Our school at a glance

Students
There were 17 students enrolled in kindergarten to year 6 at CTIPS at the beginning of 2012 and 16 transition to school students.

Staff
There were three permanent teachers employed at Cabbage Tree Island Public School. Our school is staffed with a Teaching Principal, K-2 teacher, Aboriginal Education Officer, Transition to School Teacher, Preschool Assistant, School Administration Manager (4 days per week), a Senior Administration Officer (1 day per week) and a General Assistant. An additional three teachers are employed throughout the week in a variety of roles to support students. These positions are funded by Priority Schools Funds, Integration funds and the global budget.

Significant programs and initiatives
In 2009 our school was identified to participate in the National Partnership Low Socio-Economic School Program. The National Partnership Program funding will end in December 2013.

Student achievement in 2012

Literacy-NAPLAN Year 3 and Year 5
The Literacy component of NAPLAN assesses student achievement in the areas of reading, writing, spelling, grammar and punctuation. Students sat the year 3 and year 5 NAPLAN in May.

Numeracy-NAPLAN Year 3 and Year 5
The numeracy test assesses student achievement in the areas of number, space, geometry, patterns, algebra, data and measurement. Students in year 3 and year 5 completed the numeracy NAPLAN in May.

Messages

Principal’s message
Cabbage Tree Island PS was established in 1893 and has a current enrolment of 33 Aboriginal students. It ceased as a K-6 school in the 1960s and became a K-2 school until 2002 when it was reclassified as a K-6 school.

Cabbage Tree Island PS is located 22 km south of Ballina in an Aboriginal community. Our school is isolated to services although Jali Health Services and Bunjum Co-operative are located on the island and provide community services on specific days of the week.

Our school had many successful community events throughout the year involving parent and community participation. Harmony Day and NAIDOC were extremely positive with most activities being lead by community members.

Student participation and attendance has improved with new programs and strategies being explored and implemented. Expectations are high with all students supported in many ways to succeed. Our school provides a positive learning environment that promotes and celebrates student achievement and success.

Our school provides a positive learning environment that promotes and celebrates student achievement and success and a positive recognition of a proud Aboriginal identity.

Our students performed at many significant local events including the “turning of the soil” for the new Ballina Family and Child Centre. All students were involved in performing and promoting a positive image of Cabbage Tree Island school and its community.

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.

Dyonne Anderson

P & C and/or School Council message
Cabbage Tree Island Primary School is a community school that involves the parents and wider community. There have been many
opportunities throughout the year that have showcased the many skills and talents of our children. Not only are they great performers but their academic achievements continue to improve.

We are proud of our school and as a community we are happy about having new programs in place at the Community Learning Centre for community members. There have been opportunities for parents to participate in forums to discuss the Stronger Smarter philosophy to develop Stronger Smarter parents.

Our parents are proud of our school and show their support by attending the personalised learning plan meetings and special school events. Many of our families have helped out at sports carnivals and organised travel and accommodation for our school relay team to attend the State Athletics Carnival in Sydney in October. Our relay team came 5th place at the State event.

Rani Ferguson, Parent Representative

Student representative’s message

Our school is a great school. We did performances in front of our community and Elders and that makes me happy and proud.

Stronger Smarter helps me learn and know that I can get a good education. I am proud of who I am.

There are great teachers who are friendly and kind and help us learn lots.

Yerana James Year 5

School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>13</td>
<td>20</td>
<td>17</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>13</td>
<td>11</td>
<td>7</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

Student attendance profile

The school has focused on improving the attendance rate for 2012. The school will continue to focus on an improved attendance rate of 95% for 2013.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.3</td>
<td>92.0</td>
<td>na</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>86.6</td>
<td>96.5</td>
<td>81.9</td>
<td>88.4</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>87.6</td>
<td>94.2</td>
<td>88.0</td>
<td>97.8</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>87.9</td>
<td>86.3</td>
<td>89.1</td>
<td>94.2</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>81.7</td>
<td>93.9</td>
<td>79.9</td>
<td>95.7</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>71.5</td>
<td>86.9</td>
<td>89.4</td>
<td>84.2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>89.6</td>
<td>86.5</td>
<td>86.7</td>
<td>82.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>88.1</td>
<td>87.2</td>
<td>91.4</td>
<td>86.5</td>
<td>90.5</td>
</tr>
</tbody>
</table>

