

Congewai Public School

2019 Annual Report



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Introduction

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

Congewai Public School has a culture where all children are treated as individuals, all with unique talents and personalities. Our school's educators know our students view the world in unique ways and we tailor their educational opportunities with an emphasis on learning to potential, in a manner that makes the learning both enjoyable and memorable.

Our school is a model of quality schooling in a quality educational environment.

Our core values of Respect, Responsibility and Ready to Learn underpin our undertakings in all ways. Participation of our school's Student Council in many of our decision making processes ensures all students are heard, respected and valued.

The School Excellence Framework says:

"The focus is on students. In education this means teachers and schools with a 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."

"…….. it means knowing that they are well supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.

School context

Congewai Public School provides a unique learning environment for its students. Situated on several hectares of scenic bushland, our small school is immersed in environmental learning activities throughout each week, taking advantage of its tranquil bushland areas, its kitchen garden, its bush tucker foods, its close proximity to a natural creek and its unique natural habitat including many species of native fauna and flora which are daily visitors to our grounds.

An integral part of our school operations are the partnerships with families and our community. We receive support from local businesses for projects and events small and large, which in turn support the many learning programs we undertake within our school. These programs such as our specialised Learning, Support and Enrichment programs mean that our students are provided with intensive instruction for assistance in meeting and going beyond learning potential all within a holistic educational ethos.

In late 2014, our school was selected to be part of the Early Action for Success initiative. This has enabled increased focus on literacy and numeracy with staff undertaking training in both Language Learning and Literacy (L3), and Targeting Early Numeracy (TEN).



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

Successful Learners

Purpose

Collaboratively create confident happy, self motivated learners.

Improvement Measures

- 90% of students working at or above stage appropriate level of literacy and numeracy progressions.
- improved attendance numbers in small schools activities and camps and excursions.
- improvement in community understanding of key messages around attendance, engagement and school expectations.

Overall summary of progress

During 2019, the Instructional Leader continued to deliver targeted professional learning to all staff around the Literacy and Numeracy Progressions. School-based tracking was implemented to record student progress in Creating Texts and Additive Strategies in PLAN2. Targeted literacy and numeracy intervention was implemented to ensure student academic needs were being met K–2. Throughout 2019, understanding of Literacy and Numeracy progression was consolidated, with data collection, analysis and recording on a 5 week cycle for grades K–3 and each term for grades 4–6. At the end of 2019, all students at Congewai Public school were reading at or above expected grade level.

Progress towards achieving improvement measures

Process 1: Literacy + Numeracy Progressions

- school adopts a coordinated approach to literacy and numeracy teaching with a greater understanding of the progressions whilst teaching the syllabus.

Evaluation	Funds Expended (Resources)
By the end of 2019, all school staff had adopted a coordinated approach to literacy and numeracy teaching and are confident in the analysis and the entry of data into the Plan 2 progressions. Comparison between beginning and end years results indicated an upward trend. Data Walls were put in place for Reading and Spelling	

Process 2: Positive, Respectful Relationships

- Teachers draw on research to continue building positive relationships with students to enhance confidence and high expectations.

Evaluation	Funds Expended (Resources)
New measures were introduced e.g. Mindfulness, Confident Cubicles to promote positive relationships with students resulting in increase attendance and positive parent and student feedback.	

Next Steps

In 2020:

- Students will continue to be supported through the increase in the LaST provision and the Instructional Leader.
- Plotting on the Literacy and Numeracy progressions will be extended to include all students and additional areas.
- SLSOs will engage in professional learning opportunities to support learning programs in classrooms.

Strategic Direction 2

Inspired Teaching

Purpose

Quality teaching practices meet and extend learning experience for the diverse range of students.

Improvement Measures

- Teacher observations identify that classroom practice is flexible, reflective, relevant and targeted.
- Collaborative practices with small schools community to ensure consistent teacher judgement through marking of assessments as measured by moderation.
- Programs show evidence of quality teaching, differentiation and up to date practices as determined by program quality and lesson observation.

Overall summary of progress

During 2019, teaching and support staff engaged in a range of professional learning opportunities and collaborative practice to improve their knowledge of strategies in literacy, numeracy and other curriculum areas. Programs show evidence of quality teaching, differentiation and up to date practices as determined by program quality and lesson observation.

Progress towards achieving improvement measures

Process 1: Lesson Observations and Program Sharing and Professional Learning

- all teachers demonstrate best practice teaching or are aiming to.
- + differentiation
- + evidence based
- regular share sessions involving all staff members about programming linked to E–Scope (small schools)

Evaluation	Funds Expended (Resources)
Programs were monitored to ensure high consistency and evidence of quality teaching and learning. Specialist teachers employed to ensure quality teaching and high engagement. 85% of students were reading at or above expected grade level.	

Process 2: E–Scope

- continued collaboration with small schools to align assessment practice and ensure consistent teacher judgement

Evaluation	Funds Expended (Resources)
The continuation of the Small Schools Network (E–Scope) provided teachers with the ability to collaborate, create, evaluate and reflect on teaching and learning practices as part of stage teams.	

Next Steps

In 2020: Teachers will continue to increase their knowledge of Future Focused learning through professional conversations and professional learning.

Strategic Direction 3

Valued Relationships

Purpose

Continue to foster school and community learning partnerships.

Improvement Measures

– improved attendance to school based activities.

Overall summary of progress

During 2019, the school continued to actively encourage an increase in *engagement* of students and parents including:

The adoption of Skool Loop App to improve communication, revitalising the School Newsletter and Facebook page.

Continued to strengthen connection with local newspapers and agencies to promote Congewai Public School in a positive manner.

