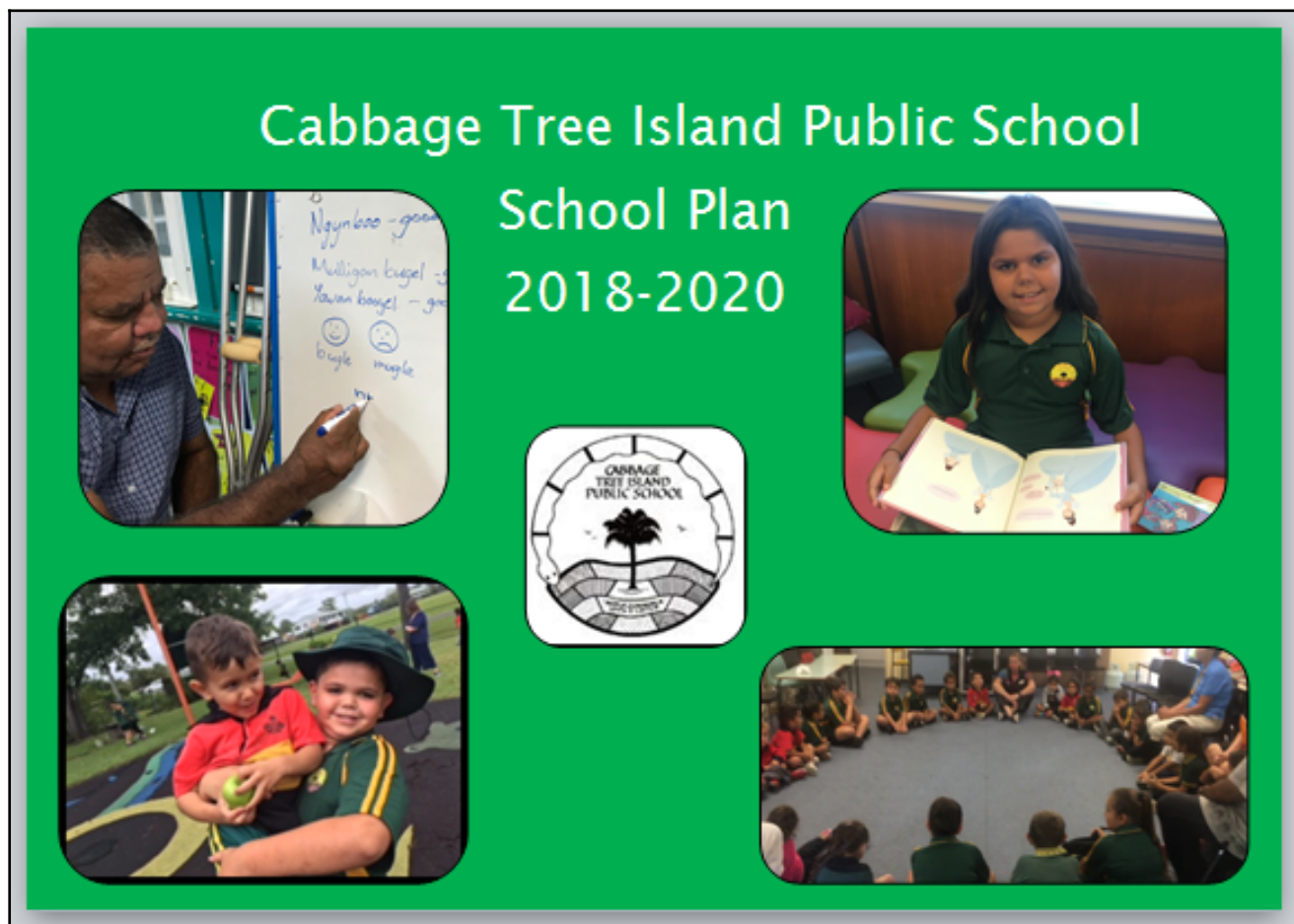


Cabbage Tree Island Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Cabbage Tree Island 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.

