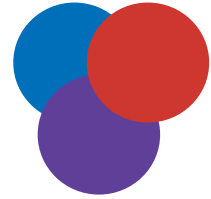


Cattai Public School Annual Report



2015



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Introduction

The Annual Report for 2015 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.

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Relieving Principal

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School background

School vision statement

Cattai Public School is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every child. This in turn facilitates the consistent improvement of student outcomes with a strong focus on the learning needs of individual students.

We have a relentless focus and commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills and understanding, and to make sense of their world. We have confidence that each individual child will be known and understood, and their individual potential developed. Students are well-supported as increasingly self-motivated learners – confident and creative individuals, with the personal resources for future success and wellbeing.

Student learning is underpinned by high quality teaching and leadership. Teaching at Cattai Public School is distinguished by universally high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community.

School context

Cattai Public is a happy and safe rural school overlooking the Cattai Creek in a picturesque setting. Our students enjoy classrooms with interactive whiteboards and current technologies, set up to maximise student learning. Students use technology as a tool to engage with learning experiences. These technologies are used daily to encourage students to work at their own pace, encouraging individualised, authentic learning which is relevant and contextual.

Class sizes are small and we have a strong focus on individualised learning and student and teacher accountability. Strong academic standards are reflected by committed teachers and students, who work together to achieve strong student performance.

Students regularly participate in academic competitions, debating, public speaking and sporting gala days. A common belief is held by all in developing the whole child, giving students opportunities to learn and develop skills in all areas of the curriculum.

Cattai Public School has a supportive and caring parent community who regularly assist the students and staff through fundraising events and school working bees. We have a range of socio-economic backgrounds within the community who have very high expectations of their children, the school and its teaching and learning programs.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Throughout the year staff at Cattai Public School undertook professional learning to strengthen and deepen our knowledge of the School Excellence Framework. The staff explored each element of Learning, Teaching and Leading that linked to the school plan. During the professional learning sessions the staff engaged in deep professional dialogue reading where they felt the school was at either delivering, sustaining and growing or excelling in each element. As a staff we discussed what they school was doing well, what could be improved on and how we were going to make the suggested improvements. These conversations were recorded and reflected on throughout the year as progress was made.

In the Learning element the school focussed on Curriculum and learning and Assessment and Reporting. The staff indicated that as a school we were successful in providing positive learning opportunities for students with learning difficulties, that clear expectations were conveyed to students regarding their learning, there was strong community involvement in students learning and when appropriate technology was used to enhance learning opportunities. When discussing the achievements made in Assessment and Reporting the staff indicated that the school was successful when communicating with parents about student achievement and the staff shared professional knowledge about student learning. PLAN data and school based assessment data was utilised to inform teaching and learning and to best meet the needs of the differentiated learner. Throughout the year extensive professional development was conducted in the areas of differentiation and different learning styles.

In the Teaching element of the School Excellence Framework staff indicated that they felt that the school was sustaining and growing. As a school the sub area of learning and development was chosen as a focus area as this best suited the schools plan. The area of teacher professional development was indicated to be the strongest aspect for the staff in accordance to the School Excellence Framework. Staff stated that there were clear links between the professional development conducted and the school plan. The focus areas for professional development this year were: differentiation, collaborative learning and linking data to the teaching and learning programs. All staff successfully completed their Professional Development Plans, with these plans having both a personal and school focused goal.

School planning, implementation and reporting was the area of focus in the Leadership element of the School Excellence Framework. Staff indicated that the school was firmly situated in the delivering aspect with strong progression towards sustaining and growing. A collaborative approach was undertaken to develop the school vision, values and purpose statements for the school. This approach included the staff, students and the community. It was indicated through staff feedback that the school plan has clearly defined strategic directions and that there was reflection on the milestones achieved in the plan. The professional learning, resource purchasing and staff Professional Development Plans were all clearly linked to the school plan as was the collection of data to drive the teaching and learning programs.

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

Strategic Direction 1

Independent, engaged learners

Purpose

To enhance student engagement, creating students who take control of their own learning, developing independent, engaged learners focussed on attaining 21st century skills, which will enable them to engage with their local and global community.

Overall summary of progress

Throughout the year staff were engaged in extensive professional development in the areas of differentiated learning and using data effectively in the teaching and learning cycle. To enhance the knowledge of the staff in these areas, collegial visits were undertaken across a variety of school, and professional feedback sessions were also undertaken regarding program feedback and lesson observations undertaken at the collegial visits. To assist in making more effective links between data and teaching and learning tracking sheets were also implemented. The data collected was used to program in 5 weekly cycles to enhance differentiated learning and make the teaching more student focused. Formal program review meeting were undertaken with staff and the principal. This approach led to an increase in professional dialogue amongst staff and a formal feedback sheet was completed to formalise the process. Another key mile stone was the development of Personalised Learning Plans for targeted students. Time was allocated for teachers, parents and students to meet to discuss learning goals for students. These PLP's were then reflected in the teaching and learning program and reviewed later in the year following the same process. Upon reflection of the school plan and milestones, staff felt that the milestones set were achieved and that the process of programming for the differentiated learner and linking data to teaching and learning was implemented

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
❖ All students exceed expected growth in Year 5 NAPLAN Data in Literacy and Numeracy.	<ul style="list-style-type: none">Professional learning sessions regularly held on student learning and development, differentiation and effective programming.SLSO employed to assist with differentiated groups.Staff to undertake collegial visits amongst other schools to deepen knowledge of differentiation.Personalised Learning Plan meetings held with teachers, parents and students	SLSO - \$3 388.00 Teacher relief - \$2 544.96 1 days of QTIL release
❖ All students achieving grade appropriate markers when placed on the Literacy and Numeracy Continuum documents.	<ul style="list-style-type: none">Staff to complete 5 weekly programs with clear links to PLAN data.Program review meetings to be held to discuss 5 weekly programming	NIL

Strategic Direction 1

Next steps

The next steps to be taken to ensure the successful implementation of Strategic Direction One are:

- Continue with the 5 weekly programming cycle with a greater emphasis on the links between the data collected, student engagement and the teaching and learning cycle.
- Review the physical learning environment and purchase furniture to promote collaborative group work
- Implement PBL across the school to promote positive student wellbeing practices.

Strategic Direction 2

Teachers as leaders of learning

Purpose

To develop the leadership capacity of all staff. To engage in quality, targeted professional learning to grow the competency, accreditation and the professionalism of teacher who have maximum impact on student learning outcomes.

Overall summary of progress

Throughout the year staff were engaged in the process of developing professional learning goals that aligned with both the school plan and their own professional growth. Each staff member reviewed their professional goals and made any necessary changes to them. The school was involved in a professional development session on teacher accreditation and how that related to their own professional goal setting. The staff also undertook professional learning in the area of lesson observations amongst each other and across a variety of schools. Dedicated time was given to each staff member so that they could share their observations and extend their professional dialogue and learning networks. Professional learning was undertaken in the areas of the School Excellence Framework and the Wellbeing Framework. Through this professional development staff were able to reflect on not only their own practice but that of the school as a functional member of the community. . All staff were implementing the 5 weekly programming cycle and restructured the lessons to incorporate collaborative group work.

Strategic Direction 2

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Professional Learning Plans will be developed and implemented for all staff and these will be directly linked to classroom practice and school targets.	<ul style="list-style-type: none"> Lesson observations conducted amongst staff and feedback given Staff participation at professional learning on accreditation Staff followed the PDP process and made adjustments to personal goals when needed Staff reflected on professional practice and linked it to the School Excellence Framework 	Teacher relief - \$848.32
100% of staff will have quality documentation of teaching and learning programs and demonstrate expertise, very high levels of knowledge and teaching practices	<ul style="list-style-type: none"> Staff handed in 5 weekly programs with links to PLAN data. Staff participated in formal program feedback sessions Continuum tracking sheets and small group program sheets handed in with teaching and learning program 	1 day of QTIL release

Next steps

The next steps to be taken to ensure the successful implementation of Strategic direction 2 will be:

- The review of the English and Mathematics Scope and Sequence to ensure that it aligns with 21st Century learning skills and the current syllabuses.
- Formalise professional feedback timetable for each term when teaching programs are handed in and PDP are developed.
- Establish a stringer link to a learning community to share out resources and expertise of staff.

Strategic Direction 3

Community Connections and learning partnerships

Purpose

To create connections and engage the broader community in the educational experience of all students. To engage students in experiences within the immediate and global communities, maximising students' access to innovation and education, wherever it may be found.

