

Cattai Public School

2019 Annual Report



1535

Introduction

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

Cattai Public School
487 Cattai Rd
Cattai, 2756
www.cattai-p.schools.nsw.edu.au
cattai-p.school@det.nsw.edu.au
4572 8445

School background

School vision statement

Cattai Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. This in turn facilitates the consistent improvement of student outcomes with a strong focus on the learning needs of individual students. We have a relentless focus and commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world. We have confidence that each individual child will be known and understood, and their individual potential developed. Students are well-supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing. Student learning is underpinned by high quality teaching and leadership. Teaching at Cattai Public School is distinguished by universally high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices. Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community.

School context

Cattai Public is a happy and safe rural school overlooking the Cattai Creek in a picturesque setting. Our students enjoy classrooms with interactive whiteboards and current technologies, set up to maximise student learning. Students use technology as a tool to engage with learning experiences. These technologies are used daily to encourage students to work at their own pace, encouraging individualised, authentic learning which is relevant and contextual. Class sizes are small and we have a strong focus on individualised learning and student and teacher accountability. Strong academic standards are reflected by committed teachers and students, who work together to achieve strong student performance. Students regularly participate in academic competitions, debating, public speaking and sporting gala days. A common belief is held by all in developing the whole child, giving students opportunities to learn and develop skills in all areas of the curriculum. Cattai Public School has a supportive and caring parent community who regularly assist the students and staff through fundraising events and school working bees. We have a range of socio-economic backgrounds within the community who have very high expectations of their children, the school and its teaching and learning programs.

Self-assessment and school achievement

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

Strategic Direction 1

Personalised Visible Learning

Purpose

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

Improvement Measures

Students have deep knowledge of what the 'Learning Intentions' and 'Success Criteria' are in each lesson and can articulate what they are learning about in relation to their own learning journey.

Students achieve more than 'one year's worth of growth for one year's worth of learning' as evident in school based tracking systems.

Increase the proportion of students in the top two NAPLAN bands by eight per cent by 2019

Progress towards achieving improvement measures

Process 1: Learning Culture: Draw on Visible Learning research and pedagogical practice to further refine the learning culture within the school.

Evaluation	Funds Expended (Resources)
<p>Question: Are all staff implementing LI and SC in their programs for English and Mathematics?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• OneNote program.• Program feedback to teachers . <p>Analysis: Answer question above?</p> <p>Implications: Where to next?</p>	

Process 2: Know thy impact: Develop and monitor systems for assessment for, of and as learning to drive high quality pedagogy both Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Question: Can all Cattai PS staff implement and evaluate school based VL assessment tasks?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• PM reading levels• Fountas and Pinnell reading levels• S&L VL assement• Writing VL assessment• Phonemes assessment• Magic 300 assessment• Numeracy VL assessment tasks <p>Analysis: Answer question above?</p> <p>Implications: Where to next?</p>	<p>Create tracking systems that use the more than 1 years worth of growth for 1 years worth of learning mantra in Reading, Writing, Speaking and Listening, Numeracy and Maths other strands.</p>

Strategic Direction 2

Quality Collaborative Teaching

Purpose

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

Improvement Measures

Staff regularly monitor student growth and gauge success as more than 'one year's worth of growth for one year's worth of learning'.

Teaching and learning programs show evidence of embedded Visible Learning teaching practices.

Progress towards achieving improvement measures

Process 1: School Improvement Program: Staff to undertake the Visible Learning School Improvement Program.

Evaluation	Funds Expended (Resources)
<p>Question: Has the visible learning school improvement program had an impact on how teachers plan and teach students?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Staff recording student growth and LI and SC in annotations section of the CPS OneNote program in English and Mathematics.• Annotations found in program are use for students report comments.• 'Tell Them From Me' surveys show data that supports the success of the Visible Learning School Impact Program. <p>Analysis: Answer question above?</p> <p>Implications: Where to next?</p>	

Process 2: Teacher Performance: Further refine quality collaborative teaching practices through performance and development plans, shared knowledge sessions and program feedback.

Evaluation	Funds Expended (Resources)
<p>Question: Have staff demonstrated growth along their own visible learning journey?</p> <p>Data Sources:</p> <ul style="list-style-type: none">• Program feedback forms.• Supervisor termly formal observations.• Peer formal observations. <p>Analysis: Answer question above?</p> <p>Implications: Where to next?</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$29 765.00) 	Having the Principal provide learning support led to a greater line of sight for each of the classes and allowed them to provide in the moment support where needed. It also reduced the breadth of workload of the Principal and allowed for them to place greater focus on reduced areas of responsibility.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$9 391.00) 	This initiative was so successful in providing staff with dedicated time each week to support beginning teachers it has now been expanded to all staff and including future plans to roll it out the SLSOs as well.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$8 231.00) 	Having the Principal provide learning support led to a greater line of sight for each of the classes and allowed them to provide in the moment support where needed. It also reduced the breadth of workload of the Principal and allowed for them to place greater focus on reduced areas of responsibility.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 000.00) 	This initiative was so successful in providing staff with dedicated time each week to support beginning teachers it has now been expanded to all staff and including future plans to roll it out the SLSOs as well.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	33	29	29	31
Girls	25	22	23	22

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.6	94.5	91.9	95.4
1	91.1	95.6	96.6	93.4
2	88.5	93.8	93.1	96.7
3	95.1	79.6	96.4	84.8
4	90.6	95.9	89.6	93.6
5	89.2	93.5	95.4	84.8
6	84.1	93.8	94.7	90.5
All Years	90.4	92.6	94.4	91.7
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	93.9	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)	1.34
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
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	80,332
Revenue	758,456
Appropriation	737,969
Sale of Goods and Services	79
Grants and contributions	19,886
Investment income	522
Expenses	-729,587
Employee related	-662,382
Operating expenses	-67,205
Surplus / deficit for the year	28,869

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	34,938
Equity Total	37,995
Equity - Aboriginal	0
Equity - Socio-economic	8,231
Equity - Language	0
Equity - Disability	29,765
Base Total	491,333
Base - Per Capita	12,201
Base - Location	1,327
Base - Other	477,805
Other Total	33,949
Grand Total	598,215

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

Students

80% of students are satisfied with the schools current direction and vision.

73% of students believe the school personalises learning to the individual needs of the students.

Teachers

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

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

Parents

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

100% of parents are happy with Cattai Public School's cross school involvement in MMWaC.

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.