

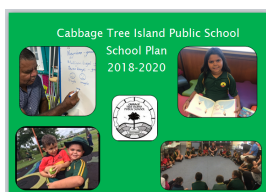
2020 Annual Report

Cabbage Tree Island Public School



'Nyaa Gungalair'

LOOK AND LISTEN



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Introduction

The Annual Report for 2020 is provided to the community of Cabbage Tree Island 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 vision

Cabbage Tree Island Public School is committed to promoting high expectations and providing a supportive, challenging, engaging learning environment.

Our students apply a range of skills, knowledge and understanding to be proud, strong, smart safe and respectful citizens through opportunities for creativity, collaborative communication enabling them to be critical thinkers.

Our parents, caregivers and wider community work in collaboration with the school to support the learning and wellbeing needs of our students.

School context

Cabbage Tree Island Public School is rich in Aboriginal history. It is situated 22km south of Ballina on the bank of the Richmond River near Wardell. The Bundjalung, local Aboriginal culture, language and Stronger Smarter strategies are an inclusive part of students learning within our school. The school has an enrolment of twenty nine K-6 Aboriginal students and eight Transition to School students (3 1/2 -5 year olds) on site which operates 2 days a week adhering to the Early Years Learning Framework-Belonging, Being and Becoming.

The school offers a high quality learning environment supporting the diverse needs of its students. Using the School Excellence Framework we are committed to excelling in learning, teaching and leading.

The school has participated in the Early Action for Success strategy supporting students K-6 in literacy and numeracy in 2016, 2017 and is maintaining this initiative in 2018.-2019. Strong relationships with the local Ballina-Cabbage Tree Island Aboriginal Education Consultative Group Incorporated (AECG), local community, local Aboriginal and Departmental service providers are valuable and respected partners to the school.

The school incorporates innovative technology and creativity across the curriculum although with limited resources. This is evidenced through our well-equipped Library, and Interactive SMART Boards being an integral component of the teaching / learning cycle.

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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Student Engagement

Purpose

High student engagement is aimed to inspire students to be strong, smart learners through collaboration and creative thinking strategies for them to become mindful global citizens. A school culture of high expectations and partnerships will lead to enhanced student learning and wellbeing outcomes.

Australian Professional Standards for Teachers

1. Know students and how they learn.
2. Know the content and how to teach it.
4. Create and maintain safe and supportive learning environments.

Improvement Measures

Significant increase in student engagement and growth in Literacy and Numeracy.

A significant number of students meeting syllabus outcomes, with growth towards expected levels of achievement.

There is an enhanced "culture of learning" across the school, as measured by attendance levels, positive behaviour for learning, and parent feedback

Progress towards achieving improvement measures

Process 1: Quality Literacy & Numeracy Learning

The teaching of literacy and numeracy K-6 will be a focus of student learning

Evaluation	Funds Expended (Resources)
<p>There have been significant learning improvements throughout the year. In Years 3-6 there has been an overall increase between five to fifteen reading levels over four terms. The majority of students are working at a stage appropriate level. Two Year 1 and two Year 2 students have improved eight reading levels and another improving more than ten reading levels over the year with the support of the classroom teacher and Instructional Leader.</p> <p>The majority of students are working at a stage appropriate level in numeracy. A greater focus on numeracy will feature in 2021.</p>	<p>Collaborative staff meetings and Professional learning is core to monitoring and tracking student learning and ensuring a consistent approach is implemented.</p>

Process 2: Individualised Learning

School learning programs will be reflective of syllabus outcomes and of each student's needs.

Evaluation	Funds Expended (Resources)
<p>All student needs are prioritised with plans in place with those most "at risk" students. As a result there is a consistent school approach in place for all students, attendance has increased and students are engaged in learning.</p>	<p>In school resources are allocated to ensure all students are supported appropriately.</p>

Process 3: Critical and Creative Thinking

Our students will be developing their knowledge, skills and behaviours as future-focused citizens.

Evaluation	Funds Expended (Resources)
<p>Additional visitors including an Aboriginal scientist and an Aboriginal author</p>	<p>Whole school professional learning</p>

Progress towards achieving improvement measures

and artist have exposed students to alternative views encouraging students to be more creative but also critical in literacy, history and geography.

has been provided for all staff with a continued focus on developing critical and creative thinking.

Strategic Direction 2

Collaborative Practice

Purpose

Teachers committed to collaboratively improving teaching capacity and systems through high quality, explicit, differentiated teaching practice and utilising data analysis will ultimately improve student learning and wellbeing outcomes and deepen their understanding of curriculum content.

Australian Professional Standards for Teachers

1. Know students and how they learn.
3. Plan for and implement effective teaching and learning.
5. Assess, provide feedback and report on student learning.

Improvement Measures

Personalised learning programs Transition to Year 6.

Consistent data collection informing planning.

Targeted professional learning reflecting school direction and staff need.

Progress towards achieving improvement measures

Process 1: Staff meet regularly to drive school initiatives. Professional Learning Plans are developed by teachers and the Principal. Programs and planning follow a set timeline within the school. Professional learning aligns with PDPs and the school strategic plan. Instructional leadership is utilised to support teachers with literacy and numeracy teaching, planning and data analysis. Leadership opportunities provided through small school initiatives, Stronger Smarter, 1000 Words Program and the Aboriginal Language program.

