

Culburra Public School Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Culburra Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

The mission of Culburra Public School is the delivery of high quality education and teaching outcomes that are responsive to the needs of all students and enhance the aspirations and expectations of the total school community.

The school's vision is to support successful learners, confident and creative individuals and active and informed citizens with an emphasis on:

- Essential literacy and numeracy skills;
- Creative, resourceful, innovative problem-solvers;
- Working collaboratively in teams to communicate ideas;
- Good self-esteem;
- Developing honesty, resilience, empathy and respect;
- Responsible global citizenship;
- Contributing to reconciliation and valuing Indigenous culture and;
- Acting with moral integrity.

School context

Culburra Public School serves the holistic needs of approximately 200 students. The school prides itself on being a 'community school' having a strong history of partnerships with the community of Culburra Beach. CPS provides an inclusive learning environment for both mainstream students and students with a disability. We strive to serve the needs of all Indigenous students through an approach of 'shared knowledge and wisdom' with the local Aboriginal community of Jerrinja. This approach extends to all areas of community and parent partnership through strong ties with the Parents and Citizens Association, Local AECG, and community and business groups.

Recent initiatives include:

- Positive Behaviour for Success (PBS);
- Improving Literacy and Numeracy National Partnership (ILNNP);
- Language, Literacy and Learning & Accelerated Literacy and;
- Targeting Early Numeracy (TEN).

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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. In the Learning Element specific focus was on evaluating Assessment and Reporting.

Areas of strength include:

Student reports contain information about individual learning achievement as well as providing direction for areas of improvement.

Stage supervisors have developed a clear and consistent schedule of assessment in the key areas of English and Mathematics.

Planning Literacy and Numeracy (PLAN) data is updated and maintained by all staff every five weeks and is used to inform classroom practice.

Areas for further development in 2017 include:

The development of clear and concise learning intentions with success criteria in English and Mathematics (Fisher, Frey, and Hattie 2016. Visible Learning for Literacy, Grades K-12:Implementing the Practices That Work Best to Accelerate Student Learning).

The development of learning overviews for each Key Learning Area for parents.

A consistent approach for student self-assessment to leverage the activation of prior knowledge.

In the Teaching Element specific focus was on evaluating Effective Classroom Practice.

Areas of strength include:

The development and implementation of corporate programming K-6. New units in History and Geography have been developed ensuring compliance with New South Wales Board of Studies and Education Standards curriculum requirements.

Teacher tracking of learning intentions and experiences in all Key Learning Areas each term with program evaluation.

Peer-to-peer classroom observations and performance feedback to support continuous improvement in teaching practice.

Areas for further development in 2017 include:

The development of explicit, specific and timely formative feedback practices to students on how to improve.

Providing teacher release to review learning with each student at least once per term.

In the Leading Element specific focus was on evaluating School Planning, Implementation and Reporting.

Areas of strength include:

The development of a new school vision statement based on consultation with students, staff and parent/carers.

The collaborative development of school milestones for each strategic direction.

Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

Areas for further development include:

Further development of staff lead demonstration lessons and information sessions for parents to demonstrate current literacy and numeracy practices K-6.

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

Raising Expectations and Enhancing Quality of Student Learning

Purpose

Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible productive citizens.

Overall summary of progress

In 2016 55.6% of students met or exceeded expected growth in reading. The average scaled expected growth for Department of Education students was 79.6, measured against this benchmark the average scaled growth for students at Culburra Public School was 74.

46.4% of students met or exceeded expected growth in spelling (there is no comparison data available for writing). The average scaled growth for Department of Education students was 78.2, measured against this benchmark the average scaled growth for students at Culburra Public School was 87.4.

In 2016 73.1% of students met or exceeded expected growth in numeracy. The average scaled growth for all Department of Education students was 92.6, measured against this benchmark the average scaled growth for students at Culburra Public School was 108.8.

In 2016 80% of Indigenous students met or exceeded the average expected growth in reading.

60% of Indigenous students met or exceeded expected growth in spelling.

60% of Indigenous students met or exceeded expected growth in punctuation and grammar.