Continued connections with neighbouring schools through our Small School Network and the Cessnock Community of Great Public Schools (CCGPS).

The school uniform redesigned has been adopted ready for the beginning of the 2020 school year.

Progress towards achieving improvement measures

Process 1: Regular Shared Learning Experiences

- form consultative team to represent reluctant stakeholders for communication of purpose.
- monthly P&C meetings used as a form of clear communication.
- regular school based activities that parents/community members are invited to.
- termly education afternoon for parents to share strategies that can be used at home facilitated by the Instructional Leader.
- fortnightly academic focus for newsletter.

Evaluation	Funds Expended (Resources)
Parent surveys and feedback provided valuable input into the organisation and planning of events at Congewai Public School 85–100% of families have been represented at the most celebration.	

Next Steps

In 2020:

- At the conclusion of consultation with our school community Student Reporting practices will be changed in time for the Semester 1, 2020 reporting period.
- Attendance procedures and enrichment programs will continue to be refined to support student engagement and attendance.
- Continued students Wellbeing initiatives, such as Mindfulness, 5 Ways to Wellbeing and Positive Affirmations (continuation of Confident Cubicles program)

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Confident Cubicles: funding for Affirmation Art Work Funding Sources: <ul style="list-style-type: none"> • Low Level Adjustment for Disability (\$13 895.00) • RAM (\$6 125.00) 	Extra day per fortnight of casual teacher (Learning and Support) relief was provided to support students achieve outcomes during 2019. Specialist teacher (Music, Science, Art) was provided to enhance engagement and improve attendance. School Learning and Support Officer: An additional 3 days a fortnight was provided to support students, bringing total to 6 days a fortnight.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$3 735.00) 	Funding was used to provide casual relief days for the Principal and staff to plan, collaborate and monitor projects and initiatives throughout the school to ensure quality teaching and learning, and the achievement of outcomes ensuring that the development of a coordinated approach to literacy and numeracy programming is well under way.
EAFS		All students, K–2 received additional intervention to support teaching in Literacy and Numeracy from Instructional Leader, Assistant Principal one day per week. K–2: Testing – Creating Text, Spelling, Additive Strategies; Data recorded and analysed, feedback to all staff from Instructional Leader



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	7	11	8	6
Girls	6	9	8	10

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.6	93.5	86.3	88.6
1	90	100	91.7	86.8
2	87.6	97.9	77.8	90.3
3	95.6	90	88.2	
4	82.3	90.9	87.5	89.9
5	82.4	95.7	88.9	87.5
6	94.6	96.2	93.7	90.9
All Years	88	94.2	88.8	89
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	
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)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.8

*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.

Professional learning forms an integral part of the staff at Congewai Public school's ongoing commitment to create and maintain supportive and safe learning environments. During 2019, all staff engaged in a variety of Professional Learning which was linked directly to the school's strategic plan and their own Professional Development Plans (PDPs).

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	48,914
Revenue	380,965
Appropriation	378,589
Sale of Goods and Services	474
Grants and contributions	1,744
Investment income	157
Expenses	-367,994
Employee related	-332,620
Operating expenses	-35,375
Surplus / deficit for the year	12,970

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	33,116
Equity Total	26,928
Equity - Aboriginal	0
Equity - Socio-economic	13,033
Equity - Language	0
Equity - Disability	13,895
Base Total	295,504
Base - Per Capita	3,754
Base - Location	1,303
Base - Other	290,446
Other Total	17,030
Grand Total	372,579

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

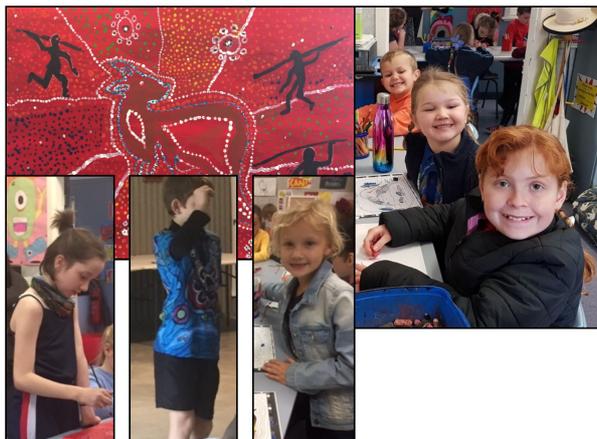
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. 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.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. 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.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents about the school climate, student engagement and effective teaching practice known to influence student engagement and student outcomes.

An annual survey was undertaken to gain an understanding of parents' perceptions in a number of areas: 71.4% of families responded to the survey.

1. My child felt happy in the classroom: 80% of respondents felt that their child/children were usually happy at school.
2. I was satisfied with my child's progress this year: 100% of respondents felt satisfied with my child's progress at school.
3. I was satisfied with the communication from the school in 2019: 100% of respondents felt satisfied with communication from and with the school
4. I believe my child was challenged appropriately in 2019: 100% of respondents believed that the school met their child's/children's academic needs.
5. I felt that the staff took the time to help my child when he/she needed help: 100% of respondents felt that staff were attentive and caring towards their child/children.
6. My child's/children's confidence grew last year: 60% of respondents believed that their child/children grew in confidence and self-esteem.

When asked what they thought had been most successful in 2019 parents responses included:

Increased focus on Reading, additional Learning and Support time, the STEM focus –(specialist teacher and science shows), having everything back on track, help with high school transition, an Increase in confidence and positive mind set (Confident Cubicles) and the fact that their child/children learned to adapt to different personalities with the change in staff.

In 2020, parents would like to see more *Assignments and Project* given to promote independent learning, more *Excursions* and *keeping stability with staff*.



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.

