

Culcairn Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Culcairn 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.

Craig Allibon

Principal

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Message from the Principal

The Culcairn Public School community should take great pride in the achievements of our school in 2016. We have continued to provide a wide range of opportunities for our students to develop and demonstrate personal excellence across academic, social, cultural and sporting domains. Students and their families can be justifiably proud of the achievements of our students in 2016.

Our school community continues to recognise the importance of the development of the whole child, within a rapidly changing world. Our highly qualified and dedicated staff work collaboratively to ensure that our students strive for their personal best in a safe, challenging and caring environment. Excellent progress has been made towards the achievement of our three school strategic directions of Learning, Teaching and Growing Together.

This Annual Report provides us with an opportunity to celebrate our success, reflect on our journey so far and plan effectively to build upon the excellent progress made this year.

School background

School vision statement

Our vision is to provide educational experiences and opportunities in an environment which values and fosters the pursuit of academic, cultural and sporting achievement. As a partner of the Morgan Country Learning Community, we aim to develop the whole child to become informed citizens of the future in order to participate in and contribute to the global world and practice the core values of NSW Public Schools. The school celebrates the diversity of its families and wider community whilst developing individual strengths, a love of learning and the capacity for all to achieve success.

School context

Culcairn Public School is a small school located between Albury and Wagga Wagga. Through a cohesive learning environment, we strive to create a thinking culture to empower the school community and provide experiences which encourage all to achieve success. Culcairn Public School is a dynamic school which values and fosters the pursuit of academic, cultural and sporting achievement by providing an environment which is caring and challenging in order to prepare young minds for the dynamic world we live in. We provide an innovative 21st Century education across all areas of the curriculum with an emphasis on literacy and numeracy. Culcairn Public School delivers excellence, opportunity and success for all in an innovative and caring environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework 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.

Our staff used the School Excellence Framework to inform, monitor and validate the progress and impact of our teaching and learning strategies throughout the year. We thoroughly examined the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. We reflected on the progress made, identified strengths and acknowledged the improvements required to meet our high expectations and standards in the delivery of education to our students.

In the domain of **Learning**, our efforts have primarily focused on learning, curriculum and wellbeing. We aim to develop autonomous learners who are encouraged to be inquisitive, analytical and collaborative problem solvers. These were key features of our school's drive to deliver excellence and provide challenging, engaging and stimulating high quality learning experiences. We recognise that for education to be successful, the focus must be on the students and ensuring that our school culture builds educational outcomes and fosters engaged and independent learners. In order to promote student wellbeing and ensure prime conditions for learning, we have invested in the KidsMatter program to promote positive mental health. An action team has received professional development to equip them with the skills to drive the continued implementation of the whole-school framework and deliver training to staff. Further steps towards developing this framework have been planned for the 2017 school year.

As a part of our school's holistic approach to wellbeing, we have also recognised the relationship between physical well-being and learning and have strived to improve our students' health through a combined fitness, wellbeing and school value program 'ikifit'. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. Creating and continuing to implement Personalised Learning Plans (PLPs) has been a key feature of our progress and commitment to the well-being of all our students. Students' needs were identified and sequential steps and strategies were employed to help meet individual learning goals. Communicating the PLP's with the Learning Support Team and parents/caregivers encouraged greater involvement in their child's learning and promoted a culture of collaboration and partnership. Teachers differentiate curriculum delivery to meet the needs of individual students and curriculum provision is also enhanced by learning alliances with other schools and organisations.

Curriculum and Learning is enhanced by our partnership with the Morgan Country Learning Community and pre-schools

in the area. Strong transition programs are in place for Preschool to Kindergarten and Year 6 to Year 7 and students requiring extra support to transition to their new class the following year.

In the domain of **Teaching**, our main focus has been on collaborative practice for staff members. All teachers received training in peer coaching and were provided with opportunities, including planning days and fortnightly staff meetings, in planning, teaching and growing as an educator. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback and the development of expertise in literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that aims to improve student outcomes. Teachers are focussed on providing more explicit, specific and timely formative feedback to students on how to improve their learning. Teachers are beginning to incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps and areas for improvement. Teachers provide and receive constructive feedback from their peers to improve teaching practice. Teachers work beyond their classrooms to contribute to broader school programs.