Overall summary of progress

Throughout the year the school held a parent information session each term. A different learning focus was covered each term with parents indicating that the sessions were valuable to them. Staff participated in professional learning sessions with other local small schools to help develop their professional learning network and various outside agencies were engaged to help support the learning that was undertaken at the school. The community was invited into the school on numerous occasions to show them the learning that takes place in the school.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	<\$>
Parents will be involved in their child's education and we will see high levels of support for programs encouraging parent engagement at the school	<ul style="list-style-type: none">Parent attendance at term information sessions was consistent. Parents indicated that they found the sessions informative and could easily transfer the acquired knowledge to assist at home	Nil
Community links and partnerships will be enhanced at all levels of student learning	<ul style="list-style-type: none">Sports in schools grant applied for. The funds were used to employ a sport coach to come into the school	\$1800

Next steps

To next steps to be taken to ensure success in Strategic Direction 3 are:

- Utilise the community grant to develop stronger community links and make links more purposeful.
- Conduct professional learning for staff, student and the community on what an engaged and connected citizen is.
- Embed 21st Century learning skills into all teaching and learning aspects.

Key initiatives and other school focus areas

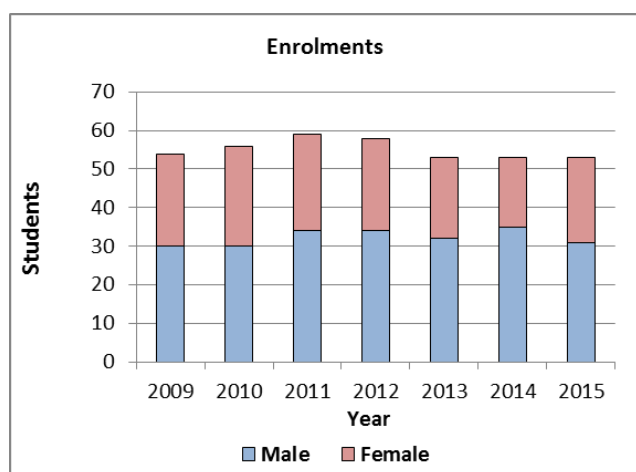
Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p>Aboriginal background funding</p> <p>Aboriginal funds were used to promote Aboriginal Education across the whole school and develop a cultural unit of work for K-6</p>	Resources were purchased for NAIDOC day so that all students could participate in the Aboriginal culture. Resources were also purchased to support the implementation of an Aboriginal cultural unit K-6.	\$448.00
<p>English language proficiency funding</p>	N/A	
<p>Targeted students support for refugees and new arrivals</p>	N/A	
<p>Socio-economic funding</p> <p>Socio –economic funding was used throughout the year to support key initiatives in all 3 strategic directions.</p>	Furniture was purchased to support the differentiated learning being implemented. Money was used to subsidise excursions so that all students could attend. This developed their sense of being a connected citizen. Literacy resources were also purchased	\$1 910.00
<p>Low level adjustment for disability funding</p> <p>Low level adjustment for disability funding was used to support strategic direction 1 in the school plan</p>	A School Learning Support Officer was employed to assist all classes in the implementation of differentiated groups and learning	\$3 388.00
<p>Support for beginning teachers</p>	N/A	
Other school focus areas	Impact achieved this year	Resources (annual)
<p>Other, including Early Action for Success</p>	N/A	

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	30	30	34	34	32	35	31
Female	24	26	25	24	21	18	22



Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	96.9	97.6	89.8	91.6	94.9	95.9
	1	96.7	96.7	93.5	91.5	95.6	93.6
	2	96.6	96.5	91.8	92.4	95.2	93.1
	3	95.4	95.9	92.2	97.4	95.3	94.2
	4	95.5	93.0	93.4	92.9	98.1	94.9
	5	97.5	94.8	92.7	96.6	92.8	96.7
	6	95.4	98.3	91.8	95.6	91.7	92.1
	Total	96.1	95.9	92.3	94.1	94.9	94.6
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Position	Number
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.168
Teacher of ESL	0
School Counsellor	0
School Administrative & Support Staff	1.406
Other positions	0.168
Total	4.968

Workforce composition

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

None of the staff at Cattai Public School identified as Aboriginal.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	0%

Professional learning and teacher accreditation

All staff at Cattai Public School have the necessary accreditation for teaching. Throughout the year the staff participated in both school based and learning community based professional learning. The areas of professional learning covered throughout the year are:

- Differentiated Learning
- Literacy and Numeracy Continuums
- CPR and Anaphylaxis training
- National Consistent Collection Data
- 5 Weekly Programming
- Teacher observations – both internal and across learning communities

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	33406.34
Global funds	68961.81
Tied funds	26146.62
School & community sources	46080.93
Interest	895.81
Trust receipts	4796.45
Canteen	0.00
Total income	180287.96
Expenditure	
Teaching & learning	
Key learning areas	16586.21
Excursions	31236.01
Extracurricular dissections	5953.41
Library	0.00
Training & development	769.80
Tied funds	43467.72
Casual relief teachers	12199.73
Administration & office	38367.53
School-operated canteen	0.00
Utilities	10475.97
Maintenance	4161.99
Trust accounts	4330.77
Capital programs	0.00
Total expenditure	167549.14
Balance carried forward	12738.82

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. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

This year students, parents and staff were surveyed on how each group feels about the school's culture and the teaching and learning that is happening at the school.

Learning

Staff:

- 100% of the school teaching staff felt that the learning opportunities at Cattai Public School are provided in both a stimulating and secure environment
- 75% of staff felt that they provided appropriate resources for learning and that high expectations were had for all students
- 100% of staff felt that the students have access from other people in their learning

Students (Years 3-6)

- 85% of students indicated that they felt that their classroom was an interesting place to learn
- 75% of students felt that there was communication between the school and their parents in regard to their learning
- 90% of students felt that the school has high expectations of them, that they try their best when learning and they school has good resources

Parents:

- 90% of parents felt that their child's classroom was an interesting place to learn
- 60% of parents stated that they felt that teachers communicate with them about their child's learning
- 80% of parents indicated that the school expects students to do their best, that students take pride in their learning and that teachers are continually upgrading their skills

Teaching

Staff:

- 100% of the teaching staff indicated that they felt that the school's teaching and learning programs provided the students with the relevant curriculum and that the programs responded to the needs and interest of the students
- 100% of staff indicated that the school's assessment tasks demonstrate the student's strengths and areas for development
- 85% of staff indicated that they felt that the assessment process is understood by both students and parents

Students:

- 80% of students felt that what they were asked to learn is important
- 95% of students feel that teachers plan class activities that are engaging and help them learn
- 95% of students feel that the teachers know what they can do and what they need to learn

Parents:

- 70% of parents indicated that parents and students understand how students' learning will be assessed
- 90% of parents stated that what their child is asked to learn is important
- 90% of parents stated that the way the teachers manage the class helps their child learn

School Culture

Staff:

- 75% of staff indicated that school leaders have a positive influence on school culture
- 100% of staff indicated that the school recognises and celebrates achievement
- 100% of staff felt that the school encourages students to achieve their best

Student:

- 100% of students felt that they were the school's main concern
- 100% of students are proud of the school

- 100% of students feel new students are welcomed

Parents:

- 95% of parents felt that the school appreciates having their child as a student
- 90% of parents stated that they felt the school encourages everyone to learn
- 75% of parents felt that the school encourages new students and families to be involved in school activities

Policy requirements

Aboriginal education

Our school continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The Acknowledgement of Country is also read at assemblies and important events.

Human Society and its Environment units were implemented in Years K-6 with an Aboriginal perspective studying the beliefs, traditions, customs and culture of Aboriginals and Torres Strait Islanders.

Awareness of Aboriginal artworks and music within the local and surrounding areas was developed during creative and practical art lessons.

Students participated in NAIDOC day celebrations where they experienced modern and traditional dances, Dreamtime stories, jewelry making and creating Aboriginal artworks

Multicultural Education and Anti-racism

The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs, which develop the knowledge, skills and attitudes required for a culturally diverse society. Implementation of integrated units, K-6 with a multicultural perspective developed students' knowledge and understanding of the beliefs, traditions and customs of other cultures.

Students this year learnt about different cultures. As part of this work students raised money through doing chores and work for family and friends. Students used this money to support the local community within the Hawkesbury. This year students decided to donate money they had raised to local organisations to help the homeless and needy families.

Students also took part in a national Harmony Day event to celebrate and become more aware of the multicultural nature of Australia. As part of this celebration, students cooked foods from different cultures around the world, played games of soccer and took part in a number of activities in the classroom.

This report was completed by:

Kate Ford – Relieving Principal

Kerry Pennycuick – Classroom Teacher

Jo Evans – Classroom Teacher

Maryce Weatherstone – School Administration
Manager