

# Caragabal Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Caragabal Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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## School background

### School vision statement

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

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

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

### School context

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

## Self-assessment and school achievement

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>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

Engaged and challenged continuous learners

### Purpose

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

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

### Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy.

Increase the proportion of students who are able to articulate their learning progression in literacy and numeracy.

Increase parent satisfaction in the student reporting process.

### Progress towards achieving improvement measures

#### Process 1: Student Goal Setting

Engage staff, students and parents in the curriculum progressions where all stakeholders can identify and articulate ongoing student improvement in literacy and numeracy.

Evaluation	Funds Expended (Resources)
All teachers are using the progressions as part of the High Impact program. The teachers have selected the relevant sections of the progressions based on the students' needs identified in their NAPLAN writing results (2017–2019). Further use and exploration is planned in 2020, including the use of the progressions to support the 'bump it up' wall strategy for writing and using the progressions to set student goals.	\$5000.00

#### Process 2: Reporting to Parents

Enhance the reporting process to effectively engage parents in understanding their students learning.

Evaluation	Funds Expended (Resources)
100% of parents who use the SeeSaw app report that it is valuable and useful in seeing and celebrating what their child is working on at school.  All students have at least two posts on SeeSaw each week on average.  In 2020, SeeSaw will focus on the students' learning wall which will be tracked using the progressions. Parents will see student growth and attainment of goal over time.  In 2020 a new report format will be established encompassing, student voice, student goal attainment and comprehensive information about student growth.	\$2500.00

## Strategic Direction 2

Teaching culture of collaboration, innovation and evidence-based practice

### Purpose

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

### Improvement Measures

Increase the percentage of students demonstrating expected growth in literacy and numeracy.

Teaching programs and lesson observations indicate all teachers use evidence based literacy and numeracy strategies to improve student learning.

Teaching programs and lesson observations indicate all teachers incorporate critical and creative thinking skills into their teaching and learning programs.

All students demonstrate growth in critical and creative thinking assessment.

### Progress towards achieving improvement measures

#### Process 1: Literacy and Numeracy

Through professional dialogue and collaboration develop a deep understanding of and deliver evidence based literacy and numeracy strategies to improve student learning.

Evaluation	Funds Expended (Resources)
All teaching staff participated in the Lyn Sharratt, Clarity, training day. They established an understanding of how to clearly track individuals and groups of students in the writing process. This involved students in each step of the process with teachers modelling explicit techniques so students can improve their work. This methodology will continue in 2020 with teachers and students working together to identify their current level and working towards improvement.	Professional Learning \$5000.00

#### Process 2: 21st Century across the FSS

Develop and implement a collaborative small schools network approach to the delivery of 21st century learning in which students engage in innovative learning experiences.

Evaluation	Funds Expended (Resources)
All students participated in the Small Schools showcase.  Two teachers shared their expertise in Creative Arts and traveled to each school to upskill and support teachers and staff in choir and dance.  Critical and creative thinking skills workshops will proceed in February, 2020. All staff will then be trained and further planning will resume.  Technology days have been planned for 2020, each school to host a day whilst staff are trained in the latest technology for classroom implementation.	Arts Grant and School Funds \$3000.00

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$2 983.00)</li> </ul>	<p>After the NAIDOC day activities evaluations from students showed:</p> <p>100% of 3–6 students learnt something new about Aboriginal Culture. 82% of 3–6 students shared their new learning with their families at home.</p> <p>Feedback from the student at the camp was that she would like to attend any future camps, that she felt connected to her culture and her community at the camp. Her family reported that they were very happy with their child's attendance and interactions during the camp.</p>
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$14 739.00)</li> </ul>	<p>1 early stage one student participated in an intensive phonics program, in Semester 2, when she enrolled, she went from knowing 1 sound to 35/44 sounds taught.</p> <p>1 stage one student participated in a reading intervention program based on synthetic phonics, his fluency increased from 6 wpm to 35 wpm over the year. By the end of the year he was able to segment and blend one syllable words accurately.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$5 122.00)</li> </ul>	<p>Both teacher's who participated in the program communicated that having extra time with their mentor supported their classroom teaching programs. The lesson observations were helpful for the teacher and the mentor to be able to set goals, directions and professional learning for student improvement.</p>
<b>Socio-economic background</b>	<p>Royal Far West Speech and Occupational Therapy Program \$3200.00</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$7 903.00)</li> </ul>	<p>1 child successfully completed the occupational therapy program through Royal Far West. The SLSO provided an in-school and at-home program for the student which is ongoing into 2020.</p> <p>1 child was supported through a speech therapy program from Royal Far West. The SLSO integrated the Royal Far West program into the classroom. The student and SLSO will continue with this program in 2020.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	14	15	17	18
Girls	12	12	12	11

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.8	87.8	94.5	97.4
1	98.3	89.8	93.5	93
2	92.7	95	88.7	87.2
3	83.4	91.4	95	83.3
4	95.3	86	89.2	93.3
5	93.5	94.5	75.1	87.7
6	98.4	92.1	93	93.8
All Years	93.1	91	90.6	89.4
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)	1.3
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.93

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	91,547
<b>Revenue</b>	764,115
Appropriation	758,318
Grants and contributions	5,203
Investment income	593
<b>Expenses</b>	-706,565
Employee related	-641,693
Operating expenses	-64,872
<b>Surplus / deficit for the year</b>	57,549

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	78,946
<b>Equity Total</b>	25,625
Equity - Aboriginal	2,983
Equity - Socio-economic	7,903
Equity - Language	0
Equity - Disability	14,739
<b>Base Total</b>	496,784
Base - Per Capita	6,805
Base - Location	19,122
Base - Other	470,858
<b>Other Total</b>	9,366
<b>Grand Total</b>	610,721

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](https://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

Students were surveyed using two different surveys, one for K–2 and one for 3–6, their results are as follow;

All K–2 students enjoy coming to school, their most favourite subject is art, followed by sport.

All K–2 students indicated they like their teacher and felt they could talk to their teacher about a problem.

Over 90% of K–2 students indicated there was another adult in the school they could ask for help if needed.

Over 90% of the 3–6 students said they enjoy school and were happy to be here. Over 95% of 3–6 students said they had at least two good friends at school.

Over 95% of 3–6 students indicated there were at least two adults at school they could go to for help.

All 3–6 students indicated that the goal setting procedure in the class supports their learning and they would like it to continue.

Parents were surveyed about their satisfaction with the school, the results are as follow;

All parents indicated they were kept informed on their child's progress through a variety of mediums.

Over 80% of parents indicated they would like to be kept informed of their child's progress, in particular, their growth in English and Mathematics.

Over 90% of parents felt comfortable contacting the school staff to discuss their child.

Over 90% of parents felt welcome at the school. All parents indicated that their child enjoyed coming to school most of the time.

All staff, teachers and ancillary were surveyed about their satisfaction, the results are as follow;

All staff agreed it was easy to access resources they needed at school.

All teaching staff felt there was no pressure from parents when issuing achievement and effort grades.

Over 90% of staff were familiar with the School Plan and the strategic directions of the school.

Over 90% of staff thought the school had high expectations for all students.

Over 90% of staff indicated they were supported in their professional growth and access to professional learning.

# 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.

## 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.