In the domain of **Leading**, the consistency and effectiveness of the implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. Our priorities have been to progress leadership and management practices and processes. Through the development of milestones, shared school wide, ownership and responsibility were enhanced in the areas of leadership. Teaching, learning and community evaluation have led to an ongoing culture of innovative improvement practices. Parents have the opportunity to participate in a range of school related activities. Staff Leadership opportunities and capacity building opportunities are encouraged and supported at school, within the Morgan Country Learning Community and across the Department of Education. Students are given a variety of leadership opportunities across a variety of activities at school including assemblies, drama, end of year concert, public speaking, debating and the Celebration of Learning.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

LEARNING

Purpose

At Culcairn Public School we want to establish and provide stimulating learning experiences which are personalised and responsive to each student ensuring high expectations to achieve goals and meeting the Premier's Priorities. We want every student to reach their potential, and to master the foundation literacy and numeracy skills, as well as the personal and social capabilities, required for lifelong learning.

Overall summary of progress

PLAN data continues to underpin our quality teaching and learning, showing where students are at. Teachers plot students on the continuum regularly throughout the year and adjust students learning accordingly. All parents receive a PLAN parent feedback report each semester. Cluster markers provide direction as to where we want our students to be and our quality teaching and learning practices, with differentiation and adjustments embedded, provide teachers with the means to get there.

Students requiring extra support are identified and in collaboration with the classroom teacher, learning and support teacher and parents, an individual learning plan is developed and reviewed throughout the year. Students are screened by a speech pathologist to identify any learning needs and programs are included in identified students Individual Learning Plans (ILP's).

The Multilit program was introduced for students requiring extra support with their reading. The Learning support teacher and all School Learning Support Officers (SLSO's) were trained in using the program

All staff were involved in phase 2 of KidsMatter training to establish a whole school approach to mental health and wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students achieving greater than or equal to expected growth in NAPLAN literacy and numeracy results and meeting the Premier's Priorities.	66% of students achieved expected growth in reading. 75% of students achieved expected growth in numeracy. 55% of year 3 students in top two bands for reading. 40% of year 3 students in top two bands for numeracy. 14% of year 5 students in top two bands for reading. 0% of year 5 students in top two bands for numeracy.	\$7590 Socio-economic Background Funding
100% of students are mapped on the literacy continuum using PLAN each term.	All teachers updating PLAN data at the end of each term, giving parents the "Parent Feedback" reports at the end of each semester. PLAN data continues to reflect improvements in student learning.	\$4500 Socio-economic Background Funding

Next Steps

Inquiry based learning to be embedded in teaching and learning. Students are critically thinking across Key Learning Areas with increased technology use, collaboration, team work and self reflection.

Continue to build on teacher understanding of using the literacy and numeracy continuum to track student progress, evaluate the effectiveness of their teaching and deliver differentiated teaching programs.

Incorporate Minilit and Prelit strategies for early year students to compliment multilit strategies and improve reading skills and sound recognition.

Continue to build on the improved learning and support team processes and strengthen support for students at risk – academically, socially and emotionally.

Tell Them From Me surveys to be completed by the whole school community – teachers, students and parents

How2Learn training will be implemented for all teaching staff in 2017 to improve students ability to become well rounded thinkers, learners and citizens. It will develop the necessary skills in students so as they can become effective citizens, workers and life long learners.

All staff to be involved in kidsmatter phase 3 training to continue a whole school approach to mental health and wellbeing.

Strategic Direction 2

TEACHING

Purpose

Culcairn Public School will deliver an equitable, reliable and challenging learning environment for students based on quality, high level professional practice. We value academic achievement and will maintain our commitment to providing opportunities for all students to maximise the potential through excellence in teaching and learning. We know that a quality education depends on great teaching and leadership.

Overall summary of progress

All teachers were provided with additional time to enhance their own professional practice and pedagogical knowledge by visiting other classrooms and observing lessons, reading and reflecting on professional readings based upon their professional goals. Staff were engaged in the strategic peer coaching program. Systems were put in place for teachers to engage with colleagues to observe teaching practices and to reflect and evaluate their own practices. This developed the capacity and self-efficacy of all teachers and had a positive impact on improving student learning outcomes and teaching practices.

