

# 2020 Annual Report

## Cattai Public School



1535

# Introduction

The Annual Report for 2020 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

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## School vision

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 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	Delivering
LEARNING: Wellbeing	Delivering
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

#### Overall summary of progress

Staff program evaluations have built in feedback loops regarding learning intentions and success criteria. Across H.S.I.E, PD/H/PE, Creative Arts and Science there has been a massive increase learning intentions and success criteria found in staff programs.

Based on the school based Visible Learning Assessments in Reading, Writing, Speaking and listening and Numeracy the school has shown above standard progress as measured against 'one year's worth of growth for one year's worth of learning'.

#### 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)
Attendance at Visible Learning professional learning was restricted to zoom for much of 2020 which impacted the delivery of this professional learning. Moving forward the school has negotiated a personalised Visible Learning program with Corwin for 2021 which will allow for greater precision in the Visible Learning Professional Learning so that it is relevant to the unique context at Cattai PS.  Staff are on board with the Visible Learning Assessments and use them to drive teaching and learning in the classroom. There is scope to expand them as part of the next school planning cycle.	\$6480.85 Spent on CORWIN Visible Learning School Improvement Program. This included several staff and leadership days of professional learning. Also the Visible Learning the School Capability Assessment.

**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)
100% of class room teachers are pre and post assessing their students, in writing, using the Visible Learning writing Assessments. Results from these assessments are driving the student learning in writing.  A draft for expanding our number assessment into Year 7 & 8 content was created. Initial conversations with Windsor High School were had to bring their expertise in High School Mathematics content and the style of how we would make the Year 7&8 content was designed.	

## Progress towards achieving improvement measures

Our Visible Learning Writing Assessment was also drafted to expand content to Pre-Kindergarten to allow for progress to be monitored at smaller intervals.	
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## Next Steps

Complete the drafted Numeracy and Writing Visible Learning Assessments.

Create, prototype and implement a Visible Learning Spelling Assessment that personalises every students spelling list every week.

Develop a range of parent information sessions and resources to go with so that parents have a greater awareness and are empowered in the learning data of their children.

Find ways to have whole community engagement around our schools learning dispositions of: Perseverer, Strategist, Exceeder, Collaborator, Creator and Evaluator.

## 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.

#### Overall summary of progress

Staff have made excellent progress across the board in implementing Visible Learning assessments to ensure that 'one year's worth of growth for one year's worth of learning' is happening in every classroom. Teachers are now using this data to drive teaching and learning in their rooms.

#### Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Teacher program evaluations have learning intentions and success criteria boxes ticked that shows staff implementing these concepts into their classrooms across English and Mathematics.	See Visible Learning Program Costs under Strategic Direction 1.

**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)
Termly program evaluations showed staff actively responding to supervisor feedback. Although there were some disruptions to this process due to COVID by Terms 3 & 4 staff were well and truly back on track.  Weekly staff coaching sessions were expanded to include the SLSOs as well as the classroom teachers. These coaching sessions were a big success as they allowed staff to openly discuss issues they are having in their classroom and turn these issues into positive plans of action. Bring the SLSOs on board with this process allowed them to develop their teaching capacity and further refine their skills.	

#### Next Steps

Cattai PS has been looking into a more personalised approach to the Corwin Visible Learning program. Discussion has been had about continuing this program but have Professional Learning Linked directly to what the individual needs of our own school context are.

Twice termly SLSO meetings have been embedded into the coaching timetable to allow for the classroom teacher and their 2 SLSOs to coordinate how they will best develop their own skills, but also best support the students in their class.

There are also plans to use COVID support money and Schools Plus Grant money to hire an additional staff member 2

days a week that has a wealth of knowledge in targeted small group support interventions to help work with classroom teachers on idea to help student move along their learning journeys.



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$31,959	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)	\$8,860	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	\$9,374	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	N/A	N/A

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	29	29	31	38
Girls	22	23	22	26

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.5	91.9	95.4	95.7
1	95.6	96.6	93.4	92.8
2	93.8	93.1	96.7	94.5
3	79.6	96.4	84.8	96.6
4	95.9	89.6	93.6	95.6
5	93.5	95.4	84.8	95.3
6	93.8	94.7	90.5	89.1
All Years	92.6	94.4	91.7	94.8
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)	2.38
Literacy and Numeracy Intervention	0.11
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	109,201
<b>Revenue</b>	887,868
Appropriation	847,816
Sale of Goods and Services	1,267
Grants and contributions	38,572
Investment income	213
<b>Expenses</b>	-840,468
Employee related	-753,479
Operating expenses	-86,989
<b>Surplus / deficit for the year</b>	47,400
<b>Closing Balance</b>	156,601

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	87,669
<b>Equity Total</b>	42,068
Equity - Aboriginal	735
Equity - Socio-economic	9,374
Equity - Language	0
Equity - Disability	31,959
<b>Base Total</b>	666,964
Base - Per Capita	12,747
Base - Location	1,342
Base - Other	652,876
<b>Other Total</b>	39,297
<b>Grand Total</b>	835,998

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

### Students

75% of students are satisfied with the schools current direction and vision.

86% 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 believe that the teachers provide meaningful feedback to help the students move along their learning journeys.

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



# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.