Principal’s message

I have much pleasure in presenting the 2014 Cattai Public School Annual Report. For a small school we achieve a great deal and I am so proud of our achievements this year in all areas of school life.

This report exemplifies the strong focus our school provides, ensuring students achieve their personal best in all areas of learning. The success of all students is our major priority. Our core business is to ensure students achieve skills and attitudes, which will stay with them as lifelong learners and enable them to function as productive members of society.

2014 marks the end of our current school plan. We have made huge progress as a school and have completed most of the milestones we had set out to achieve. We still have a lot of work to do, and there are many changes on the educational horizon, however with the work we have already completed, coupled with the work we have planned, I am confident of a wide range of successful outcomes for students and the school. Extensive time and resources will be spent in the next few years implementing new curriculum documents and DEC initiatives like the LMBR. The experience and professionalism of the staff at Cattai Public School will ensure we continue to provide the highest quality education to all students attending the school.

Acknowledgement is made of the enthusiastic and combined efforts of parents and volunteers who support and assist in school programs. Our P&C have been extremely active in all school events and their support is certainly valued by all staff and students. They go above and beyond what is expected and required of them and are a vital partner in the operations of the school and we certainly could not operate without them.

We have a dedicated, talented and committed staff who provide outstanding educational experiences for all students in the school, both in and out of the classroom. We also have Mrs Walker continuing in her role as the music teacher. Students really enjoy her expertise and teaching and she is a very valuable addition to the curriculum we offer at Cattai Public School. I would like to take this opportunity to thank and congratulate all of the staff at Cattai Public School for their efforts and achievements in 2014.

I wish everyone in the Cattai community a safe a happy holiday period and look forward to a wonderful 2015 school year, packed full of positive change.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Matthew Carter
Principal

P & C message

This has been another year of successful events with the P&C committee.

Some of the fundraising we did this year was Hot Lunches, Cake Days, The Fun Run, Ice Block days and more. Our major fundraiser event for the year was our Xmas In July, which was again held at Riverside Oaks Golf Resort. We raised over $5,000 on the night and we had another big turnout with over 100 tickets being sold. I would like to acknowledge all of the families, friends and teachers for helping to make the night a huge success.

I would like to thank the band Rough Stock and Yianna for the great music they entertained us
with, and also a “Very Special Thank You” to all our Sponsors who helped out with donations for our silent auction, table/raffles or helping to cover the cost of the band for the evening. What a great night it was and it was fantastic to see that a lot of local people around Pitt Town, Maroota, Cattai and McGraths Hill attended this event as well. It was not just school parents and friends; it was the wider community getting involved.

Many thanks to all of the people who participated in P&C events this year. As well as these we had our usual ongoing fundraisers. Book club, hot lunches, cake days, ice blocks, the annual fun run, all of which are only possible with the wonderful support of parents who continue to contribute their time and efforts throughout the year. The culmination of all these events have contributed to an overall fundraising effort of just over $27,000.00 for the year which, given the size of the school, is truly remarkable!

As a result we have been able to continue our extended Music program with Mrs Walker, which the children all thoroughly enjoy.

We were also able to help purchase a number of much needed resources for the school and as an end of year treat for the kids, the P&C was also very pleased to shout the school to the movies, which was a great day out for all.

A special mention to those families who will be leaving the school this year and have supported the school and P&C for many years and are now leaving us for High School - thank you and good luck for the future.

Thank you to Kim Smith, Mark Mitchell, Kim Clarke, Jo Roughley, Sarah Telfer, Sarah Thompson and Kris Waters. Finally, I would like to thank the teaching and office staff for making Cattai Public a very special little school, which offers the best education in a positive and nurturing environment. It has been a pleasure to be part of the team.

Kim Smith
P & C President

Student representative’s message

Cattai is a great school and we are very sad to be leaving. We have had lots of fun and have learnt so much. We have many good friends and it will be sad to see them all go to high school.

This year has gone so fast. We have had many great teachers over the years. We would like to thank all of the teachers and students for helping us get through all the years that we have been here. We have participated in many gala days, including netball, NRL, AFL, soccer, boot camp, oz-tag and touch football. We have had many carnivals like swimming and athletics. All great memories we will take with us to high school.

Being a leader takes a lot of responsibility. We have had to take on many roles within the school and we think we have done a good job this year.

We will be very sad to leave this great school, but look forward to next year and all that high school will offer. Good luck Year 6 and thanks Cattai Public School.

Emily, Marcel and Angus
School Leaders

School context statement

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

Enrolments have been declining slightly over the past two years due to high numbers of Year 6 students moving into High School and small Kindergarten enrolments. Student numbers have remained between 53 and 59 over the last 5 years. Next year’s enrolment looks positive however and it looks as though we will grow slightly with a greater than normal intake of Kindergarten students.