All staff completed Performance and Development Plans. Teachers collaborated with stage supervisors to negotiate goals and identify professional learning needs aligned to Australian Professional Standards. This has led to staff engaging in a much deeper reflective process that is guiding the ongoing development of all staff, at an individual and collective level. Regular and effective monitoring and feedback processes are in place to discuss progress, support and to plan for growth.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100%of staff will be involved in peer coaching and mentoring including reciprocal observations, reflection and feedback resulting in adjustments to teaching practice.	All teaching staff were involved in peer coaching and mentoring including reciprocal observations, reflection and feedback resulting in adjustments to teaching practice.	Quality Teaching Successful Students (QTSS) Funding – \$8162.00
100%of staff to provide evidence that they have achieved goals from their Performance and Development Plan (PDP)	All teaching staff provided evidence to their supervisor that they had achieved goals from their Performance and Development Plan (PDP).	Quality Teaching Successful Students (QTSS) Funding – \$8162.00

Next Steps

All teachers will be provided with direct feedback to students through the use of learning intentions and success criteria. These will be used in all Learning Areas, Kindergarten to year 6.

Engage the whole staff in data collection and tracking systems to enhance our focus on our teaching impact and to better plan ongoing student learning growth.

Daily Five will be embedded in teaching and learning programs for Stage 2 and Stage 3 to support the L3 program in Early Stage 1 and Stage 1.

Strategic Direction 3

GROWING TOGETHER

Purpose

Culcairn Public School will develop and enrich positive, compassionate and trusting partnerships which identify needs to support an inclusive, vibrant school culture which is flexible and dynamic. We value an inclusive school community and will maintain our commitment to providing opportunities for all stakeholders to be involved in the school.

Overall summary of progress

Culcairn Public School worked very hard this year to foster and create a school community that operates in a collaborative and sustainable manner. Our school is a happy hardworking place where students, staff, parents and caregivers all support one another in a cohesive community that values a culture of success and respect. The school community were involved in a number of Parent and Citizen activities and school programs in unprecedented numbers.

In 2016 a school Facebook page was established as another avenue of communication for parents to access school information. The community response to this page was overwhelmingly positive. It in conjunction with our school webpage and school app keeps our school community informed and up to date with events and learning experiences.

The school again participated in KidsMatter component 2 training for a positive school community. This has broadened the skill base within our community to address mental health concerns, provide strategies and skills for the whole school community.

A number of parent workshops were provided throughout the year to establish a bank of ideas to help increase parent and community participation within the school. Many of them were implemented this year and others will begin in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A strong, sustainable and respectful partnership developed with parents and carers, promoting active involvement in all areas of the school.	Strong partnerships continued to be established for the whole school community. An increasing number of events and activities were held throughout the year with an increase in participation with parents and the school community.	\$7500 – Socio-economic Background Funding
Improvements in connection with preschools, Billabong High School and the Morgan Country Learning Community.	Strong transition programs continue with both the local High School and Preschool preparing students for Kindergarten and Year 7. All staff have continued connections with the Morgan Country Learning Community improving practice and professional relationships.	\$3000 – Socio-economic Background Funding

Next Steps

A new electronic school sign will be installed to improve communication and promote the school within the school and wider community.

Explore other avenues of digital communication systems and implement a common system for all teachers to use with parents.

Ensure further opportunities are made available for the community to engage in learning about the school vision and current teaching practices, along with opportunities to provide feedback and ideas for future planning.

Class Dojo used in all classrooms to further build a positive learning culture and keep parents and carers informed and in touch with children's learning.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All aboriginal students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums above the average level.</p> <p>Aboriginal Cultural aspects discussed in all Key Learning Areas.</p> <p>Additional School Learning Support Officer (SLSO) employed to assist with identified students.</p>	<ul style="list-style-type: none"> Aboriginal background loading (\$4 014.14)
English language proficiency	<p>Online Reading Resources used effectively to support Language teaching.</p> <p>All students achieved substantial growth as evidenced by their PLAN data.</p>	<ul style="list-style-type: none"> English language proficiency (\$1 368.66)
Low level adjustment for disability	<p>PLAN data identified improved learning outcomes for identified students.</p> <p>Funding was used to employ an additional SLSO.</p>	<ul style="list-style-type: none"> Low level adjustment for disability (\$24 221.10)
Quality Teaching, Successful Students (QTSS)	<p>Teachers worked together to analyse student data. The establishment of mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management</p>	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$8 162.00)
Socio-economic background	<p>Multilit program running effectively and improving students sound recognition and knowledge.</p> <p>Students are screened by a speech pathologist and students identified as requiring extra language support are given effective programs.</p> <p>A breakfast program was implemented three days per week.</p> <p>Additional SLSO's were employed to assist during Language, Learning and Literacy (L3) sessions.</p>	<ul style="list-style-type: none"> Socio-economic background (\$32 119.16)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	60	71	63	65
Girls	58	53	45	46

Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.1	97.1	95.7	95.2
1	93	92.6	94.7	97.1
2	92.9	93.1	94.5	95.2
3	94.1	94.3	94.3	90.2
4	96.7	95.9	94	94.8
5	93.9	95.5	93.1	92
6	95.3	94	95.1	93.7
All Years	93.9	94.6	94.5	94.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Culcairn Public School works closely with the Home School Liaison Officer to ensure children are regularly attending school. Our school system of recording absences via the front office allows immediate response when letters or phone calls are required. Texts are sent to parents daily asking for a reason for their child's absence. Culcairn Public School does not have many non-attendance concerns. Late arrivals to school have also reduced.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.41
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.67
Other Positions	0.14

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	14
Postgraduate degree	86

Professional learning and teacher accreditation

Significant amounts of professional learning occurred at Culcairn Public School in 2016. Research supporting teacher quality being the single largest indicator of student success was the motivator for our significant investment in professional learning in order to boost teacher capacity.

Teacher professional learning is informed by the School Strategic Directions and the Performance and Development Plans (PDP) of staff, with reference to the Strategic Directions of the Department of Education. The funds allocated to this area are for course fees and for providing relief for staff members from their regular duties in order for them to attend the specialised training courses.

In 2016, members of staff participated in a range of professional learning opportunities including weekly staff meetings, extended staff meetings, in class support as well as Peer coaching, teacher observations, autism online training, How2Learn, Kidsmatter, ikifit and multilit training. All Culcairn Public School staff also participated in mandatory professional

learning in code of conduct, child protection and mandatory reporting, CPR, Anaphylaxis, WHS, Asthma and PDP's.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

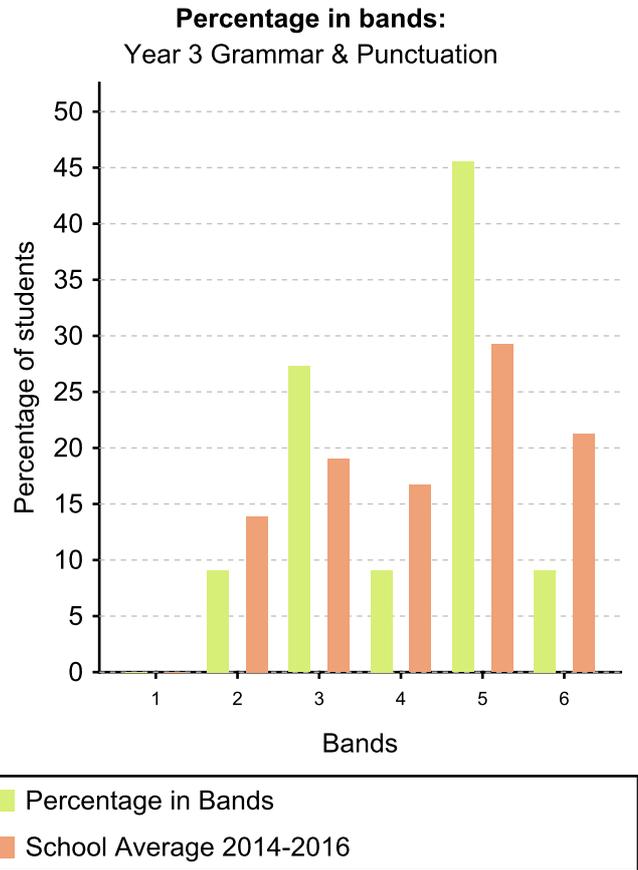
Income	\$
Balance brought forward	180 022.80
Global funds	89 937.06
Tied funds	178 705.67
School & community sources	34 340.40
Interest	3 570.54
Trust receipts	9 672.42
Canteen	0.00
Total income	496 248.89
Expenditure	
Teaching & learning	
Key learning areas	17 428.75
Excursions	12 969.79
Extracurricular dissections	7 731.82
Library	1 962.54
Training & development	0.00
Tied funds	188 074.42
Short term relief	12 789.36
Administration & office	25 069.69
School-operated canteen	0.00
Utilities	21 896.16
Maintenance	18 678.95
Trust accounts	10 537.46
Capital programs	4 120.00
Total expenditure	321 258.94
Balance carried forward	174 989.95

A full copy of the school's 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.