School contact details

Cabbage Tree Island Public School
Cabbage Tree Island Rd
Cabbage Tree Island, 2477
www.cabbagetre-p.schools.nsw.edu.au
cabbagetre-p.school@det.nsw.edu.au
6683 4251

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. 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 nine K–6 Aboriginal students and eight Transition to School students (3 1/2 –5 year olds) 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.–2019. Strong relationships with the local Ballina–Cabbage Tree Island Aboriginal Education Consultative Group Incorporated (AECG), local 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 although with limited resources. This is evidenced through our well–equipped Library, and Interactive SMART Boards being an integral component of the teaching / learning cycle.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

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.

Improvement Measures

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.

There is an enhanced "culture of learning" across the school, as measured by attendance levels, positive behaviour for learning, and parent feedback

Progress towards achieving improvement measures

Process 1: Quality Literacy & Numeracy Learning

The teaching of literacy and numeracy K–6 will be a focus of student learning

Evaluation	Funds Expended (Resources)
<p>Did it happen?</p> <p>Teachers have gathered key assessment data for all students.</p> <p>What did it show?</p> <p>All students have made improvements, but not necessarily at the expected level.</p> <p>What are the implications?</p> <p>As a result of this process, we are in a strong position to further identify individual learning needs for our students for 2020.</p>	<p>Regular gathering of student data and analysis of individual student progress.</p>

Process 2: Individualised Learning

School learning programs will be reflective of syllabus outcomes and of each student's needs.

Evaluation	Funds Expended (Resources)
<p>Did it happen?</p> <p>Teachers have gathered key assessment data for all students.</p> <p>What did it show?</p> <p>All students have made improvements, but not necessarily at the expected level.</p>	<p>Collaborative Team Meetings scheduled to discuss and implement individual programs for all students.</p> <p>Scheduled assessment tasks collected and discussed.</p>

Progress towards achieving improvement measures

What are the implications?

As a result of this process, we are in a strong position to further identify individual learning needs for our students for 2020.

Process 3: Critical and Creative Thinking

Our students will be developing their knowledge, skills and behaviours as future-focused citizens.

Evaluation	Funds Expended (Resources)
Units of work in Geography and History have included a critical and creative thinking component. They also reflect culture and context where appropriate. This has led to students being equipped with a skill set and knowledge, as well as a better understanding of the world.	Development of school scope and sequence for Geography and History while embedding cultural components into learning programs.

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.

Improvement Measures

Personalised learning programs Transition to Year 6.

Consistent data collection informing planning.

Targeted professional learning reflecting school direction and staff need.

Progress towards achieving improvement measures

Process 1: Staff meet regularly to drive school initiatives. Professional Learning Plans are developed by teachers and the Principal. Programs and planning follow a set timeline within the school. Professional learning aligns with PDPs and the school strategic plan. Instructional leadership is utilised to support teachers with literacy and numeracy teaching, planning and data analysis. Leadership opportunities provided through small school initiatives, Stronger Smarter, 1000 Words Program and the Aboriginal Language program.

Evaluation	Funds Expended (Resources)
All staff contribute to collaborative team meetings twice per term and contribute to a whole collaborative approach. All staff members have scheduled conversations about Professional Learning priorities to meet the school priorities.	

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.

Improvement Measures

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 (*Nya nyaa*), Be Fair (*Gaa rrim aa*) Be a Learner (*Gan ngaa*) 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.

Progress towards achieving improvement measures

Process 1: Students participate in daily walk and talks, check ins and check outs. The skills of leadership are taught using Stronger Smarter strategies to deliver our PB4L, Aboriginal Language Program, mindfulness and well being programs.

Students are given leadership opportunities at community events and given roles and responsibilities within the school.

Staff are trained as Stronger Smarter leaders and this is continually revised and sustained. They are provided with opportunities to be educational leaders, conducting professional learning, building capacity and relieving in higher duty positions when appropriate.

