

# Tucabia Public School

## Annual Report



2016



3263

## Introduction

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

Heath Simpson

Relieving Principal

## School contact details

Tucabia Public School

Mookin St

Tucabia, 2462

[www.tucabia-p.schools.nsw.edu.au](http://www.tucabia-p.schools.nsw.edu.au)

[tucabia-p.School@det.nsw.edu.au](mailto:tucabia-p.School@det.nsw.edu.au)

6644 8217

## Message from the Principal

Tucabia Public School provides a quality education through the professionalism and dedication of the staff, the high involvement of our school community and the engagement of our students in productive learning.

This year, the school celebrated 125 years of continuous, quality education. Through the tireless efforts of the students, staff and community, 200 people enjoyed a successful event which highlighted the positive culture within Tucabia Public School and the esteem with which the school is held by the broader community. Many past Principals, teachers, students and parents were in attendance to enjoy the day.

Our highly skilled staff has provided opportunities for our students to succeed and broaden their knowledge through a wide range of experiences including sport, science, creative arts, personal development and excursions.

Our annual self-assessment has identified achievements around the following key areas in our 2016 School Plan:

- Implementation of a Communications and Media Plan showcased our creative lessons and innovative programs. Evidence of increased communication between home and school has seen enrolment numbers grow in 2016.
- Small Literacy, Numeracy and Spelling groups supported all students to achieve growth in their learning.
- L3 professional development for staff improved Literacy outcomes for students in Kinder, Year 1 and 2.
- Continued implementation of the '7 Steps to Writing' program in Years 3–6 was successful in improving the quality of students writing.
- A leadership programs for senior students has seen an increase in confidence and the successful achievement of aspirational goals.

It has been an immense privilege to lead Tucabia Public School into an era of enormous technological change and increased understanding of how students learn. Giving students the opportunities to reach their full potential, to aspire to work hard for their goals and to become active citizens of the future has been an honour. These values are inherent in every aspect of your child's education at Tucabia Public School. Thank you to the staff, the community and especially the students for a wonderful career.

Lindal Lucas

Principal

## School background

### School vision statement

Aspiring to succeed by challenging potential.

### School context

Tucabia Public School is a small, rural school with current enrolment trends of thirty–five students, which has remained stable over the past two years. Aboriginal enrolments total 20% of the student population. Tucabia Public attracts additional Low Socio–Economic funding to assist students learning

Our vision is to create new possibilities for our students and encourage and support them to set aspirational goals. To create in our students, an interest and passion for their work and their futures and motivate them to think big. The staff will focus on developing confident young people with programs that challenge and inspire. Every student will continue to be supported and encouraged to reach their full potential.

Tucabia Public School offers a range of programs including leadership development, environmental education, Gifted and Talented support, drumming program and the latest in technology. A high ratio of computers, laptops and iPads engage our students to think critically and creatively in presenting their work. Our students regularly participate in physical activities to develop healthy lifestyles.

School based decisions by the students develop responsibility and a strong sense of belonging. Highly qualified, enthusiastic teachers who have a passion for education, create positive learning environments within small class sizes.

Membership of the Clarence Valley Community of Small Schools enhances collaborative sharing, professional learning and student engagement.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

Time was dedicated over a number of staff meetings to discuss the School Excellence Framework and assess the progress of Tucabia Public School in the domains of Learning, Teaching and Leading. Several elements were written into the School Plan to ensure the continuation of high expectations with our school's progress.

In the domain of Learning, our focus has been on culture and assessment and reporting. There is a school wide responsibility for learning and success. High levels of student engagement is observed during lessons and indicated on surveys. Implementation of succinct Personalised Learning Plans has seen an improvement in outcomes for students by focusing on individual learning need. Students set and achieve their own personal goals, reflect on and evaluate their progress, then receive feedback from their peers and teachers. Students use this assessment and feedback to plan future learning goals. All students are tracked on the learning continuum and student progress is provided at parent meetings.

Our major focus in the domain of Teaching has been on effective classroom practice between staff members and data skills and usage. Teachers have established strong, professional teaching links across all the classes. Collaborative planning and team teaching in Literacy and Numeracy has seen teachers modelling and sharing effective, evidence based lessons. Regular assessment data in L3 has helped to monitor students' progress and identify gaps for improvement. All teachers analyse SMART data to monitor teaching and learning and to program for individual students learning needs.

In the domain of Leading, our priorities have been on school planning, implementation and reporting, and leadership. Distributed leadership is embedded in the school team. All the staff has ownership and accountability for the planning processes and decisions at Tucabia Public School. Initiatives in the school plan have been closely monitored with milestones being achieved. As a result of the effective implementation of social media there has been an excellent response by the community. This increased engagement with the broader community has highlighted the school's outstanding programs and achievements resulting in Tucabia School being recognised as an excellent school.

## Strategic Direction 1

### Aspirational Students

#### Purpose

To increase the aspirations and educational outcomes of our students.

Build student aspirations through perseverance, goal setting and a deep understanding of the learning process.

Develop leadership capabilities and thinking skills of every student to enable them to confidently excel.

Engage all students in challenging learning that develops their full potential to thrive as learners, leaders and valued members of a global community.

#### Overall summary of progress

The development of "Aspirational Students" had positive progress through development of an open dialogue with students where their learning and progress is at the forefront of classrooms. All students are setting goals for their own achievement from Kindergarten discussing markers on the continuum and where to move to next all the way through to senior students setting goals based on their own needs. This open dialogue and use of language has empowered students to drive their own learning and strive for greater success.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Pre and post surveys on "How do I learn?" completed by students and staff indicate increased knowledge of learning strategies.</p> <p>Student improvement in literacy and numeracy students use assessment and reporting processes to reflect on their learning</p> <p>Assessment data shows growth for equity groups is comparable to all students in the school. (SEF)</p> <p>There is a school wide, collective responsibility for learning and success with high levels of student, staff and community engagement. (SEF)</p> <p>Student goals indicate students aspirations have shifted to build on future learning.</p> <p>Student goals indicate students aspirations have shifted to build on future learning.</p> <p>Staff observation and student/parent evaluations indicate increased leadership capacity amongst students</p>	<p>Learning How to Learn strategies are embedded into classroom practice, Years 3–6 through ongoing goal setting.</p> <p>Growth of equity groups in Literacy has shown to be comparable to the growth of most students in K–2.</p> <p>A culture of school leadership has been embedded across the school through positive school leadership initiatives, lessons and activities.</p> <p>Student goals indicate setting high aspirations for their own futures and associated learning goals.</p>	<p>\$4000</p> <ul style="list-style-type: none"><li>• Leadership conferences and leadership training materials.</li></ul>



## Next Steps

In 2017 Tucabia is going to continue to inspire "Aspirational Students" by:

- Continuing positive goal setting for all students.
- Incorporating open dialogue with all students about the learning continuums, their markers and how students are able to make progress in their learning.
- Giving leadership training to senior students and creating pathways for all students to become positive leaders within the school.
- Reviewing and updating student wellbeing practices, policies and procedures to reflect the needs of the students, school and community.



## Strategic Direction 2

### Creative and Innovative Teachers

#### Purpose

To develop creativity and innovation in quality teaching and learning amongst teachers.

Build a school culture that cultivates innovation and fosters dynamic teaching practices, based on current research.

Explore how technology can reinvent learning through critical and creative application.

Develop collaborative professional learning and staff leadership to empower individual teachers.

#### Overall summary of progress

Staff have had the opportunity to develop their skills and practices in a number of key initiatives throughout 2016 which has resulted in improved pedagogy and student outcomes. Key developments are:

- Increased use of 7 Steps to Writing strategies in teaching of writing.
- Improved enjoyment of the subject of writing by students.
- Improved tracking of data by staff utilising the continuum for Literacy and Numeracy.
- Improved understanding of the functions of ipads within the classroom.
- Improved understanding of the use of social media to inform the community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Evaluation of student work samples indicates improvement in writing strategies across the school, using 7 Steps to writing strategies.</p> <p>Growth in literacy for all students equals 12 months or more as indicated on diagnostic tests, NAPLAN, learning continuums and school based assessment data.</p> <p>Assessment instruments are used regularly to help monitor student learning progress and to identify gaps for improvement. (School Excellence Framework SEF)</p> <p>The school leadership team engages the school community in reflecting on student performance data. (SEF)</p> <p>Improved digital literacy in multi modal media evidenced by students ability to create new texts and comment critically on their work</p>	<p>Teaching staff showed improved capacity to teach writing and engage students in meaningful writing tasks.</p> <p>Students demonstrated improved writing strategies.</p> <p>PLAN data indicate that 70% of students achieved 12 months or more growth in 2016.</p> <p>There was a significant increase in the use of technology by students to present their learning in multi modal forms.</p>	<p>\$5500</p> <ul style="list-style-type: none"><li>• Training staff to configure ipads</li><li>• Release staff to track data on PLAN</li><li>• Staff training to embed ICT into teaching and learning</li></ul>

#### Next Steps

In 2017 Tucabia is going to continue to inspire "Creative and Innovative Teachers" by:

- Embedding 7 Steps to Writing practices with Literacy Continuum and the English Syllabus to ensure mandatory requirements are met, consistent judgements are made about student achievement, student progress is tracked efficiently with data being used to drive teaching and learning.
- Current Numeracy practices are utilised in the teaching of Mathematics where students receive balanced numeracy instruction, receive problem based learning activities and develop the skills to apply their Working Mathematically skills to real world situations.
- Staff utilising "Futures Learning" approaches to deliver Integrated learning opportunities to students including STEM initiatives.



## Strategic Direction 3

### Collaborative Communities

#### Purpose

To promote a strong, collaborative relationship between the school and the community.

Optimise the learning for students and through improved communication, enable parents to have assurance of a quality education for their children.

Set high expectations and a collaborative responsibility for student learning between students, staff and parents to improve student outcomes.

Identify strategies to enhance networking between schools.

#### Overall summary of progress

2016 was a significant year for Tucabia PS as it was the 125th anniversary of its opening. This formed the cornerstone of this strategic direction. Key initiative were:

- Employment of Kylie Wilkinson to develop a Media Plan for the school, establish professional learning for staff and provide direction for ongoing publicity.
- Year long planning for 125th anniversary celebrations.
- Establishment of Facebook pages (one for school and one for 125th).
- Establishment of policy for social media.
- Collaborative decision making between staff, parents and consultant from Love Your School to develop a school communications and promotions strategy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>There is a broad understanding of, and support for, expectations and aspirations for improving student learning across the school community. (SEF)</p> <p>School Promotion Plan developed with positive feedback from parents and the broader community.</p> <p>Tracking data indicates increased levels of use by parents of school's digital media.</p> <p>The school is recognised as excellent and responsive by its community as a result of its effective engagement with parents, families, local media and business organisations.(SEF)</p> <p>Staff works across schools to collaborate and share best practice in using 21st Century technology for communication and promotions.</p>	<p>Communication lines between school and home have improved through print and social media platforms.</p> <p>School Promotions Plan implemented.</p> <p>125th Anniversary celebrations a success.</p> <p>Improved communications to parents regarding student learning.</p>	<p>\$2340</p> <ul style="list-style-type: none"><li>• Media Consultant – Kylie Wilkinson</li><li>• 125th Anniversary Promotions.</li><li>• Release for parent meetings.</li><li>• Release to establish Facebook pages and establish Social Media policy.</li></ul>

#### Next Steps



In 2017 we will be focussing on collaboratively working with the community in two key ways.

1. Development of a school communications and media strategy that highlights student and school achievement across a wide range of technologies. This will involve staff developing processes to provide regular communication to the community through Facebook, newsletter and local newspapers.
2. Provide student reporting that meets the needs of the community. This will include staff and community consultation to evaluate current reporting processes and update/modify accordingly.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Tucabia Public School received Aboriginal background funding in 2016. Our plan included:</p> <ul style="list-style-type: none"> <li>• Additional School Learning Support Officer(SLSO) time to assist Aboriginal students during Literacy , Numeracy and Spelling.</li> <li>• Aboriginal students supported to achieve outcomes from their Personalised Learning Plans.</li> <li>• Celebration of NAIDOC Week activities with Aboriginal Elders to create whole school artworks and continue the positive ongoing relationships between the school and Aboriginal community.</li> </ul> <p>During 2016 Aboriginal background funding was combined with Socio–economic funding to increase engagement and learning outcomes for Aboriginal students. Two School Learning Support Officers worked with small groups of students every morning with significant daily support also provided during Spelling and Grammar lessons.</p> <p>As a result of this initiative:</p> <ul style="list-style-type: none"> <li>• All Aboriginal students made significant improvements and 4 out of 6 students achieved 12 months or more progress.</li> <li>• All students engaged with NAIDOC Week activities and exhibit a strong sense of pride for the art and cultural initiatives collaboratively designed with Yaegl Elders. These include the 25 metre Rainbow Eel path meandering through the school grounds.</li> </ul>	<p>\$6821</p> <ul style="list-style-type: none"> <li>• Classroom teacher to support initiatives for 1.5 hours per week.</li> </ul>
<b>English language proficiency</b>	<p>Staff have all been trained in Seven Steps to Writing and have implemented strategies into classroom programs and lessons. Student engagement in writing has increased and quality of content has allowed for clearer tracking of progress against the continuum.</p>	<p>\$2000</p> <ul style="list-style-type: none"> <li>• Purchase of Seven Steps resources.</li> <li>• Professional learning on Seven Steps.</li> <li>• Teacher release to track data.</li> </ul>
<b>Low level adjustment for disability</b>	<p>Personalised Learning Plans and Individual Education Plans written for all students requiring them.</p> <p>Small group learning established for spelling.</p>	<p>\$7390</p> <ul style="list-style-type: none"> <li>• SLSO employed for 12.5 hours per week</li> </ul>
<b>Socio–economic background</b>	<p>Establishment of specific Literacy groupings for Literacy and Numeracy to cater for the learning needs of all students.</p> <p>Allocation of time to individualise assessment and track student data.</p>	<p>\$12500</p> <ul style="list-style-type: none"> <li>• Teacher employed for 3 hours per week.</li> </ul>



## Student information

\*Full Time Equivalent

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	23	20	16	17
Girls	18	13	12	19

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	96.2	85	94.2
1	92	94	91.9	91.3
2	94.3	93.9	89.9	94.1
3	95.7	88	90.2	94.6
4	94	95	86	94.8
5	90.1	93.5	95.6	83.6
6	90.8	92.8	92.8	95.5
All Years	92.9	93.7	90.2	93.1
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.11

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

### Professional learning and teacher accreditation

Professional Learning completed by staff in 2016 include:–

- Language, Learning and Literacy (L3) Professional Learning
- Best Start Kindergarten Data
- Literacy and Numeracy in Science
- Anti–Racism Contact Officer
- Clarence Small Schools Staff Development Day
- Assessment for Learning
- Operation Art – Visual Arts Professional Learning
- Mathematic building blocks for numeracy
- Ipad configuration
- National Disability Insurance Scheme
- Teacher Librarian Collegiate Learning
- Principal Network Meetings
- Primary Principals Association Conference.
- Child Protection
- CPR and Anaphylaxis Training
- Building Blocks For Numeracy

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

### Financial information

This summary financial information covers funds for operating costs to 30.11.2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>39 282.20</b>
Global funds	54 156.87
Tied funds	90 996.05
School & community sources	11 505.99
Interest	977.42
Trust receipts	616.10
Canteen	0.00
<b>Total income</b>	<b>197 534.63</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	5 584.34
Excursions	2 944.43
Extracurricular dissections	9 726.38
Library	942.27
Training & development	0.00
Tied funds	87 307.77
Short term relief	7 538.65
Administration & office	29 530.57
School-operated canteen	0.00
Utilities	7 697.03
Maintenance	9 754.68
Trust accounts	629.00
Capital programs	0.00
<b>Total expenditure</b>	<b>161 655.12</b>
<b>Balance carried forward</b>	<b>35 879.51</b>

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.

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.



### Parent/caregiver, student, teacher satisfaction

Parent Survey data indicated that all parents strongly agreed or somewhat agreed that Tucabia was performing well in most areas questioned. Three areas that were highlighted by a small percentage of respondents was the area of student welfare and discipline, access to a wide range of extra curricular activities and the challenging of higher achieving students.

Staff survey data indicated that all staff are satisfied with their working environment but consistently had concerns related to the level of communication with the community, with the persistence and work ethic of students and their own ability to effectively deliver technology related teaching and learning.

Students survey data indicates they strongly agree or agree with most questions surveyed but in general would like to see more extra curricular activities and would like better access to technology.





