

Carrathool Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Carrathool 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

Carrathool Public School empowers students to achieve personal excellence through connected, collaborative, creative and high quality learning experiences which challenge and inspire them in a safe and supportive learning environment.

School context

Carrathool Public School is a small, rural school that is well-resourced and set in large, picturesque grounds. Located nearby the Murrumbidgee River, and more than thirty minutes away from other schools, it is a hub of the community and local village. Parents and members of the community make valuable contributions to its programs and to the welfare of students.

The school has a current enrolment of 7 students with 14% Aboriginal. Our goal is to develop self-motivated learners who can work independently and co-operatively as they strive to reach their full potential. We are committed to the development of the whole child: academically, culturally, physically and socially.

In order to combat our geographical and social isolation, students at Carrathool Public School collaboratively learn with Booligal Public School students on a regular basis and with students from Hay School of The Air occasionally, allowing students with only one or two children in their stage to interact and connect with peers.

We believe in personalised learning, quality teaching and access to the local and global community. Our school motto is "To honest toil and a valiant life".

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/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	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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

Quality Learning

Purpose

To develop motivated, resilient and resourceful students who will become self-directed collaborative learners giving them lifelong learning skills to enable them to reach their full potential.

Improvement Measures

All students to demonstrate improved literacy and numeracy capabilities equivalent to one year of learning growth as evidenced by continued progress against the Learning Progressions.

To increase the proportion of Year 3 and Year 5 students in the top two NAPLAN bands for reading and numeracy.

Teachers provide explicit and timely feedback to students on how to improve their learning. Students have a clear understanding of their learning goals.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Develop and embed quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
Staff have an understanding of Student Centred Learning and consistently implement activities and strategies for improved learning processes within the classroom. Student Centred Learning will be revisited in T1 2020 to include new staff members. Creating small, Stage appropriate classes for English by employing a second teacher 3 days per week has enabled students to understand how they learn and to set and achieve their learning goals. Students can explain LI/SC for particular KLAs and can indicate their level of understanding through exit slips.	Teaching Principal release funding \$34 204

Process 2: Personalised Learning

Put in place systems and structures to ensure learning will be data driven, based on formative assessment practices and Learning Progressions. Targeted intervention and feedback for all students will reflect best practice. Students will access support, extension or enrichment based on individual needs.

Evaluation	Funds Expended (Resources)
Data is informing practice in teaching and learning programs. Teachers have an understanding of formative assessment practices and Learning Progressions and are able to utilise these practices within the classroom. Intervention programmes recommended by our school counsellor, such as Multilit, have been implemented by classroom teachers and School Learning Support Officers to support students in need.	SLSO \$ 12 662 (Low Level adjustment for disability) SLSO \$4136 (Aboriginal background funding) SLSO \$666 (Socio-economic background)

Process 3: Future Focused Learning

Develop and implement innovative curriculum, pedagogy, technology and infrastructure that is future focused and provides students with the skills and capabilities to thrive in a rapidly changing world.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Students are engaged in future focused learning experiences to increase their skills and capabilities to thrive in a rapidly changing world. Hands on STEM problem solving challenges that promote collaboration and deep thinking are a regular aspect of the Super Friday program that all students enjoy. Carrathool PS used funds granted by the Variety Bash visit in May 2019 to purchase 4 Blu bots and accessories to enable younger students access to simple programming. At school, Sphero and Blu bot technology is integrated into Key Learning Areas where applicable.

As necessary – STEM/Super Friday challenges

Variety Bash Grant \$1668 – Blu bot purchase

Strategic Direction 2

Quality Teaching

Purpose

To create a dynamic and engaging learning environment underpinned by high expectations and quality teaching practice which are evidence based and data driven and are differentiated according to the needs of individual students allowing for the development of self-directed learners.

Improvement Measures

Teaching and learning programs are data based, differentiated for student learning needs and demonstrate syllabus content measured by program review and student work samples.

Students have a clear understanding of their learning goals based on teachers providing explicit and timely feedback on how to improve their learning.

Progress towards achieving improvement measures

Process 1: Data Skills

Focused professional learning to build understanding and capacity of staff to collect, interpret, analyse and use data to develop differentiated classroom programs to support literacy and numeracy.

Evaluation	Funds Expended (Resources)
The Carrathool Public School Assessment schedule was revised at the Term 2 Staff Development Day. All staff had input into the selection of standardised and internal formative and summative assessments to be undertaken mid year and end of year to provide data to inform classroom practice in Literacy and Numeracy. .	

Process 2: Professional Learning

Develop the staff's skills and leadership capacities through ongoing research based targeted professional learning aimed at improving student engagement and outcomes with a focus on literacy and numeracy.

Evaluation	Funds Expended (Resources)
Teaching Principal attended an Extended Principal Induction course (Sydney) held in 3 sessions throughout the year to develop leadership capabilities This course is to be continued into T1 2020. Staff also attended PL in Resilience Project training, Coding, Phonemic Awareness and S and T syllabus PL which proved to be beneficial in the development of the new 3 year Science Scope and Sequence and corresponding units. The 2020 focus will be Numeracy.	PL \$2326

Strategic Direction 3

Wellbeing

Purpose

To create a safe, effective learning environment where all members of the school community work together to develop positive, respectful relationships enabling students to connect, succeed and thrive.

Improvement Measures

School data indicates growth in student's social development and commitment to learning.

Surveys reflect high satisfaction amongst students, teachers and parents in the achievement of educational outcomes and provision of a quality learning environment.

Progress towards achieving improvement measures

Process 1: Wellbeing Framework

Development of staff and community knowledge of the Wellbeing Framework and evaluate and update current policies and processes within the framework

Evaluation	Funds Expended (Resources)
Time constraints due to External Validation, an Audit and Accreditation supervision prevented the planned review of the CPS School Discipline and Anti-Bullying Policies. This review will be undertaken in 2020. Staff are familiar with the Wellbeing Framework and are able to identify the three domains of the Wellbeing Framework Connect, Succeed and Thrive and apply these domains within the school setting.	

Process 2: Evidence Based Wellbeing Initiatives

Implement and embed learning experiences that promote mindfulness, curiosity, courage, resilience, ethics and leadership.

Evaluation	Funds Expended (Resources)
Using The Resilience Project resources, students are involved in a range of activities that promote mindfulness, curiosity, courage, resilience, ethics and leadership. Students' perception of their personal wellbeing is measured by completing the Kids Matter survey. Students are reacting positively to lessons. Interactions with peers in other settings has increased markedly through the combination of our wellbeing initiatives.	Teacher/Student resource books \$160

Process 3: Interpersonal Connections

Provide students with opportunities to connect, succeed and thrive in quality programs with other small schools that are relevant to their stages of learning and development.

Evaluation	Funds Expended (Resources)
Students continue to participate positively in the Super Friday program, integrating at Hay Public School with Booligal Public School. Learning is collaborative and students are involved in peer tutoring, particularly in STEM activities. The Ukulele program has been adjusted to cater to the differing musical abilities within the small group. Student surveys indicate student enjoyment of and commitment to the Super Friday program. Parents are also appreciative of the opportunities offered to their children.	Shared costs for Calisthenics (Term by term) \$ 560 tennis coaching \$840 STEM/Art equipment. \$100

Progress towards achieving improvement measures

Students continue to participate positively in the Super Friday program, integrating at Hay Public School with Booligal Public School. Learning is collaborative and students are involved in peer tutoring, particularly in STEM activities. The Ukulele program has been adjusted to cater to the differing musical abilities within the small group. Student surveys indicate student enjoyment of and commitment to the Super Friday program. Parents are also appreciative of the opportunities offered to their children.

Each school to be invoiced by South West Music for ukulele lessons. \$2910

Student Travel \$200

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4136	Students of Aboriginal background have shown growth of one year or more, as evidenced by progress on the continuums and through standardised tests. Students have participated in NAIDOC Day activities to further develop an understanding and appreciation of Aboriginal culture and heritage.
Low level adjustment for disability	\$11 561	Students have shown growth of one year or more, as evidenced by progress through the Learning Progressions and through school based and standardised tests. .
Socio-economic background	\$666	Students have shown growth of one year or more, as evidenced by progress through the Learning Progressions and through school based and standardised tests.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	6	5	5	4
Girls	1	3	5	3

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.8	93.5	77.8	
1	90.3		97.6	84.4
2		98.9	97.7	95.3
3	94.6		97.9	88.5
4	95.3	91.4	97.7	97.9
5	95.7	98.4	87	83.3
6	96.8	95.2	92.7	85.4
All Years	94.5	95.9	93.9	90
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	
1	93.9		93.4	92.7
2		94	93.5	93
3	94.2		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)	0.13
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.69

*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	79,126
Revenue	342,835
Appropriation	334,277
Grants and contributions	7,861
Investment income	697
Expenses	-358,067
Employee related	-309,800
Operating expenses	-48,267
Surplus / deficit for the year	-15,232

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	0
Equity Total	17,464
Equity - Aboriginal	4,136
Equity - Socio-economic	666
Equity - Language	0
Equity - Disability	12,662
Base Total	299,253
Base - Per Capita	2,346
Base - Location	11,276
Base - Other	285,630
Other Total	7,598
Grand Total	324,315

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.

Literacy

In 2019 Carrathool Public School had one student in Year 3 and one student in Year 5 participate in NAPLAN online. Due to the small cohort, Carrathool Public School cannot comment upon NAPLAN data.

Numeracy

In 2019 Carrathool Public School had one student in Year 3 and one student in Year 5 participate in NAPLAN online. Due to the small cohort, Carrathool Public School cannot comment upon NAPLAN data.

Parent/caregiver, student, teacher satisfaction

Students in Years 2 and 3 completed the Kids Matter Primary student Survey R–3 which measures five aspects of wellbeing: Liking School, Feeling Safe, Social Skills, Friends and Me. The vast majority of responses were marked "Very True", indicating students feel a positive connection to their school, their teachers, their peers and themselves. Students in Years 4 – 6 completed the Kids Matter primary Student Survey 4, and, again, the vast majority of responses were rated "Very True" . Students felt they belong to this school and are happy to be at school. They felt respected by their peers and teachers. Students appreciate the extra curricular opportunities offered to them, such as ukulele, calisthenics and the Super Friday integration program and can see an attainment of skills across many areas.

Parents strongly agreed to the majority of statements relating to school satisfaction. They felt Carrathool Public School offers challenging programs for its students, provides good student access to computers and technology programs, maintains a focus on literacy and numeracy and that the school is a friendly school that is tolerant and accepting of all students. Quality Teaching and Student Engagement statements were mostly strongly agreed with, with parents stating the learning their child/children does at school is important and interesting, with individual student needs catered for. Parents are very supportive of the extra–curricular activities offered by Carrathool Public School through the Super Friday integration program.

Staff valued the many effective practices existing at Carrathool Public School. Our school strives to provide engaging activities to students through the use of technology and quality teaching programs, values the diversity amongst learners and develops teaching and learning programs specific to their needs and regularly invites parents to participate in school events. Staff indicated the three most successful school and community activities that improved student learning outcomes were the Super Friday program, the annual whole school excursions that complemented learning in the classroom and the excellent resources of the school.

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.