Management of non-attendance

The school has an attendance plan in place which involves monitoring students with inconsistent or poor attendance. Families are contacted immediately by the school to discuss how the two parties can work together to support our students to improve attendance. The Aboriginal Student Liaison Officer is contacted to intervene with face to face communication being a priority from the beginning of the process. Reward days and daily reminders assist in providing a consistent and important message.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.084</td>
</tr>
<tr>
<td>Preschool Teacher</td>
<td>0.4</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>Aboriginal Education Officer</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.896</td>
</tr>
<tr>
<td>Total</td>
<td>4.326</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The principal and Aboriginal Education Officer are Aboriginal staff employed at the school for more than nine years. Additional Aboriginal staff are employed on a casual basis. An additional Aboriginal teacher was a nominated transfer at the beginning of 2012 due to decreasing student numbers.

**Staff retention**
All current permanent teaching staff have been employed for more than eight years.

**Teacher qualifications**
All teaching staff met the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100 %</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>186 469.87</td>
</tr>
<tr>
<td>Global funds</td>
<td>61 981.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>95 598.89</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>685.79</td>
</tr>
<tr>
<td>Interest</td>
<td>8 341.35</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>353 077.10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
</tr>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
</tbody>
</table>

Trust accounts 0.00
Capital programs 696.37
Total expenditure 151 535.82
Balance carried forward 201 541.28

A full copy of the school’s 2012 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.

**School performance 2012**
Cabbage Tree Island PS proudly promotes the talents and skills of its students through the performing and creative arts.

**Achievements**

**Arts**
Highlights for the year include the following:

- All students were involved in performing for the local community throughout the year.
- Whole school assemblies and performances were held throughout the year.
- All students sang and danced at Heritage Park, Lismore for NAIDOC celebrations.
- The senior dance group performed at the end of year concert.
- The end of year concert included performances by all students in dance, singing, drama and playing musical instruments.
- Students demonstrated their understanding of the social skill through role-plays at assemblies.
- An Aboriginal dance instructor was employed to teach the senior dance students a new dance routine.
- A music teacher was employed to teach students to play keyboard and guitar.
- Many of the students also wrote their own original songs that were performed at various events including the “Turning of the Soil” in Ballina celebrating the site for the new Ballina Child and Family Centre.
Students performed during Education Week at Ballina Fair as part of our Community of Schools celebrations.

Sport

Many sporting activities have been provided throughout the year to encourage student participate and community involvement.

Achievements include:

- All students participated in the small schools swimming carnival. Four students proceeded to the district swimming carnival.
- All students participated in a ten day intensive swimming carnival focused on improving swimming technique and style.
- All students participated in the small schools athletics carnival. Four students represented our school at state athletics. One student finished 8th place in the 13 years 100 metre age race and our PP6 relay team came 5th place in the state.
- All students participated in the cross country at Teven-Tintenbar PS. Ten students progressed to the district event.
- Weekly sports and PE lessons are an important part of our school’s physical education program.
- Daily supervised activities during fruit break allow for further development of gross motor skills and sportsmanship. Sport include cricket, soccer, netball and volleyball.
- Our school was involved in coaching workshops to develop Australian Football League (AFL) skills and participated in an interschool competition.

Stronger Smarter Institute

Our school is a member of the Stronger Smarter Institute and is a hub school for the Learning Communities Project. An article highlighting the school’s story, and pictures of students performing feature on the Stronger Smarter website. The school also collaborates with five schools as part of the Stronger Smarter Learning Community.

Our priority for 2012 has been to develop a high expectation school culture in our learning community schools. A regional Stronger Smarter Leadership Program in 2013 has been organised to offer all school staff and Aboriginal community members the chance to engage with the Stronger Smarter Institute and to influence the under achievement of Aboriginal and Torres Strait Islander students.