## Policy requirements

### Aboriginal education

Tucabia Public School received Aboriginal background funding in 2016. Our plan included:

- Additional School Learning Support Officer(SLSO) time to assist Aboriginal students during Literacy , Numeracy and Spelling.
- Aboriginal students supported to achieve outcomes from their Personalised Learning Plans.
- Celebration of NAIDOC Week activities with Aboriginal Elders to create whole school artworks and continue the positive ongoing relationships between the school and Aboriginal community.

During 2016 Aboriginal background funding was combined with Socio-economic funding to increase engagement and learning outcomes for Aboriginal students. Two School Learning Support Officers worked with small groups of students every morning with significant daily support also provided during Spelling and Grammar lessons.

As a result of this initiative:

- All Aboriginal students made satisfactory progress will 4 out of 6 achieving greater than 12 months growth based upon continuum markers.
- All students engaged with NAIDOC Week activities and exhibit a strong sense of pride for the art and cultural initiatives collaboratively designed with Yaegl Elders. These include the 25 metre Rainbow Eel path meandering through the school grounds.



### Multicultural and anti-racism education

Anti-racism is taught through the school's bullying programs during Personal Development lessons. These programs, implemented by staff, develop student leadership through 'Stand Up, Speak Up' initiatives and also ensure that practices of inclusiveness in the classroom and playground are embedded into school culture.

Teaching programs have a Multicultural perspective across all subject areas to develop the students understanding of culture and citizenship within Australia's multicultural society. The study of Indonesia has highlighted cultural diversity and cultural similarities for Years 3–6 students culminating in individual projects on I pads.

With 'Diversity is our Strength' the theme for Harmony Day 2016, students created movies highlighting how harmony is seen at Tucabia Public school. Paper dolls, artwork and hand printed signs emphasised the qualities of harmony articulated by the students during their reflections; being kind, helping each other, accepting our differences and understanding different cultures.

### Other school programs

#### Science

High quality Science programs are a priority at Tucabia Public School. Every week, students participate in hands on science lessons of sound intellectual quality. In 2016, four students, Leo Nicholls, Archie Carter, Sunny Cowper and Justin Hilder were successful in their application to attend the extension science program, Clarence Science Initiative, at South Grafton High School.

Our school received a Science Day grant to develop the students' understanding of robots and drones in today's society. Students completed research, assembled a robotic hand and collaboratively created a robot. Robotics kits were purchased for students to

assemble and develop programming skills. The school's aim is to continue and grow the students' knowledge in robotics and programming.

### **Achievement in sport**

Participation in sport, along with teamwork and sportsmanship is vital to health and learning at Tucabia Public School. Students were involved in activities provided with funding from the Active Schools Program. These include:

- A highly engaging and successful Surfing Program.
- Hockey skills development and a game on astro-turf.
- Attendance at a Touch Football Gala Day.
- Improving swimming skills of every students at the DET School Swimming Scheme.

In 2016, a number of talented athletes achieved high level of success in swimming, athletics and cross country. Sunny Cowper, Justin Hilder, Jaxon Moran and Satriya Pope had a remarkable year. They finished 9th in the Small School Relay at the North Coast Swimming Championships and 7th in the Small School Relay at the State Athletics Championships.

Satriya Pope is the third fastest runner in his age group on the North Coast. Satriya also ran in the 9 Year Boys 100m event at the State Championships.

Jaxon Moran, Emily Fletcher, Satriya Pope and Sunny Cowper competed in the Mid North Coast Cross Country Carnival. This equates to 10% of our students achieving a high level against both large and small schools. Talented athlete, Sunny Cowper, also competed at the North Coast Carnival.

### **Achievements in the arts**

Our students are given access to a range of programs to develop their confidence and creativity.

African drumming was provided to all students throughout the year by Mr Moran. These cultural lessons highlighted the beat and rhythms found in communities across the world. The students performed at the 125 Year Celebration, assemblies and the annual Presentation Night.

During dance lessons with Miss Mandy, every student had the opportunity to enjoy dance, learn new skills and perform in front of large crowds. Over 3 terms, students appreciated hip hop, modern and character dance styles. Performance confidence improved dramatically in all students.

Our artistic teacher, Mrs Lund, introduced printmaking, screen printing, watercolours and various techniques to develop the students' artistic skills and an appreciation for artworks. The results were seen at the Grafton Show, where Tucabia students received a total of 33 awards and Percy Hayward was announced the Grand Champion in Year 4 Drawing.