

Captains Flat Public School

2019 Annual Report



1502

Introduction

The Annual Report for 2019 is provided to the community of Captains Flat 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

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School background

School vision statement

We will work collaboratively to deliver equity and excellence. We are committed to ensure all students become successful learners, confident and creative individuals, and active and informed citizens.

School context

Captains Flat Public School is in the Southern Tablelands, 45 kilometres from Queanbeyan. It was established in 1884. The school has a strong sense of tradition, history and belonging.

In 2019, the school has 32 families with a total of 43 students. 16% of students identify as Aboriginal having descent. The school structure consists of 2 multi-grade classes, with two full time teachers and one part time teacher. The school has a Family Occupation and Educational Index rating of 115 (2018).

Our school values and culture of Respect, Responsibility and Resilience underpin our daily work in ensuring an ideal learning environment for all students in all settings.

The school has a strong emphasis on literacy and numeracy and takes pride in the provision of a broad base curriculum to ensure that students have opportunities to participate in areas of individual interest and talent.



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

GROWING STUDENT ACHIEVEMENT

Purpose

The implementation of high quality evidence based teaching practices that deliver personalised learning and measureable student growth for all learners.

Improvement Measures

School based data and external data show growth across all cohorts against the Learning Progressions.

Increased number of students meeting stage outcomes and an increase of students in the top 2 bands for NAPLAN.

All Aboriginal students show progress and improvements in Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1: Research Informed Practices and Professional Learning

- Staff engage in professional learning that are aligned with strategic directions.
- L3 Implementation Stage 1.
- Using PLAN 2 every 5 weeks to monitor growth and development of skills.
- Focus on Reading strategies implemented in Stage 2 and Stage 3.
- Targeted Early Numeracy program implemented across K–6.
- Growth in the Creating Text sub–element of Literacy Progressions.

Evaluation	Funds Expended (Resources)
Personal Development Plans for staff and staff meeting feedback, indicates that staff staff are committed to engaging with developing their skills . The Professional Learning that staff have been utilising has been sourced from evidence based programs.	Sentral Application – \$3,200
L3 has been fully implemented in 2019. Staff have completed their L3 training in stage 1.	ACER PAT Testing – \$750
Early Action for Success (EAFS) mentoring has provided guidance with using PLAN 2. Staff have used this data to drive student growth in areas of deficit.	0.2 Allocation for EAFS
Targeted Early Numeracy (TEN) programming skills and practices have been used in K–2 classes and with selected students in Year 3 to 6. Further to this, staff have moved skillfully into the MathsBurst Program with Spatial Awareness skills showing considerable improvement throughout the year.	Professional Learning – \$5,000

Process 2: Collaborative Practice

- All staff collaborate to develop and re–evaluate scope and sequences for differentiated learning.
- Seek opportunities that identify strategic professional learning goals for all staff, which supports professional growth in line with Strategic Directions.
- Learning support targeted to support students needs.

Evaluation	Funds Expended (Resources)
Staff are confident in the use of collaborative teaching practices and are comfortable enough to adjust their own pedagogy as required to experiment and experience new teaching practices.	Whole School Scope and Sequence – \$5,000
A new direction and flow is being consolidated for implementation in 2020.	CP&L Documentation – \$4,300
Targeted funding has been utilised to support the learning needs of students that are receiving funding.	Casual Release – \$6,184



Strategic Direction 2

POSITIVE LEARNING CULTURE

Purpose

To provide opportunities to find enjoyment and purpose in teaching and learning. Build skills and understandings to become self-motivated learners with the resources for future success and wellbeing.

Improvement Measures

Maintain student attendance rates of 94%.

50% of students are rewarded with the highest level from the PBL program

Programs that focus on staff and student resilience, wellbeing and overall learning capacity.

Increased number of parents attending school events and parent teacher interviews.

Progress towards achieving improvement measures

Process 1: Program Implementations and Innovation

- Develop and implement policies and procedures which support and value all stakeholders.
- Provide additional extra-curricular opportunities such as Japanese, Gardening, The Music Bus and Aboriginal cultural activities.
- Implement and commit to Quality Teaching Rounds with other schools.
- Programs that focus on staff and student resilience, wellbeing and overall learning capacity.