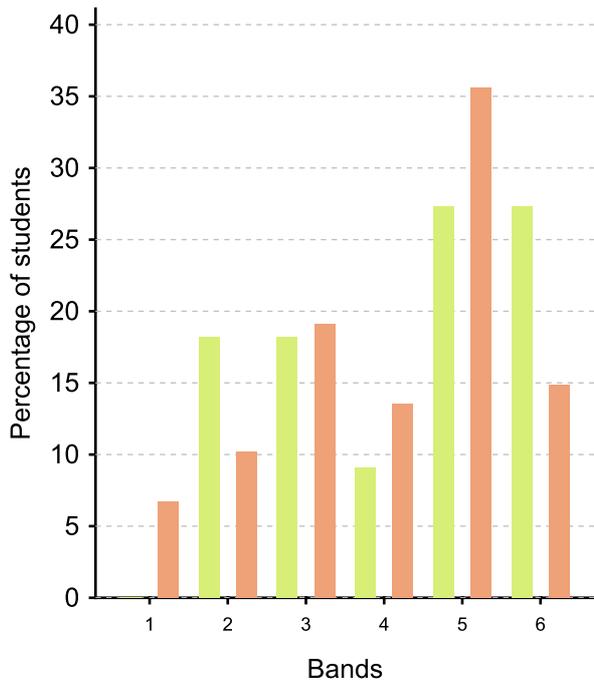
School performance

NAPLAN

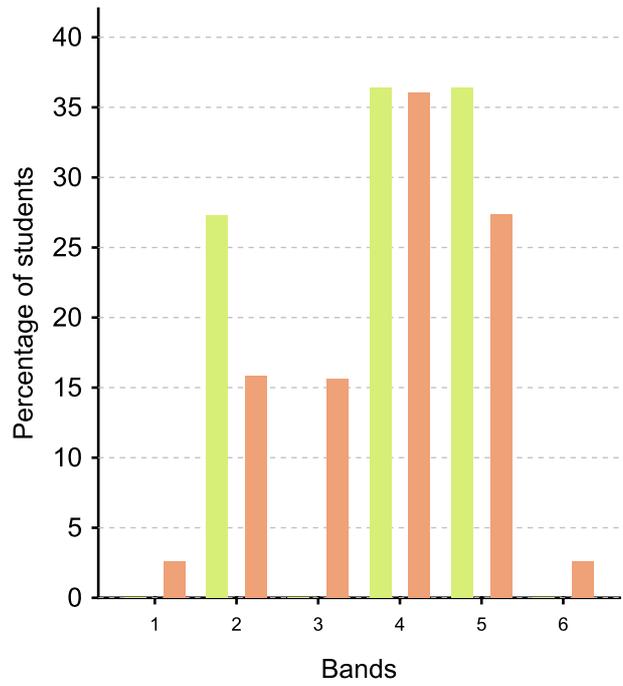
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



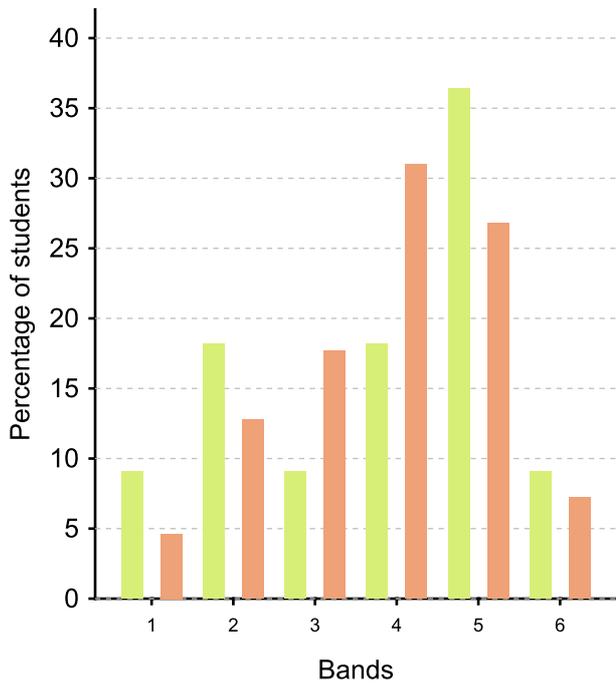
Percentage in bands:
Year 3 Reading



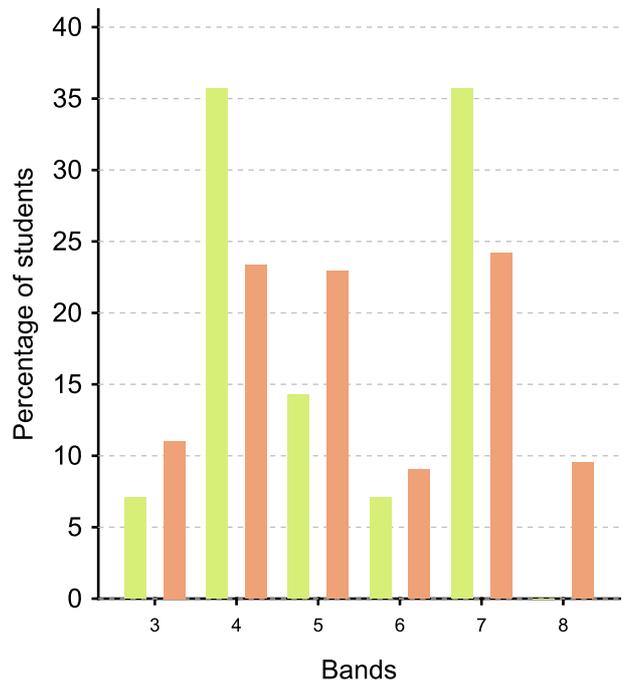
Percentage in bands:
Year 3 Writing



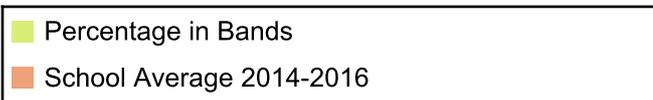
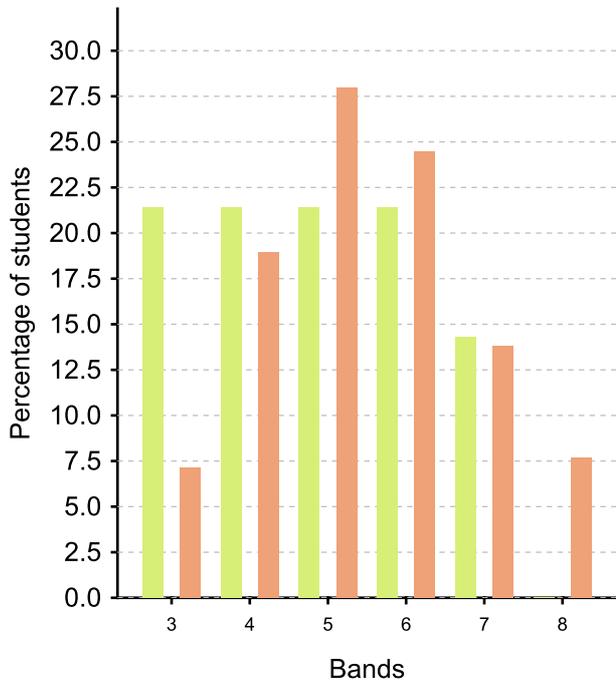
Percentage in bands:
Year 3 Spelling



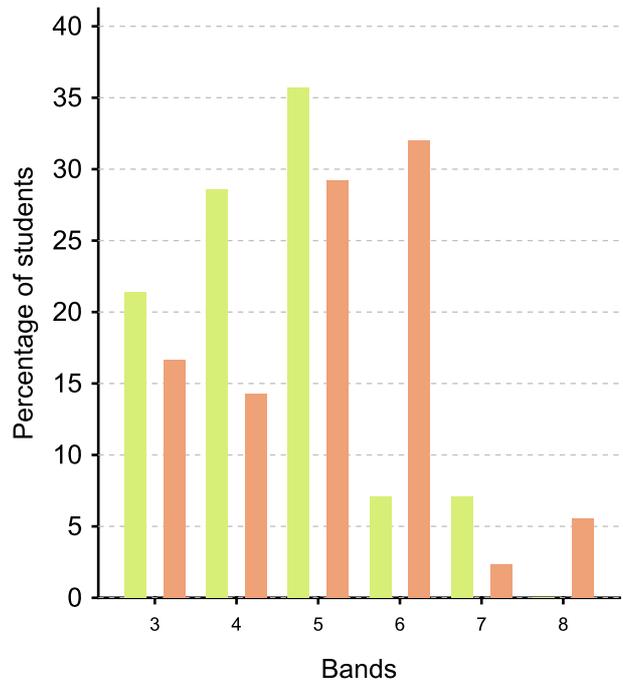
Percentage in bands:
Year 5 Grammar & Punctuation



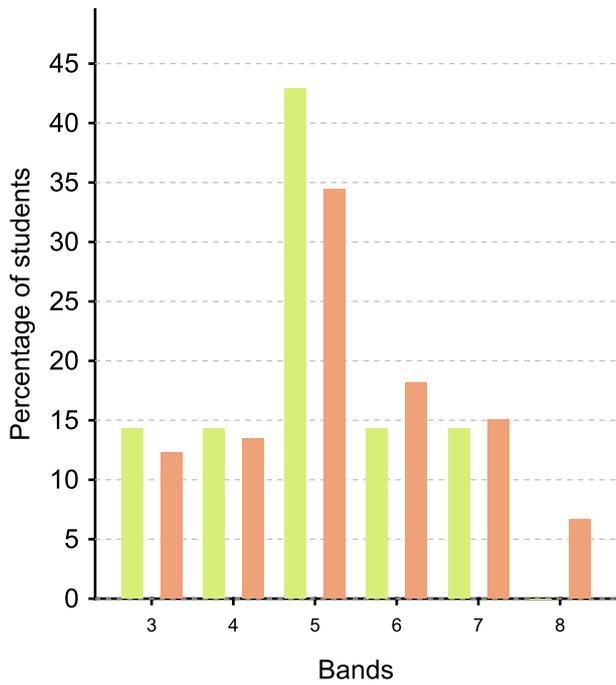
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing

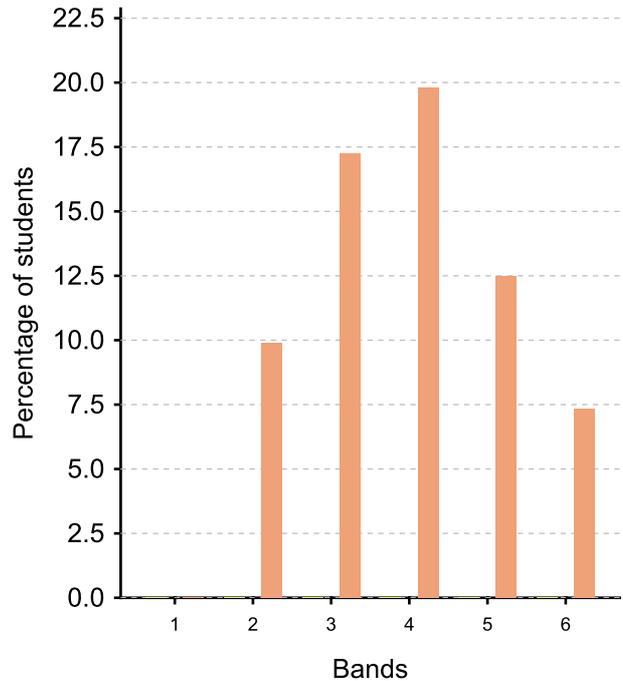


Percentage in bands:
Year 5 Spelling

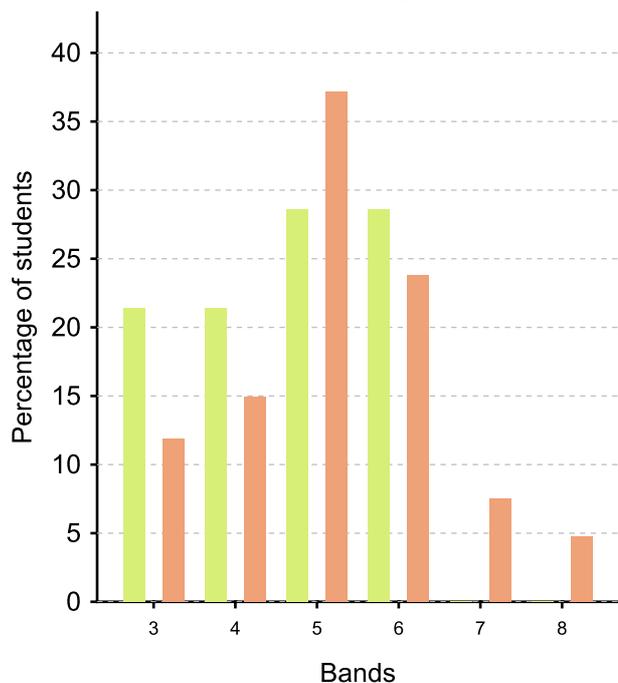


The NAPLAN results show improvements in average spelling and reading scores for Year 3 students over the last three years. Year 5 students have shown above average growth in reading, grammar and punctuation and numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



Legend:
■ Percentage in Bands
■ School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy. The percentage of Year 3 students in the top two bands for reading was 55% and numeracy 40%. The percentage of year 5 students in the top two bands for reading was 14% and numeracy 0%.

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.

In 2016, the school sought the opinions of parents, students and teachers about the school. A sample of students surveys indicated that:

Students try hard to succeed at school, students value school outcomes and students are interested and motivated.

Parents feel welcome at our school, parents are kept well informed, teachers have high expectations and teachers help students who need extra support.

Staff agreed that the school continually finds ways to

improve what it does and that the school makes important changes to what it does when necessary.

Policy requirements

Aboriginal education

The education of Aboriginal students and the developing of knowledge and understandings of Aboriginal culture is an important aspect of our school. At Culcairn Public School, we ensure Aboriginal perspectives are taught in units of work and that teaching and learning programs reflect the diverse needs of Aboriginal students. This develops positive attitudes and understandings about Aboriginal history, culture and contemporary Aboriginal Australia. All Aboriginal students have Personalised Learning Plans (PLP's) developed in consultation with their class teacher, the student and caregiver.

As a school community we celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander People and Students with NAIDOC Week celebrations. Students also had an opportunity to participate in a range of activities during our Wiradjuri Culture and Art Days with aboriginal artist David Dunn.

The students and staff observe annual Indigenous celebrations and acknowledge the culture and spiritual ties of the Wiradjuri people to the land upon which our school is built, with 'Welcome to Country' during celebrations and assemblies throughout the year.

The version of our National Anthem sung at weekly and significant assemblies incorporates a more indigenous aspect to the accompaniment.

Multicultural and anti-racism education

The cultural diversity of our nation continues to be recognised and celebrated in the school across various Key Learning Areas (KLA's). Harmony Day was celebrated where students recognised the cultural diversity of our nation and the importance of people of the world, living together peacefully.

The school's teaching programs include specifically constructed teaching occasions in the Human Society and Its Environment learning area to expand the students' understanding of cultural diversity and differences. Visiting performers with a multicultural focus are used to expand students' understanding of the world's citizens.

Our school maintains a focus on multicultural education by providing programs that develop knowledge, skills and attitudes required for a culturally diverse society. This year within our teaching and learning programs, students studied a cultural group in each class.

Other school programs

Kindergarten Transition Program

The Kindergarten transition program is a 6 week program where preschool aged children enrolling in Kindergarten at Culcairn Public School the following year attend school for one morning a week. Activities were designed to equip students with social, cognitive and physical skills required for successful passage to kindergarten in 2017

Billabong High School Transition Program

During 2016 a number of programs were established to support the transition of our Year 6 students entering Year 7 at Billabong High School in 2017.

All students were involved in High School visits in terms 1 and 4 and a number of year 6 students had the opportunity to visit Billabong High School on a fortnightly basis during terms 2 and 3.

Reading for Life

Reading for Life is a volunteer reading buddy program for children requiring support with their reading. 10 children were lucky enough to be involved in the program. Volunteers were trained in how to conduct the program. All children made exceptional gains during the program.

Reading Recovery

Reading Recovery is a specialised reading program for Year 1 students requiring intensive support with their reading. The reading recovery program operates daily for selected students.