Stronger Smarter Parent Group

Parents from Cabbage Tree Island PS, Jali Play Group and Bunjum Play Group have participated in parent meetings as a request from families to be stronger and smarter like their children.

The workshop resulted in families becoming familiar with the Stronger Smarter philosophy and processes for collaborative creativity.

Families developed a logo to represent their group and discussed ways to engage with schools in a positive and informative way. The parent workshops will continue in 2013.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Reading – NAPLAN Year 3

Due to the small cohort of students and confidentiality it is not possible to disclose details that may identify individual students.
Numercy – NAPLAN Year 3
Due to the small cohort of students and confidentiality it is not possible to disclose details that may identify individual students.

Reading – NAPLAN Year 5
Due to the small cohort of students and confidentiality it is not possible to disclose details that may identify individual students.

Numeracy – NAPLAN Year 5
Due to the small cohort of students and confidentiality it is not possible to disclose details that may identify individual students.

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 and enter the school name in the Find a school and select GO.

Significant programs and initiatives
Aboriginal education
Cabbage Tree Island PS has 100% Aboriginal enrolment focusing on improving overall academic outcomes for all students. Our students value education and this is demonstrated by the improvement in student attendance.

Cultural programs have been implemented with the support of the local Aboriginal community. Community members from Bunjum Arts and Craft have provided workshops for students explaining individual art pieces and stories associated with the art.

Students have regular celebrations that acknowledge local and national cultural events. Community members are a valuable resource to ensure diverse and accurate viewpoints are included. NAIDOC celebrations, Reconciliation Week and Sorry Day are an important part of our annual acknowledgement of significant events. Aboriginal education is an important part of our daily learning program.

Multicultural education
Our school celebrated Harmony Day at Durrumbul PS to participate in activities focused on the community and the environment. It was an extremely successful day and this important annual celebration has developed important relationships between students, staff and communities. Students and staff look forward to sharing knowledge and personal experiences about other cultures.

National partnership programs
In 2012 National Partnerships Low SES continued to support the focus on literacy and numeracy and to increase community engagement.

Our school has employed additional teachers to provide explicit teaching in literacy and numeracy. Our students have benefited from smaller groups and individual programs are in place for students with specific needs.

Our school has developed K-6 programs that involve explicit teaching, focusing on syllabus outcomes that reinforce the importance of foundation literacy skills for all students while providing extension work for others.

Other programs
Respect and responsibility
Our school emphasizes the importance of self-respect and respecting others’ by providing students with an explicit social skills program that is an inclusive part of their daily learning.

Respect and responsibility are values that are promoted during assemblies each day. Students are rewarded for displaying positive behaviour and as a result have an excellent understanding of these values that are demonstrated in their behaviour at school. The school will continue to highlight the importance of these skills on a regular basis.

Students value educational opportunities while all students strive to improve their personal performance on a daily basis. Students are encouraged to self regulate their behaviour with incentives to celebrate their achievements. The social skill of the week is printed in the weekly newsletter and discussed and practiced in class.
Our students attended the ANZAC day march in Ballina with local schools and serviceman and woman.

**Progress on 2012 targets**

**Target 1**

*All students will achieve stage appropriate growth in aspects of speaking, reading and comprehension using the Literacy Continuum*

Our achievements include:

- All students were placed on the Literacy Continuum with the majority of students improving by stage appropriate clusters in speaking and reading.
- Teachers have developed new strategies to teach comprehension.
- Student confidence in speaking has improved with the inclusion of public speaking events.

**Target 2**

*All students will achieve stage appropriate growth in aspects of mathematics using the Numeracy Continuum*

Our achievements include:

- All students achieved greater improvement in number than other aspects of mathematics.
- Small groups with intensive and explicit teaching has assisted in the improvement of number.
- The North Coast Numeracy Strategy has provided a consistent and thorough approach to teaching numeracy across the school.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Learning and English.