The graph and table below illustrate the enrolment trends for the years 2008 – 2014.

Student attendance profile

School attendance rates have been improving over the previous 3 years. School policies and procedures appear to be having an effect with attendance rates improving once again this year, and are slightly better than state rates of attendance.

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<td>Total</td>
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Workforce information

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

Workforce composition

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<tr>
<th>Position</th>
<th>Number</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
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<td>Teacher Librarian</td>
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<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
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<td>Total</td>
<td>4.984</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014 no member of staff indicated that they were of Indigenous background.

Teacher qualifications

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

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<thead>
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<th>Qualifications</th>
<th>% of staff</th>
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<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
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<tr>
<td>Postgraduate</td>
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Professional learning and teacher accreditation

In 2014 extensive planning went into developing professional learning sessions to prepare teachers for and support teachers through the accreditation process, which will become a mandatory process in 2017 and is closely linked with the Performance and Development Framework. These professional learning sessions will be conducted during the 2015 school year with a number of others schools throughout the Hawkesbury.

Professional Learning during 2014 focused on the implementation of the NSW Syllabus documents for the National Curriculum, student engagement
and the identified needs of individual staff, as well as other mandatory training requirements.

**Beginning teachers**

In 2014 Cattai Public School had no beginning teachers employed at the school and received no funding through the Great Teaching, Inspired Learning initiative.

**Financial summary**

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

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<th>Date of financial summary</th>
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<td>School &amp; community sources</td>
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<td>Trust receipts</td>
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<td><strong>Total income</strong></td>
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<td><strong>Expenditure</strong></td>
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<td>Teaching &amp; learning</td>
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<td>Excursions</td>
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<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>33406.34</td>
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A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**Academic achievements**

**NAPLAN**

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

**Other achievements**

**Sport**

- The school swimming carnival was held at Richmond Pools. This year we combined with Vineyard Public school to share costs and create a more genuine carnival feel. A number a students were selected for the Small Schools’ Swimming Carnival.
- We had 6 students qualify for the District Swimming Carnival. The following students attended; Laura, Samantha, Zak, Jack, Amelia and Marcel. Amelia also qualified for the Regional swimming team.
- Cassidy was selected for the Eastern Division Basketball team. An amazing achievement!
- Riley B was selected for the Hawkesbury District Rugby League team.
- Years 3-6 visited the Richmond Indoor Cricket Centre to take part in a school cricket gala day, which was organised by Cricket NSW.
- Jack competed in the Subaru National Mountain Bike Championships in Bright. He rode in the OT trials and finished 2\textsuperscript{nd} to a 13 year old, beating a 15yr old.
- Students from Years 2-6 were involved in an AFL Gala day at Bensons Lane.
- Bejay represented the Sydney Polocrosse team as a sub-junior at Bong Bong race track.
- The annual fun run was held with some students running up to 10km!! Several students then participated in the Small Schools’ Cross Country.

**School performance 2014**
• Josh, Emily, Marcel, Riley D, Laura and Sammy attended the District Cross Country at Cattai National Park.
• The staff and some students watched the Socceroos’ match between Australia and South Africa at Homebush and participated in a walk around the stadium before the game.
• Students were involved in a Cycle Safety course which ran over a couple of weeks. They learnt about the benefits of riding bikes and staying safe.
• Emily made it to the Sydney West Cross Country and Riley D made it as a reserve.
• Emily competed in the Regional Cross Country event. A fantastic result!
• Students in Years 3-6 participated in a soccer gala day at Londonderry Public School.
• A number of students and parents travelled to the snow to take part in state competitions and learning to ski activities at the end of Term 2.
• Josh, Jack, Emily, Marcel, Laura and Riley participated in the District Athletics Carnival in various events.
• Emily and Josh competed in the Northern Regional Inter-schools Snow Competition in Snowboard Giant Slalom and Snowboard Boarder Cross. They went on to compete in the Inter-schools State Championships and the Nationals.
• Students participated in weekly BMX lessons with Luke Madill.
• Most boys in years 3,4,5 and 6 attended a touch football gala day competing against approximately 10 other schools.
• Years 4,5 and 6 students attended a boot camp at Vineyard Public School.
• Georgia and Sammy entered an Interschool horse riding competition.
• Students attended Swim School for 2 weeks late in Term 4.
• Students entered artwork for the Hawkesbury Show. Marcel, Brandon and Laycee received commendation awards.
• 3 pieces of art were chosen to enter Operation Art. These artworks were created by Emily, Jemma and Tiana, with Jemma’s artwork being chosen as a teaching tool for other schools.
• The choir performed in the Hawkesbury Music Festival with great success.
• Students in Years 2 and 3 designed and began construction of a school sculpture.
• Kool Kids Music students showcased their talents in a performance assembly in front of their peers and parents.
• The Student Representative Council hosted a wonderful Talent Quest, showcasing the many talents of our students within the school.
• Some students, teachers and parents travelled to the city to watch the Schools’ Spectacular.
• The whole school participated in an excursion to Trees Adventure Park –
Yarramundi to take part in a high ropes course.