60% of students met or exceeded expected growth in numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase by 3% the number of students who achieve expected growth in reading, writing, spelling and grammar and punctuation as measured by NAPLAN 2015 Baseline measure: Reading 55%, writing and spelling 66%, grammar and punctuation 50%	In 2016 55.6% of students met or exceeded growth in reading. The average scaled expected growth for Department of Education students was 79.6. Measured against this benchmark the average scaled growth for students at Culburra Public School was 76.	46.4% of students met or exceeded expected growth in spelling (there is no comparison data available for writing). The average scaled growth for students in the public systems was 78.2. Measured against this benchmark the average scaled growth for students at Culburra Public School was 87.4. In 2016 the average scaled growth for students in the public school systems in grammar and punctuation was 78.4. Measured against this benchmark the average scaled growth for students at Culburra Public School was 86.3.
Increase by 3% the number of students who achieve their expected growth in numeracy as measured by NAPLAN 2015 Baseline measure: 33.3%	In 2016 73.1% of students met or exceeded expected growth in numeracy. The average scaled growth for all Department of Education students was 108.8.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Greater representation of Indigenous students in the top three performance bands in each area of NAPLAN measurement Year 3 & 5- increase by one student in the three bands (1 student= 33.3%)</p> <p>Baseline measurement Year 3 2014: Reading 40%, writing 80%, grammar & punctuation 40% and, numeracy 40%</p> <p>Baseline measurement Year 5 2014: Reading 60%, spelling 100%, grammar & punctuation 20% and numeracy 20%</p>	<p>In 2016 60% of Indigenous students achieved in the top three bands in Year 5 reading, 40% in Year 5 writing, 40% in spelling, 20% in punctuation and grammar and 20% in overall numeracy.</p>	<p>In 2016 17% of Indigenous student achieved in the top three bands for Year 3 reading, 33% in writing, 33% in spelling, 33% in punctuation and grammar and 0% in overall numeracy.</p> <p>IN 2016 80% of indigenous students met or exceeded the average expected growth in reading, 60% met or exceeded expected growth in spelling, 60% met or exceeded expected growth in punctuation or grammar and 60 met or exceeded expected growth in numeracy.</p>

Next Steps

In 2017 a focus will be on the school-wide implementation of How2Learn with internal trainers sharing their skills, knowledge and expertise with colleagues. As part of How2Learn, teachers will implement evidence and research-based actions to improve student learning such as daily learning intentions in literacy and numeracy. The development of a K-6 assessment schedule with quality criterion-based learning assessments will be written and implemented in English, Mathematics, History, Geography, Creative and Practical Arts and Physical Development, Health and Physical Education. Equity funds will be utilised to engage a full-time teacher thus allowing both Assistant Principals to support their teams as an instructional leader.

Strategic Direction 2

Fostering quality teaching and leadership

Purpose

Build workforce capacity through focussed professional learning and development that created a culture for schools where every staff member is engaged in ongoing, relevant and evidence-based learning and practice on an individual and collective level.

Overall summary of progress

A key focus of 2016 has been the genuine implementation of the Performance Development Framework that requires all teaching staff to set professional learning goals for the year. A coaching stance to develop quality teaching and leadership capacity of all members of our school community is adopted and sustained through growth coaching and peer coaching. All staff have had at least two lessons observed by a peer and supervisor accompanied by constructive, guided feedback. This process will be extended to non-teaching staff in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching staff have an individual professional learning plan that is supported by strong leadership practices to support teacher capacity.	This target has been met. Goal-writing is developing over time with practise and support.	
Increased level of staff engaging in quality effective, reflective practice to ensure improvement in student learning outcomes	Whilst this target is difficult to measure it has been observed through peer-to-peer coaching and lesson observation.	
Increased level of teachers taking on leadership roles, both formal and informal within the school context and beyond.	Overall staff are increasingly taking on increased leadership roles with Assistant Principals sharing the relieving Principal role, a wider selection of teaching have relieved in the Assistant Principal role. Importantly key staff are developing and leading the implementation of key passion projects that enhance key strategic directions.	
Increased level of staff accredited at HighlyAccomplished Teacher (HAT) level (2015 baseline: 0%).	The Highly Accomplished Leader accreditation remains a long-term goal for two members of staff who continue to build their portfolio of evidence.	

Next Steps

A major focus for 2017 will be the extension of goal-setting to all staff, including those in a non-teaching role. The principal will complete a coaching accreditation course throughout the year and develop policy and process with the school Executive and stage teams to consolidate coaching conversations to take place in a planned and structured manner.

Strategic Direction 3

Fostering quality relationships with local community and community of schools

Purpose

Enable the school community to develop and engage in a shared vision and plan and build pride in public education. Staff participate in learning partnerships and collaborations to build sustainable leadership and curriculum expertise.

Overall summary of progress

The school continues to develop and grow relationships with local community groups, benefitting the students and others. An area of focus for the next few years will be growing relationships within the community of schools, strengthening ties with our local feeder high school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase in students, staff and parents meaningfully connecting with student wellbeing programs.	A positive feature of the annual survey conducted with parents indicate a high regard for the support of student growth and wellbeing through classroom practice and a wide-range of extra-curricular programs offered at Culburra Public School.	The following wellbeing programs operated at Culburra Public School in 2016: Koori Wellbeing; The Every Girl Program; The Little Black Duck Program (first half of the year); Bravehearts; Child Protection K-6 and; Physical Development, Health and Physical Education lessons K-6.
%decrease of students demonstrating negative behaviours in the playground reflected through a decrease in RTA referrals monitored through Sentral software tracking of student incidents. Baseline measurement 2014: line-height:150%;font-family: 220 RTA(Reflective Thinking Area) referrals representing 23 K-2 students and 29 3-6students. Of the referrals 43% were for violence, 26% were for not following the rules, 17% for disrespect, 12% for bullying and 2% for racism.	The amount of RTA (reflective thinking area) referrals decreased overall by 216. This may be explained by the explicit teaching of core values regularly throughout the term lead by the Positive Behaviour for Learning Committee.	

Next Steps

Future directions will be a focus on two major initiatives, The Backyard Buddies and IRT visits. Backyard Buddies is a program in partnership with Shoalhaven Council and the Culburra Orient Point Men's Shed. The Men's Shed have made wooden boxes equipped with video audio capacity to film local fauna at Lake Woollumboola such as micro-bats and possums. Students in stage three will spend the next 18 months studying local fauna and reporting their observations and learning through presentations and blogs. All students K-6 will visit the local senior citizens residential facility once per term to read to an elder. Learning overviews for each stage have been written, shared with parents and carers and posted on the school's website. These overviews outline the concepts and topics studied in all key learning areas for the year.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Every Indigenous student with a PLP that is reviewed regularly to support growth.</p> <p>I-pads have been purchased for learning use for Indigenous students.</p> <p>The school hosted the annual community Sorry Day March.</p> <p>Community members participated in NAIDOC (National Aborigines and Islanders Day Observance Committee) Week celebrations also leading group work activities.</p> <p>The school has consulted with members of Jerrinja at a meeting held at the end of 2016 to plan future directions.</p>	\$8 000
Low level adjustment for disability	<p>Students who do not qualify for state funding support have been provided with extra support through 0.4 allocation of School Learning Support Officer time to assist student success.</p>	\$19 000
Quality Teaching, Successful Students (QTSS)	<p>QTAA funds have been used by Assistant Principals to plan and implement lessons to be observed by their team in literacy, as well as releasing classroom teachers to observe and provide feedback to a peer/colleague.</p>	0.7 teacher release
Socio-economic background	<p>Supported by outcomes in Strategic Direction 1.</p>	
Professional Learning	<p>All staff have been received face-to-face cardiopulmonary resuscitation and anaphylaxis awareness training as well as HOw2Learn tutor training and MacLit training for 3 School Learning Support Officers.</p>	\$13 000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	112	104	91	94
Girls	96	106	97	108

The school has maintained enrolment at 200 students or above throughout 2016. Based on this number 8 classes were formed consisting largely of composite classes.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.6	92.1	93	94.8
1	91.5	90.8	93.1	93.4
2	94	93.2	93.2	92
3	95.9	93.1	92.8	94.1
4	96	95.5	89.9	92.4
5	91.7	94.8	94.1	90.5
6	92.5	92.1	94.6	93.4
All Years	93.4	92.9	92.8	92.8
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	92.6	92.9	92.2	92.2

In 2016 our school attendance was slightly above the state Department of Education Average of 92.20.