Parents/carers and community are encouraged to participate in school programs building capacity in group situations and taking on responsible roles.

Evaluation	Funds Expended (Resources)
Students are settled and as a result of explicit expectations and role modelling from community members student leadership is evident during school business and special events.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Additional Aboriginal staff were employed to support student learning.	Classrooms were more settled and student learning time was increased as a result of employing additional quality Aboriginal staff.
Low level adjustment for disability	Regular meetings to develop and review individual learning plans for targeted students.	Ongoing monitoring and tracking has enabled greater support for individual students resulting in improved learning outcomes.
Quality Teaching, Successful Students (QTSS)	<p>The Early Action for Success Instructional Leader was able to coordinate a whole school approach with all staff involved. A whole school scope and sequence was designed.</p> <p>Additional literacy resources and maths resources were purchased.</p>	A whole school plan including scope and sequences for literacy and numeracy was completed and implemented in all classrooms.
Socio-economic background	Additional staff employed and specific professional learning with a focus on trauma informed practice.	All students benefited from the smaller classes and more teachers to provide individual and small group support.
EAFS	Development of a consistent evaluation and tracking system for all students. Professional Learning time was allocated to build consistent understanding and whole school approach.	Collaborative conversations allowed for collective sense making with additional strategies included for individual future focus.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	11	8	14	15
Girls	3	8	11	14

Student attendance profile

School				
Year	2016	2017	2018	2019
K	88.2	82.9	70.8	85.1
1	94.4	85.5	77.2	67.4
2	92.8	74.2	75.6	82.5
3	83.1	87.8	81.6	81.9
4		82.7	88.1	77.5
5	92.5		80.9	88.6
6	90.3	87.6		73
All Years	89.3	84.1	77.6	79.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4		93.9	93.4	92.9
5	93.9		93.2	92.8
6	93.4	93.3		92.1
All Years	94	93.9	93.5	92.8

The school is working on improving student attendance with regular communication with families. Explained absences have increased with improved communication between the school and families. Individual attendance programs have been developed with families to improve attendance.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.8
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

There has been a major focus on Trauma Informed Practice and development of Individual Education Plans to best support student needs. Many coordinated in-school workshops led by regional staff and the schools Instructional Leader has led to a strategic and collaborative school team.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	139,958
Revenue	792,500
Appropriation	781,975
Sale of Goods and Services	901
Grants and contributions	8,378
Investment income	1,246
Expenses	-759,480
Employee related	-718,701
Operating expenses	-40,779
Surplus / deficit for the year	33,020

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	13,438
Equity Total	192,542
Equity - Aboriginal	98,307
Equity - Socio-economic	62,313
Equity - Language	0
Equity - Disability	31,922
Base Total	470,080
Base - Per Capita	5,866
Base - Location	1,957
Base - Other	462,257
Other Total	64,371
Grand Total	740,431

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

Literacy

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

Numeracy

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

Parent/caregiver, student, teacher satisfaction

In 2019 the school sought the opinions of parents/carers, students, teachers and key community members about the school.

Student results highlighted that:

- The majority of students enjoy attending Cabbage Tree Island Public School.
- The majority of students feel valued and safe most of the time at school.

Students identified:

- The need to install playground equipment to make playtime interactive and fun .
- more variety of sporting equipment

Parent/carer results indicate that:

- Aboriginal culture is important for students to learn.
- They believed that the teachers designed valuable learning programs.

Parents/carers identified:

- More opportunities to share with the wider community our cultural and learning success.

Teacher results highlighted that:

Teacher's identified:

- That they had developed high expectations relationships with students, colleagues and families.
- More professional learning was required to understand and support students with trauma and other complex conditions.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Cabbage Tree Island Public School prioritises the implementation of all aspects of the Aboriginal Education Policy. Our students have a strong cultural identity that is supported with cultural programs being taught by Aboriginal staff. Our school focus is to be aspirational for all students and not to accept poor student learning outcomes. It is the responsibility of the school staff to ensure success for all students.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.