- Marcel, Emily, Angus and Riley went to the Leadership camp at Yarramundi with other leaders from schools throughout the Hawkesbury.
- Henny Penny Chickens visited the school. They left 4 live chicks and 12 fertilised eggs which the students got to watch hatch. All the chickens hatched and the SRC and community members built a chicken enclosure to keep them in. The SRC now sell the eggs to raise money to help sustain the chickens running costs.
- We celebrated Harmony Day by sharing plates of food from other countries and participating in soccer games.
- We have updated the Old Amin building with new lino and fresh paint to make a space for cooking, art and other extra-curricular activities. The P&C helped with the cost of this.
- Peppercorn Family Services offered a weekly drop in service for parents each fortnight after school.
- Cancer Council ran an ‘Eat it to Beat it’ information session for parents.
- We registered as a Sun Smart School.
- Our annual Anzac Day service was held at school, with local members of the RAAF and RSL, past and present attending.
- An Easter Hat parade, Easter painting, egg rolling competition and Easter egg hunt were enjoyed to celebrate Easter.
- Marcel, Emily, Angus and Riley attended the National Young Leaders’ day in Sydney with Mr Carter.
- Angus attended the Easter Show as a parader. He finished 1st at Castle Hill Show and progressed through to the Sydney Royal Easter Show where he finished 3rd.
- Years K-2 students were involved in the responsible pet program.
- Cassidy received the Young Citizen of the Year Award for the Hawkesbury and went on to win the national award. An outstanding achievement for all of her hard work helping the homeless of Windsor.
- The Year 5 students participated in activities for World Environment Day.
- Our Education Week Open Day was a great success. Students displayed Lego creations and participated in bridge building competitions and loads more fun. Parents and family enjoyed the day, sharing morning tea and lunch with students and teachers.
- Students from Years 4, 5 and 6 attended a three-day camp at Milson Island Sport and Recreation Centre with Mrs Pennycuick.
- A teacher from Windsor High School visited to teach Mathematics to some Years 4 and 5 students.
- Students dressed as a character from their favourite book or as their favourite author to celebrate book week.
- Council and National Parks ran a program to teach students about the environment at Mitchell Park. Years 3 and 4 attended.
- The whole school visited Tobruk Sheep Station to learn about colonial life. A great time was had by all.
- A successful disco was held at South Maroota Hall. Students danced and participated in a range of fun games and shared supper during the night.
- The entire school went to Cattai National Park to take part in an Aboriginal Excursion Experience run by Brewongle Environmental Education Centre.
- Students recognised ‘A Day for Daniel’ by completing activities and holding discussions about keeping safe.
- Year 6 students attended various high school transition days to help students cope and adjust to the expectations of high school next year.
- Students started school banking with the Commonwealth Bank.
• Kindergarten Orientation was held during Thursday morning sessions over four weeks. Kindergarten students got to experience some “big school” activities and got used to their new environment and teachers. We had loads of fun!

• Years 4, 5 and 6 started construction of a ‘frog bog’. To date they have placed rocks and planted some plants.

• A very successful mini fair was held by the Year 6 students. Money raised from the Mini Fair is put towards the Year 6 Farewell at the end of the year.

• Students attended a movie day at Richmond Theatre to celebrate their achievements over the course of 2014. They had a picnic lunch at the Richmond Park after the movies.

• The school hosted a Parent Helper Morning Tea and a community breakfast to thank the entire Cattai community for their help and support throughout the year.

• New bell times were trialled based around students’ learning needs. This was very successful and these new times will be introduced in 2015.

• The Year 6 Farewell was held at Riverside Oaks. An enjoyable night to celebrate and say goodbye to our Year 6 students.

• Students participated in a Christmas Project to help raise money for the local needy at Christmas.

Significant programs and initiatives – Policy and equity funding

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.

An excursion to Cattai National Park was organised with the help of the Brewongle Environmental Education Centre for students to investigate the local area and learn more about Aboriginal history and culture. An Aboriginal speaker was also employed to discuss and demonstrate Aboriginal artefacts, customs and traditions. This was an extremely valuable experience for students and staff where we all learnt about the rich local Aboriginal history and traditions.

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.