Evaluation	Funds Expended (Resources)
<p>The school provided numerous programs and innovative practices throughout 2019. Students participated in a weekly Japanese language program. Students have weekly access to the Music Bus and its various programs. A Creative and Performing Arts Program was introduced in the second half of the year, and students were able to focus on Dance, Music and Drama programs. These programs culminated in end of year performances at Education Week and Presentation Day.</p> <p>The School PBL program was revised and a new focus on Respect, Resilience and Responsibility became the new focus areas. Mike the Miner became the newest mascot for the program, and the pencil garden was updated to reflect the changes made in the program.</p> <p>The school began the process of moving towards future focused learning and flexible furniture environments. Staff participated in professional development programs that will support this innovation. Various grants were applied for and the community were consulted throughout the journey. Students experienced aspects of this throughout term 4 in preparation for 2020.</p>	<p>Professional Learning – \$7,000</p> <p>Classroom Resources – \$3,500</p> <p>Learning and Support Resources –\$2,500</p> <p>QTR & Curious and Powerful Learning Programs – \$2,500</p>

Process 2: Communication and Connections

- Explicit feedback to students for their individual learning needs and pathways to improvement.
- Authentic and meaningful PLPs are developed in consultation with Aboriginal students and parents.

Evaluation	Funds Expended (Resources)
<p>The school has been consolidating methods for communicating back to students. Staff are identifying the purpose behind teaching methodologies and communicating this back to students through a WALT (We Are Learning To) and WILF (What I'm Looking For) format. This has been enhanced through professional learning opportunities through the Curious and Powerful Learning Workshops.</p> <p>All students participated in the creation of PLPs (Personalised Learning</p>	<p>Curious and Powerful Learning Program – \$2,000</p> <p>Professional Learning: 'Bridges Out of Poverty' in conjunction with QWPS – \$2,500</p> <p>Staff Professional Learning revolving</p>

Progress towards achieving improvement measures

Programs) throughout the year. These were used throughout the year to continue to develop learning that was suited to the needs of students within the classes.

around their goals – \$3,000



SCHOOL AND COMMUNITY PARTNERSHIPS

Purpose

To strengthen positive community relationships and to continue a strong culture of collaboration, engagement and participation.

Improvement Measures

Increased enrolments. Move to 3 classrooms by 2019–2020.

Increased numbers of parents and community members involved in P&C meetings. 53% in 2017 and move to 60% in 2018.

Progress towards achieving improvement measures

Process 1: Connections and Communication

- Continue to communicate effectively and regularly with parents and community stakeholders as well as actively promote school achievements.

Evaluation	Funds Expended (Resources)
<p>Communication methods have improved throughout 2019. The school website was updated and has been frequently updated with new content. The school newsletter was adjusted to be more compliant to the departments expectation for access by all people. The school also established two new forums for communication, a Facebook page and a YouTube website. These have been well received by the community and are a positive way to continuously promote the achievements of all members of the school and community.</p> <p>The end of year Celebration of Success was a well received by all. This will continue in 2020 and will improve even further with the introduction of a family fun night to be incorporated with the achievements of the students.</p>	<p>YouTube website established – No cost</p> <p>Facebook Website established – No Cost</p> <p>Filming equipment used through the T4L–Stemshare Kits – No Cost</p> <p>New school cameras – \$1,700</p> <p>Hospitality for community events like Mothers Day, Fathers Day, Halloween – \$2,000</p>

Process 2: Relationship Building

- Grow a strong relationship with Queanbeyan AECG to deliver innovative approaches to student well-being and achievement.
- The school uses collaborative feedback and reflection with all stakeholders to promote and generate learning and innovation.

Evaluation	Funds Expended (Resources)
<p>The school had a member of staff regularly attend local AECG meetings. This networking allowed for connections to be made and educational experiences being used at Tidbinbilla and a STEM camp in semester 2. Connections were made with members of the AECG to discuss our processes for PDP (Personal Development Plans). Students were also nominated for local Aboriginal Awards, through the members of the AECG. Our school also looked for authentic ways to learn about National Sorry Day and Reconciliation Week. The school also provided numerous professional learning experiences to staff at Sydney and Dubbo learning centres in 2019.</p> <p>The school has a small but active P&C. These members actively work with members of the school to look for how we can enhance the learning and innovation taking place at CFPS. This resulted in numerous application for grants and a successful application to support innovative classroom practices with the Bungendore Community Bank.</p>	<p>Professional Development – \$2,000</p> <p>Educational Learning Experiences – \$1,000</p> <p>Teaching and Learning Resources – \$1,000</p>



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$11,207	<p>All students have a Personalised Learning Plan (PLP) and are making progress across all areas of the curriculum. This has been evident in the students achievements being made on the Literacy and Numeracy Progressions.</p> <p>The school proudly flies the flags of both Aboriginal and Torres Strait Islanders.</p> <p>Students participated in meaningful and authentic lessons throughout the year, with staff looking for opportunities to link learning to Aboriginal culture and histories. Learning opportunities were sought out and accessed. Students went to the Tidbinbilla Nature Area and worked with Aboriginal rangers to learn about the environment of the area, who we look after and sustain it for the future. Students also participated in a wonderful connection day at Queanbeyan East PS during NAIDOC Week. They participated in a show with Christine Anu and then with rotational activities with QEPS students.</p> <p>Staff were also provided with professional learning experiences to better improve their knowledge of culture and history. This was done in conjunction with networking made through the local AECG Group in Queanbeyan.</p>
Low level adjustment for disability	\$31,034	<p>Funding in this area was used to support the learning needs of students at the school, by employing a School Learning Support Officer (SLSO), 4 days a week. The SLSO was used to strengthen learning in Literacy, in particular the spelling programs across the school.</p> <p>In addition to the support made by the SLSO, a teacher was employed 2 days a week and was used to enhance literacy skills in K–1 with a focus on supporting phonological awareness program. This teacher also support the development of Personalised Learning and Support Plans/programs (PLASP).</p>



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	26	24	28	26
Girls	14	15	22	16

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.7	93.3	86.4	92.2
1	95.6	92.5	91.8	91.1
2	95.5	95.6	90.8	91.5
3	87.6	95.6	93.6	94.3
4	96.5	91.5	88.7	94.8
5	88.8	89.1	85	86.3
6	89.2	94.5	91.9	90.2
All Years	93.1	92.7	90.2	91.6
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	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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)	1.44
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*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.



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	73,303
Revenue	679,949
Appropriation	654,879
Sale of Goods and Services	1,688
Grants and contributions	23,236
Investment income	145
Expenses	-672,704
Employee related	-568,079
Operating expenses	-104,625
Surplus / deficit for the year	7,245

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	47,006
Equity Total	82,633
Equity - Aboriginal	11,207
Equity - Socio-economic	40,392
Equity - Language	0
Equity - Disability	31,034
Base Total	488,610
Base - Per Capita	11,732
Base - Location	4,566
Base - Other	472,313
Other Total	21,845
Grand Total	640,094

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 website.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Throughout 2019, we engaged with the school community to determine how satisfied our community was with the progress and programs of the school. These are some of the results from that work.

Comments:

I have had the privilege to work closely with the school community since being employed at Captains Flat Public School and have learnt so much because of it. (teacher)

Professional learning opportunities are very few in larger schools. This year I have been able to access many learning opportunities that I have been able to bring back and benefit the students at Captains Flat. It has been a pleasure working with a great group of teachers. (teacher)

Captains Flat Public School continues to build an excellent reputation in the community. The parents are happy, the staff are approachable and the students are achieving great results and learning to be good citizens. We get a personalised touch of a small school but achieve big things. (parent)

Our school is heaps good. We learn a lot and get good results, we have many good things to do and the teachers are really nice. I loved the Sydney camp – we got ice cream from McDonalds and had a swim in the pool. (student)

The best things about our school are to learn, to play sport and to make friends. (student)

Everyone is supportive of each other. We provide many opportunities for our students and it is obvious that students are accepting and welcoming of everyone. (teacher)

87% of Aboriginal students 'Agree or Strongly Agree' that they are made to feel good about their culture.

82% of Aboriginal students 'Agree or Strongly Agree' that teachers understand their culture.







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.

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.

The school had a member of staff complete their Anti–Racism Coordinator Training and take on the coordination of this within the school. They are able to be accessed by all members of the school community.

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.