

2020 Annual Report

Caragabal Public School



1503

Introduction

The Annual Report for 2020 is provided to the community of Caragabal Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

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

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

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

School context

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Engaged and challenged continuous learners

Purpose

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

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

Improvement Measures

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

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

Increase parent satisfaction in the student reporting process.

Progress towards achieving improvement measures

Process 1: Student Goal Setting

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

Evaluation	Funds Expended (Resources)
Staff and students have had limited use of the progressions to track, plan and evaluate their learning in literacy and numeracy. Students and staff did track their learning using learning goals throughout 2020. They used the digital platform, SeeSaw, to track and annotate their learning and share their progress with their parents. In addition, students and staff selected two pieces of student work to be included in the 2020 Semester 2 student report which displayed, 1. a benchmark for student reading and 2. a piece of work students are most proud of that shows their growth and achievement.	Professional learning to instruct specific tracking of grammar outcomes. Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$1000.00)• Professional learning (\$1000.00)

Process 2: Reporting to Parents

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

Evaluation	Funds Expended (Resources)
The student report procedures were trialed in 2020, Semester 1 and 2. Due to COVID-19 the Semester 1 trial varied from the original plan as the teaching and learning structures were very different from previous years. In consultation with parents, a new student reporting format was developed and trialed in Semester 2. Parents indicated they were happy with the new structure as it gave them specific information about the level their child is working against the curriculum, real-time learning examples and the ability to show student growth over time. The reporting system will be continued in trial/evaluation mode in 2021. Staff will use the reports to develop their assessment and student goal procedures.	Release time for staff to develop report format. Survey development with parents. Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$2000.00)

Strategic Direction 2

Teaching culture of collaboration, innovation and evidence-based practice

Purpose

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

Improvement Measures

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

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

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

All students demonstrate growth in critical and creative thinking assessment.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

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

Evaluation	Funds Expended (Resources)
Over the duration of this plan NAPLAN results indicate student reading has continued to move towards the higher bands. Students performed similarly in English and Mathematics with less growth in the area of Mathematics. Staff co-planned, co-taught and assessed student learning, moving towards a cohesive curriculum which spans the classrooms, K-6. All staff met each week in Case Management Meetings to discuss the progress of specific students. These meetings will continue in 2021 with a specific focus on targeting the literacy and numeracy needs of students.	Clarity Professional Learning in staff meetings. Employment of staff to support students with low level disability. Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$10000.00)• Literacy and numeracy (\$1000.00)

Process 2: 21st Century across the FSS

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

Evaluation	Funds Expended (Resources)
Increase in collaborative and innovative programs accessed by students. Critical and creative learning skills student assessment. Staff survey - collaboration to enhance student learning.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$3 000.00) 	<p>The SLSO employed worked with small groups of students who were targeted by staff needing additional support in literacy and numeracy. The SLSO provided a Macqlit class for three students during the year and also worked with small groups of students in mathematics who identified as needing further concrete material support to enhance their maths fluency.</p> <p>The teacher provided support to literacy and numeracy classes, assessing students who needed additional support and creating wellbeing support for identified Aboriginal students.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$15 000.00) 	<p>Three students accessed health professionals they would not normally have access to due to our location. All students and parents felt supported when learning from home with the support of the teacher.</p> <p>Learning support programs operated effectively with communication between the home and the school paramount.</p> <p>Students received access to programs to support their learning needs.</p>
Quality Teaching, Successful Students (QTSS)	<p>Casual staff</p> Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$5 000.00) 	<p>Staff developed programs and plans that addressed the needs of their students.</p> <p>Staff developed a draft whole school assessment plan to be utilised to track students over time and set the direction of short term teaching plans.</p> <p>Staff attained their accreditation, two at proficient.</p> <p>Staff indicated they valued to time they had to plan together and it supported their teaching in the classroom.</p>
Socio-economic background	<p>Bus travel. Resources for Breakfast Club.</p> Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$10 000.00) 	<p>All students accessed the Breakfast Club during the year. Parents indicated they valued the resource as some students refused to eat before school or were on the bus for lengthy periods during the morning. 100% of students accessed the bus to the Learn to Swim program ensuring all students were included in this vital program. The SLSO supported three students through Macqlit, each displayed an improvement in their ability to read and comprehend texts.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	15	17	18	20
Girls	12	12	11	15

Student attendance profile

School				
Year	2017	2018	2019	2020
K	87.8	94.5	97.4	97.3
1	89.8	93.5	93	95.2
2	95	88.7	87.2	95.4
3	91.4	95	83.3	96.8
4	86	89.2	93.3	92.1
5	94.5	75.1	87.7	96.4
6	92.1	93	93.8	92.6
All Years	91	90.6	89.4	94.5
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	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	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)	2.76
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	0.93

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	149,097
Revenue	835,646
Appropriation	832,467
Grants and contributions	2,991
Investment income	188
Expenses	-784,290
Employee related	-729,938
Operating expenses	-54,352
Surplus / deficit for the year	51,356
Closing Balance	200,453

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	84,930
Equity Total	32,186
Equity - Aboriginal	4,540
Equity - Socio-economic	12,563
Equity - Language	0
Equity - Disability	15,083
Base Total	683,736
Base - Per Capita	6,975
Base - Location	18,947
Base - Other	657,815
Other Total	11,079
Grand Total	811,931

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

Staff maintained regular communication with parents. 95% of parents indicated they were comfortable contacting the school and speaking with staff on a regular basis. The majority also indicated that communication by the school was clear and timely. Parents reported that they were highly satisfied with the new reporting process. The school recorded 50% more concerns from parents about their child's wellbeing.

During end of year assessments 75% of students thought that the work they did was at their level, 10% thought it was too easy and 15% indicated it was too difficult. 100% of students indicated there was a teacher on staff that they felt comfortable to talk to if they had an issue. 90% of students felt safe at school and found it easy to develop friendships.

All staff indicated they appreciated the extra time they had for co planning and they agreed that the co teaching structure at the school was beneficial. Staff were concerned about the lack of casual teachers in the area which prevented them from accessing some professional learning. Staff thought their response to learning at home was quite well organised and suited the needs of most students.

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.