Resource Allocation Model (RAM)

This year we received funding based on two components of the new Resource Allocation Model (RAM). This model is part of the NSW Government reforms for NSW Public Schools. The two components are: Aboriginal background and
socio-economic background. Cattai Public School received $1933.65 based on these two funding allocations. These funds were used to purchase new reading resources for the school to support the learning of all students in literacy and Aboriginal education.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Online Parent, Teacher and Student surveys
- Paper Parent, Teacher and Student surveys
- Focus groups

Background

All teachers, students and parents were invited to participate in the completion of a Teaching survey. This year we decided to implement the survey using Pen and Paper, as well as online methods to elicit responses.

The respondents provided feedback to questions around multiple facets of teaching at Cattai Public School.

Survey responses were collated using the Survey Monkey analysis tool, as well as paper recording sheets. The broad areas used to answer questions were ‘almost always’, ‘usually’, ‘sometimes’ and ‘rarely’. For analysis purposes, the ‘almost always’ and ‘usually’ choices were combined, as were the ‘sometimes’ and ‘rarely’ choices.

Findings and conclusions

Responses were received from 2 staff members, 38 students and 6 parents.

Analysing the data we found:

Parent and Teacher responses showed a strong correlation, with 100% of Parents and Teachers responding in the always and usually sections to almost all questions. Student responses varied slightly across the questions. More than 60% of respondents agreed on the following: the curriculum and learning is important, the activities chosen by teachers and the way they teach help students to learn and the learning community understand how assessment works and is used by the school to improve student learning outcomes. The correlation of the three stakeholder groups and the nature of the responses were very positive and indicate that the school is performing well in most areas in terms of the teaching and learning occurring at Cattai Public School.

Students were less clear in regards to the way in which teachers manage the class and school reporting of achievement. However in both cases more than 60% of students responded in the top two criteria selections.

Future directions

Students, parents and teachers were, on the whole, very positive about the teaching occurring at Cattai Public School.

As a staff group we feel that we are constantly assessing the way in which we teach and how this can be altered to maximize student learning. This constant focus on quality teaching and student engagement will continue into the future, with student engagement being a key driver in the 2015 School Plan.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Improved learning outcomes in Literacy, particularly in Reading Recovery levels for K-2 and NAPLAN results for Years 3 & 5 in the top 2 skill bands.

Evidence of achievement of outcomes in 2014:
• More than 80% of students exited Year 1 at RR level 16 or above.
• More than 80% of students exited Year 2 at RR level 26 or above.
• Extensive work undertaken in professional learning regarding Literacy teaching, in particular the NSW English syllabus for the National Curriculum. The school worked closely with Literacy and Numeracy leaders to achieve this.
• Extensive work undertaken in professional learning and the creation of new school structures to ensure that PLAN data is entered and monitored regularly.
• Analysis of NAPLAN/SMART data to identify areas of strength and weakness in student performance and teaching practice.

School priority 2
Numeracy

Outcomes from 2012–2014
Increased levels of overall Numeracy Achievement.

Evidence of achievement of outcomes in 2014:
• 100% of students achieved minimum standard growth in Numeracy
• More than 75% of students exited Year 2 at “Counting On” level on Numeracy Continuum.
• K-6 assessment tracking sheet implemented and used to track individual student achievement across the school.
• Extensive Professional Learning around implementation of the Numeracy Continuum and it’s impact on the teaching and learning cycle.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
Cattai Public School conducted a survey to assess the leadership within the school.

Parents felt that the leadership at Cattai Public School:
• Understand the school and get the best from staff and students.
• Value the contributions from individuals and groups and involves all groups within the school community in deciding the school’s aims.
• Accept responsibility for the quality of student learning outcomes and is open to new ideas.
• Treats everyone fairly inspires and motivates learners.

Students were also asked about the leadership at Cattai Public School. They felt that the school leaders:
• Understand the school and get the best from staff and students.
• Ensure that everyone is treated fairly.
• Encourages staff, students and parents to take on leadership roles within the school.

Teachers were asked about the leadership at Cattai Public School. They felt that the leadership:
• Improved the school through understanding the school’s strengths and weaknesses.
• Built relationships based on trust, collegiality and respect.
• Model commitment to school improvement.
Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The new plan will have 3 strategic directions. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence.
- represent a high level and future-focused educational priority which is evidence based and data informed.
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture.
- make explicit links to the dimension of the school excellence framework.

The learning community has decided on the following 3 strategic directions for 2015 – 2017 based on an extensive consultation process and evaluation of past performance and future directions.

Strategic Direction 1
Student Learning

- Independent, engaged learners.

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.

Strategic Direction 2
Staff Learning

- Teachers as leaders of learning.

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

Strategic Direction 3
Community Learning

- Community connections and learning partnerships.

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.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: