated to upgrade the school Wifi network in preparation for NAPLAN online.	Year 3 students achieved an average of band 5 in the Spelling, Grammar and Punctuation and Numeracy NAPLAN tests.

#### Next Steps

- Implementation of Fountas and Pinnell reading assessment to track student growth in reading beyond level 30 in the PM benchmark system.
- Update student assessment data on the Numeracy Visible Learning Assessment each semester ready for reporting.

## Strategic Direction 2

### Quality Collaborative Teaching

#### Purpose

'Quality Collaborative Teaching' is necessary if best practice and teaching talents are shared so that a holistic educational experience for the students is achieved. Embedding collaborative, high quality teaching practices and transparent data driven systems to drive all teaching and learning programs will build the support structures around the students as they progress along their learning journey.

#### Overall summary of progress

Cattai PS achieved a number milestones in this strategic direction including:

- All staff have had formal in class observations around their PDP goals that are linked with the schools visible learning journey.
- Staff attended Visible Learning School Impact Program SDD.
- Staff continued to attend professional learning and be actively involved in MMWaC learning community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff regularly monitor student growth and gauge success as more than 'one year's worth of growth for one year's worth of learning'.	N/A	Data tracking systems setup up in school based OneNote file.  Staff discussions around interpreting assessment data against the 'one year's worth of growth for one year's worth of learning' mind set.
Teaching and learning programs show evidence of embedded Visible Learning teaching practices.	\$7000 of the school budget was allocated to attend the 3 year visible learning school improvement program which includes professional learning for staff around what learning intentions and success criteria are and how to implement them in the classroom.	Staff given feedback around learning intentions and success criteria as part of their termly program reviews.

#### Next Steps

- Utilise the 'Tell Them From Me' surveys to gauge the success of the Visible Learning School Impact Program.
- Whole staff analysis of the visible learning assessments and how the students are traveling in terms of 1 years worth of growth for 1 years worth of teaching and learning.



# Student information

## Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	31	33	29	29
Girls	22	25	22	23

## Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.9	94.6	94.5	91.9
1	93.6	91.1	95.6	96.6
2	93.1	88.5	93.8	93.1
3	94.2	95.1	79.6	96.4
4	94.9	90.6	95.9	89.6
5	96.7	89.2	93.5	95.4
6	92.1	84.1	93.8	94.7
All Years	94.6	90.4	92.6	94.4
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

When supporting and ensuring students are attending school staff refer to the 'Attendance: Processes and Procedures Cattai PS' document.

Within 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.

## Results

Since the 'Attendance: Processes and Procedures Cattai PS' has been in place we have seen a significant increase in student attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.38
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*Full Time Equivalent

All teaching staff meet the professional requirements for teaching in NSW public schools.

### 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:

– 5 teachers that have achieved the level of Proficient Teacher in their accreditation.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	49,494
<b>Revenue</b>	766,528
Appropriation	732,247
Sale of Goods and Services	-33
Grants and Contributions	33,701
Gain and Loss	0
Other Revenue	0
Investment Income	614
<b>Expenses</b>	-735,691
Recurrent Expenses	-735,691
Employee Related	-633,325
Operating Expenses	-102,366
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	30,838
<b>Balance Carried Forward</b>	80,332

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.

Money spent from both Equity Socio Economic and Equity Disability went towards hiring extra staff to allow teaching principal to go into classes in a learning and support role.

### 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>	609,987
Base Per Capita	9,862
Base Location	1,293
Other Base	598,832
<b>Equity Total</b>	36,820
Equity Aboriginal	0
Equity Socio economic	8,642
Equity Language	0
Equity Disability	28,178
<b>Targeted Total</b>	25,183
<b>Other Total</b>	20,751
<b>Grand Total</b>	692,741

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## 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.

Our Year 5 cohort achieved above expected average growth with 80% of the tests they sat. However, we do need to factor in that our Year 5 cohort sat a paper test in Year 3 and more recently an online test for Year 5 so this will have some impact on the results due to using two different testing systems.

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.

Our Year 3 cohort achieved above national average in all literacy areas assessed (Reading, Writing, Spelling,

Grammar and Punctuation). The most impressive statistic is our school average for Year 3 Reading where we achieved an average of band 6. We also achieved an average of band 5 in the Spelling, Grammar and Punctuation.

Our 2018 Year 5 cohort was less than 10 students the data is not available in this report. More information can be located on the my school website.

Our Year 3 cohort achieved an average of band 5 in Numeracy.

Our 2018 Year 5 cohort was less than 10 students the data is not available in this report. More information can be located on the my school website.

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 schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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.

## 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.

### Students

91% of students can see the benefits of Cattai Public School being a visible learning school.

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

85% of students are happy with the Visible Learning Assessments that are being used to track student growth.

## Parents

100% of parents could see value in working with the other MMWaC schools (MMWaC = Maroota, Macdonlad Valley, Wisemans Ferry and Cattai)

100% of parents felt the 3 way conference were a great way to empower students in their learning.

100% of parents feel they have the opportunity to be involved in the direction and vision of the school.

## Teachers

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

100% of staff are satisfied with the schools current direction and vision.

100% of staff can see the benefits of Cattai Public School being a Visible Learning School.

(Macdonald Valley, Maroota, WisemansFerry and Cattai) connecting to culture day. Staff from the 4 schools all took on a different country and created rich cultural learning experiences for the students. An external african drumming group was brought in to run one of the groups to add more authenticity to the day. Students had passports which they go stamped as the rotated round to each of the learning activities on the day.

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 diversesociety. Implementation of integrated units, K–6 with amulticultural perspective developed students' knowledge and understanding of the beliefs, traditions and customs of other cultures. Students this year learnt about different cultures thorough the H.S.I.E. syllabus.

## Policy requirements

### Aboriginal education

Leading into our annual Connecting on Country day staff atended a full day PL at longneck lagoon. Learning all about aboriginal culture and policy as–well–as how to teach aboriginal culture in our classrooms. This was with the intention of building staff capacity around teaching and celebrating aboriginal culture. In then led into students and staff participating in the MMWaC Connecting on Country (Macdonald Valley, Maroota, WisemansFerry and Cattai) celebrations where they went to their local Evironemtnal Education Centre at Longneck Lagoon to connect with aboriginal culture on country. Students were involved in a range of activities including creating Aboriginal artworks, going on a nature walk to look at aboriginal bush tucker, a modified spear throwing activity, learning traditional aboriginal dance with members of the local AECG and playing traditional aboriginal games. This massive celebration of aboriginal culture was done in collaboration with the other students and staff from our neighbouring MMWaC schools.

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 andits 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.

### Multicultural and anti-racism education

Students and staff got together for the first time to celebrate cultural differences at our MMWaC