Evaluation	Funds Expended (Resources)
All school programs are implemented consistently across the school with regular sharing of data. All students have learning plans with a focus on differentiation to meet student learning needs. Students are attending school more regularly and experiencing success as a result.	

Strategic Direction 3

High Expectations through Leadership

Purpose

Leading students, staff, parents, carers and the wider community to develop strong systems, practices, processes and effective management of school resources will promote continuous growth, learning, wellbeing and a shared school vision.

Australian Professional Standards for Teachers

1. Professional Engagement.
2. Engage professionally with colleagues, parents/carers and community.

Improvement Measures

Staff sharing evidence relating to Performance Development Plans.

Commitment to Strategic Directions 2018-2020.

Completion of Stronger Smarter leadership and Stronger Smarter Jarjums Phase 1 and 2.

Successful implementation of Bundjalung Aboriginal Language program.

Transformation of Be Safe (*Nya nyaa*), Be Fair (*Gaa rrim aa*) Be a Learner (*Gan ngaa*) to Bundjalung Language.

Caught You Being Good data indicating positive transformations in PB4L.

Increase in attendance.

Increased participation in school events, BBQ Breakfasts and the Sista Speak program.

Progress towards achieving improvement measures

Process 1: Students participate in daily walk and talks, check ins and check outs. The skills of leadership are taught using Stronger Smarter strategies to deliver our PB4L, Aboriginal Language Program, mindfulness and well being programs.

Students are given leadership opportunities at community events and given roles and responsibilities within the school.

Staff are trained as Stronger Smarter leaders and this is continually revised and sustained. They are provided with opportunities to be educational leaders, conducting professional learning, building capacity and relieving in higher duty positions when appropriate.

Parents/carers and community are encouraged to participate in school programs building capacity in group situations and taking on responsible roles.

Evaluation	Funds Expended (Resources)
There is a consistent approach across the school promoting and utilising Aboriginal processes for Aboriginal students to relate to and to prioritise a sense of belonging. The school is providing signage in Bundjalung Language and celebrating culture through the cultural expression of dance. Students are engaged in schooling and attending school regularly and valuing the cultural emphasis that reflect the identity and culture of the students and its community.	Staff have attended professional learning focused on Stronger Smarter Science and Indigenous Knowledges. This knowledge has been shared with other staff and strategies are implemented in classrooms. Further professional learning conversations are timetabled to allow staff to led and to build the capacity of staff.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	A fulltime SLSO was employed.	As a result of additional staffing student learning is supported by enabling small groups with intensive support in place for all sessions.
Low level adjustment for disability	Additional staffing has allowed for additional one to one support in classrooms.	Specific learning plans supported by additional funding has allowed students to engage in learning and experience a greater level of success. Ongoing monitoring and tracking of all students resulting in improved learning gains.
Quality Teaching, Successful Students (QTSS)	New resources purchased and professional learning provided for the implementation of quality teaching practice.	All students were monitored and tracked with a consistent whole school approach in place for literacy and numeracy. Ongoing evaluation of classroom practice is shared at scheduled collaborative meetings.
Socio-economic background	Additional staff allow for small group learning in classrooms with a deliberate focus on trauma informed practice and culturally responsive learning.	Increased small group work and individual support have benefitted all students with improvement in all learning areas. Student attendance has also increased.
EAFS	Professional learning is led by the Instructional Leader has enabled a consistent whole school approach to literacy and numeracy learning.	The development of a consistent evaluation process tracking all students. Regular collaborative meetings are timetabled for a whole school approach.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	8	14	15	16
Girls	8	11	14	22

Student attendance profile

School				
Year	2017	2018	2019	2020
K	82.9	70.8	85.1	79.3
1	85.5	77.2	67.4	89.7
2	74.2	75.6	82.5	82.1
3	87.8	81.6	81.9	82.1
4	82.7	88.1	77.5	80.5
5		80.9	88.6	80.7
6	87.6		73	85.5
All Years	84.1	77.6	79.7	83.2
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5		93.2	92.8	92
6	93.3		92.1	91.8
All Years	93.9	93.5	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1.81
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	1.9

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	172,979
Revenue	958,226
Appropriation	903,556
Sale of Goods and Services	1,264
Grants and contributions	7,589
Investment income	406
Other revenue	45,411
Expenses	-814,735
Employee related	-715,727
Operating expenses	-99,008
Surplus / deficit for the year	143,491
Closing Balance	316,470

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.

	2020 Approved SBA (\$)
Targeted Total	22,031
Equity Total	265,953
Equity - Aboriginal	124,446
Equity - Socio-economic	108,851
Equity - Language	0
Equity - Disability	32,657
Base Total	489,736
Base - Per Capita	6,975
Base - Location	2,593
Base - Other	480,169
Other Total	71,852
Grand Total	849,573

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

In 2020 the school sought the opinions of parents/carers, students, teachers and community members about the school.

Student results highlighted that:

- The majority of students felt safe and happy at school most of the time
- The majority of students felt valued as Aboriginal students and that culture and identity was important to the school.

Students identified:

- The need to improve the playground with equipment to play on.
- More devices in classrooms was necessary to improve IT skills.

Parent/carers results highlighted that:

- Aboriginal culture is important for student learning.
- Literacy and numeracy was important.

Parents/carers highlighted that:

- They had missed the interactive gatherings with the school as a result of COVID 19 restrictions.

Teacher's identified that:

- 2020 was a challenging year but relationships with families had improved.
- A continued effort to focus on trauma and strengthening IT platforms for student learning was a priority.

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.