**Learning**

**Background**

SchoolMap management surveys were used to gather information from all staff and parents. Focus groups were organized to gather information and collate ideas from students.

**Findings and conclusions**

An analysis of the student focus groups provided the following information. All students agreed that:

- learning is fun
- I feel proud to be a student
- my teacher is fair to me

Analysis of the survey and discussions with staff provided the following information.

All staff agreed that:

- The school community has high expectations of students;
- Staff continually upgrade their skills through professional training and development; and
- Staff are confident to share ideas and experiences with colleagues to improve teaching practice.

The analysis of the parent survey provided the following information.

The majority of parents agreed that:

- My child’s classroom is an interesting place to learn;
- Teachers talk to me about my child’s learning; and
- In class, my child’s teachers provide a balance of independent and group learning activities.

**Future directions**

Learning is an area of focus that needs to be continually evolving and improving as new curriculum and teacher standards are
implemented. The school will continue to focus on learning as our core business with the expectation that learning will be engaging, relevant and student learning outcomes will continue to improve.

**Parent, student, and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2012 the school sought the opinions of parents, students and teachers about the school. Parents were provided with the opportunity to comment during scheduled schools events and organized parent sessions. Parents agreed and strongly agreed that the school is a friendly school that is tolerant and accepting of all students; the school offers challenging programs for its students and fair discipline exists within the school.

**Professional learning**

Professional learning opportunities were organized collaboratively between nine small schools as part of the Southern Cross Community of Small Schools. Regular sharing of Early Stage 1 and Stage 1 teachers was organized to share classroom programs and best practice focused on literacy.

Professional learning in literacy, numeracy, Best Start featured in fortnightly staff meeting sessions. Sessions were also focused on CPR, Smart 2, the literacy and numeracy continuum and the super six reading comprehension approach. Four Stronger Smarter Community of School meetings were organized involving principals, teachers, Aboriginal parents and community and the local Aboriginal Educational Consultative Group (NSW AECG Inc).

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

Year 5 and Year 7 students will achieve expected or greater than expected growth in reading, spelling, grammar and punctuation in NAPLAN data.

**2013 Targets to achieve this outcome include:**
- access professional learning for staff;
- development of strategies and programs to address the specific needs of all students; and
- on-going monitoring and evaluation of literacy programs.

**Strategies to achieve these targets include:**
- professional learning opportunities will be accessed by staff to target the needs of individual students; and
- teachers’ programs will reflect and provide consistency of approaches across the school.

**School priority 2**

Year 5 and Year 7 students will achieve expected or greater than expected growth in numeracy in NAPLAN data.

**Outcome for 2012–2014**

**2013 Targets to achieve this outcome include:**
- staff will be familiar with the numeracy continuum;
- professional learning is focused on effective pedagogy in numeracy; and
- the north coast numeracy program is consistently implemented across all classes.

**Strategies to achieve these targets include:**
- staff will be trained in using the north coast numeracy program;
- assessment procedures will demonstrate the improvements in all areas of numeracy; and
teaching and learning will be individually designed to cater for the diversity of student needs.

School priority 3
Outcome for 2012–2014
Engagement and connections with community will result in increased student learning and participation at school reflected in improved attendance data.

2013 Targets to achieve this outcome include:

- continue to expand and further develop the Stronger Smarter parent groups;
- listen to parents and community in how to develop new ways of engaging with parent groups across the school and community; and
- offer workshops and information sessions for parents after listening and analysing the needs and wants of families.

Strategies to achieve these targets include:

- have events and celebrations each term to participate in regular school events;
- utilise the skills and talents of community members to contribute to student and staff learning.

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.

Dyonne Anderson, Principal
Jennifer Frost, Teacher
Delia Rhodes, Aboriginal Education Officer
Joanne Bolt, Parent representative

School contact information
Cabbage Tree Island PS
PO Box 135 WARDELL 2477

Ph: 02 6683 4251
Fax: 02 6683 4369
Email: cabbagetre-p.school@det.nsw.edu.au
Web: cabbagetre-p.school.nsw.edu.au
School Code: 1471

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