Overall students in Kindergarten had the highest attendance average followed by Year 3.

Non attendance is managed by direct contact between home and school, parent-principal meetings and follow-up with the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.64
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Counsellor	1
School Administration & Support Staff	4.05
Other Positions	0.07

The Australian Regulation 2013 requires school to report on Aboriginal composition of their workforce. Culburra Public School has three members of staff who identify as being Aboriginal or Torres Strait Islander.

Workforce retention

Mrs Janette Miller officially retired from Culburra Public School this year. She was replaced by Mrs Kimin Barrett through Merit Selection procedures. Mrs Robertson returned from maternity leave in term 4, having been replaced by Mrs McGill who did a wonderful job in the library for the duration of Mrs Robertson's leave.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	66

Professional learning and teacher accreditation

In 2016 the following areas of professional learning were completed by members of staff;

Mandatory face-to-face CPR and Anaphylaxis;

Peer-to-Peer Coaching;

Teacher release time to participate in peer classroom observation and;

Training in How2Learn for Stage 3 teachers.

Further to this one member of staff successfully completed their accreditation maintenance report.

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

Financial information

This summary financial information covers funds for operating costs to 13th October 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	204 090.00
Global funds	165 143.00
Tied funds	182 310.00
School & community sources	58 191.00
Interest	3 576.00
Trust receipts	4 429.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	11 446.00
Excursions	27 442.00
Extracurricular dissections	29 957.00
Library	4 277.00
Training & development	1 706.00
Tied funds	172 367.00
Short term relief	45 968.00
Administration & office	26 535.00
School-operated canteen	0.00
Utilities	21 125.00
Maintenance	13 980.00
Trust accounts	4 243.00
Capital programs	12 633.00
Total expenditure	0.00
Balance carried forward	0.00

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Balance brought forward	0.00
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Tied funds	0.00
School & community sources	0.00
Interest	0.00
Trust receipts	0.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	0.00
Extracurricular dissections	0.00
Library	0.00
Training & development	0.00
Tied funds	0.00
Short term relief	0.00
Administration & office	0.00
School-operated canteen	0.00
Utilities	0.00
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
Total expenditure	0.00
Balance carried forward	0.00

Financial information (for schools using both OASIS and SAP/SALM)

Financial information (for schools fully deployed to SAP/SALM)

	2016 Actual (\$)
Opening Balance	0
Revenue	257 243
(2a) Appropriation	247 571
(2b) Sale of Goods and Services	6
(2c) Grants and Contributions	9 460
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	204
Expenses	-105 423
Recurrent Expenses	-105 423
(3a) Employee Related	-65 710
(3b) Operating Expenses	-39 712
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	151 820
Balance Carried Forward	151 820

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Revenue	257 243
(2a) Appropriation	247 571
(2b) Sale of Goods and Services	6
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(2e) Gain and Loss	0
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(3a) Employee Related	-65 710
(3b) Operating Expenses	-39 712
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	151 820
Balance Carried Forward	151 820

	2016 Actual (\$)
Base Total	1 477 089
Base Per Capita	10 097
Base Location	8 250
Other Base	1 458 741
Equity Total	216 014
Equity Aboriginal	71 388
Equity Socio economic	42 741
Equity Language	0
Equity Disability	101 884
Targeted Total	61 440
Other Total	133 335
Grand Total	1 887 879

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Base Total	1 477 089
Base Per Capita	10 097
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Other Base	1 458 741
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Other Total	133 335
Grand Total	1 887 879

School performance

In 2016, 26 students in year three sat for the NAPLAN test in literacy. Of the 26 students 12 students were boys and 14 were girls, 6 of these students identify as Aboriginal. In reading, CPS had 61.6% achieving bands three through to band six. Boys 50% and girls had 71.4% in bands three to six. 33% of Aboriginal students achieved in bands three to six.

In writing, CPS continued to achieve sound results with 76.9% of students achieving in bands three to six. 74.9% of boys achieved bands three to six and 78.6% of girls achieved in bands three to six, 50% of Aboriginal students achieved in these four bands.

Spelling results held steady with 69.2% of students in bands three to six. Boys achieved 75% in bands three to six and 64.3% of girls achieved within the same bands 33% of Aboriginal students are in bands three to six.

In Grammar and Punctuation 76.9% of students achieved in bands three to six, 66.6% of boys and 85.7% of girls achieved in the same bands. 67% of Aboriginal students achieved bands in three to six.

In Numeracy, CPS continued to improve with 64% of students in bands three to six, 66.6% of boys and 61.6% girls. 17% of Aboriginal students achieved in bands three to six.

In 2016, 29 students in year five sat for the NAPLAN test in Literacy. Of the 29 students, 11 students were boys and 18 were girls, 5 students identify as Aboriginal. Girls achieved sound improvements in all areas of Literacy. In reading, 67.8% achieved bands five through to eight. 41.7% of boys were in bands five to eight and 87.6% of girls. Aboriginal students achieved 60% in bands five to eight.

In writing, 68.9% of students in bands five to eight, 50% of boys and 82.3% of girls achieving in bands five to eight. 60% of Aboriginal students achieved in these bands.

Spelling achieved continued improvement with 82.7% of students achieved bands five to eight, 74.9% boys and 88.2% of girls. 60% of Aboriginal students achieved in bands five to eight.

Consistent and steady results were achieved in Grammar and Punctuation with 82.7% of students in bands five to eight, 75% of boys, 88.2% of girls and 60% of Aboriginal students achieved in bands five to eight.

In Numeracy, 77.7% of students achieved in bands five to eight, 75% of boys, 80% of girls and 60% of Aboriginal students.

Parent/caregiver, student, teacher satisfaction

In 2016 students, staff and parent carers were invited to complete a Parking Lot evaluation of our using school in the four topics of What is currently going well? What needs improvement? What are the questions you have? What are your ideas for the future? and Would you recommend our school to other families?

A summary of answer from each group is outline below.

What is going well?

Students: Learning, nice teachers, sport and art, positive school environment.

Staff: Curriculum directions, programming, planning and evaluating, teamwork and collaboration.

Parent/Carers: Fun learning activities for the kids, support from the school when needed, class structures, communication.

What needs improvement?

Students: More P.E. equipment, more computers, fixing the play equipment.

Staff: Increased variety of assessments, technology lab.

Parent/carers: A little more notification of special events, parents dealing with homework issues and not knowing how to help.

What are the questions you have?

Students: Are there going to be more activities outside of the classroom?

Staff: How can we get more consistent parental involvement? How can we better cater for all students needs?

Parent/carers: Is the school planning on doing more activities outside of classroom learning? How are the monthly citizenship decided? What other extra-curricula activities does the school do apart from choir? Are their any fundraising ideas?

What are your ideas for the future?

Students: More clubs, more handball courts, Year 6 and Kindergarten buddies, pool swim days in summer.

Staff: Release from face-to-face art or music specialist, vertical class groups.

Parent/carers: An ethics class, continued opportunity for extension activities and classes for students, better fencing for the school, a program to engage the boys more - maybe woodwork or a drumming group.

The most common response to the question of recommending the school to other families was resoundingly answered in the positive with the following reasons being the most common response:

Students: A friendly school with kind teachers, lost of opportunities to do different things.

Staff: Great kids and supportive parents. A caring environment to work.

Parent/Carers: Good programs, caring, supportive and approachable staff, a great, safe environment.

Policy requirements

Aboriginal education

Our school continues to provide programs designed to educate all students about Aboriginal history, culture and contemporary Australia. Aboriginal perspectives are not taught as specific units except in stage 2 and 3 History, but are included across all key learning areas.

We actively promote the recognition of Aboriginal culture and custodianship of country by following protocols such as Acknowledgement of Country.

Culburra Public School hosted the annual local Reconciliation Day March with Callala Public School and Jervis Bay Public School. The school Aboriginal Education Committee meets regularly to review issues relating to Indigenous education, playing a key part in the planning of key initiatives. A day of cultural activities was held prior to the Reconciliation Day March coordinated by a Jerrinja elder.

Multicultural and anti-racism education

The students in all stages throughout the school develop understandings, attitudes, values and knowledge of multiculturalism through integrated units.

These units focus on cultural diversity, acceptance and respect of personal differences as well as promoting tolerance. The school has a trained Anti Discrimination Contact Officer.