

# Culcairn Public School

## Annual Report



2017



1698

## Introduction

The Annual Report for **2017** 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

### School contact details

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6029 8385

# 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 teaching staff have been provided with several opportunities to engage with 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. All teaching staff were involved in self-assessment workshops which included reflecting on school practices and aligning these to the School Excellence Framework. Through rigorous analysis each team discussed the evidence and evaluation to substantiate whether our school was delivering, growing and sustaining, or excelling. The framework was utilised as an aspirational tool to continually improve the delivery of educational outcomes for our students. The school executive team along with all teaching staff were also involved in the self-assessment process with the School Excellence Framework by undertaking the self-assessment survey. This survey has been designed to support Culcairn Public School to capture the “point-in-time” judgement that has been informed by our ongoing self-assessment processes utilising the School Excellence Framework. This process included analysing school evidence and reflecting on statements of excellence for each of the elements.

In the domain of Learning, the school's focus has been Learning Culture, Wellbeing, and Curriculum and Learning. The embedding of a positive learning culture has been enhanced through a deep understanding and shared commitment to high expectations across the school. A focus on specific school initiatives including How2Learn, Kidsmatter and Language, Learning and Literacy (L3) effectively supported and improved student learning and a culture which enhances success. Our school has positive, respectful relationships that promote student wellbeing and ensure good conditions for student learning. In Curriculum and Learning there is a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed. The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. Professional learning embedded in the school plan has enhanced teaching and leadership to ensure all students maximise their full potential.

In the domain of teaching, effective classroom practice is supported across the school by regular collaboration on every aspect of the teaching and learning cycle and to discuss how to ensure implementation of professional learning into instructional practice. Teachers analyse data in both literacy and numeracy, reflect on their practice as a result of the data, determine priorities and direction for the next teaching and learning cycle and plan for implementation, including feedback. Collaboration is explicitly designed to improve teacher practice and have an impact on student outcomes. Practices such as direct observation, support in classrooms, delivery of curriculum and pedagogical knowledge, providing feedback are all components of collaborative practices, and all teachers engage with these

processes for the purpose of their own learning. All staff are actively involved in developing and following their own Professional Development Plan and have the opportunity to be observed regularly, and to receive feedback on their teaching. These Performance and Development Plans have strengthened the link between professional goals and the Australian Professional Standards for teachers. This process allows teachers to strengthen their practices of gathering supporting data to provide evidence of improvement in teaching goals. School leaders have developed clear processes for monitoring school plan practices and processes and regularly evaluate and review as the needs of students change.

In the Leading domain, our school is committed to the development of leadership skills in staff and students. All staff are encouraged to take on various leadership and organisation roles within the school. There is a broad understanding of school expectations and aspirations for improving student learning across the school community. The school works effectively to inform parents about school priorities and practices, and regularly seeks their feedback on the school's programs. The school's facebook page and school app reflect high levels of satisfaction within the school community. The active P&C work collaboratively with the school staff to achieve goals for school funding projects. Community groups work effectively with the school to ensure student progress and success. Leadership development is central to school capacity building. The school executive have worked collaboratively with teaching staff monitoring school milestones and evaluation and review processes which are embedded and undertaken routinely. Promoting opportunities for improved parental engagement and building purposeful relationships have also been areas of focus throughout 2017 with school leaders promoting a continuous improvement focus with school management practices and processes. In developing and constantly evaluating the 2015–2017 School Plan, the staff were led in several meetings surrounding national priorities for education, the DoE's reform agenda and school-based evaluations to determine and maintain a strong school vision and the strategic directions required to realise that vision.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

This year we have provided a learning environment that has high expectations and adds value to all student's learning. This has been achieved by ongoing professional learning in the areas of literacy and numeracy. Teachers have been supported to develop dynamic and engaging teaching and learning programs that developed students' skills and encourage success. When learning is differentiated and personalised to meet individual learning needs the quality of student learning is enhanced and student achievement is improved. Teachers consulted with students, parents and carers to develop Personalised Learning Plans (PLPs) for all Aboriginal students. Meetings were scheduled for families to meet with teachers, so that Individual Learning Plans (ILP's) for all identified students could be developed and implemented.

Students have been introduced to some of the pedagogy of How2Learn and there is a common language used throughout the school. They have been taught the components of a growth mindset and what learning means to them. They are now articulating the language of learning to themselves, their peers and to staff, particularly in the areas of Literacy and Numeracy. Individual goals were identified for each student and learning adjustments were documented. This has resulted in a collaborative approach between the home and school for each identified student; greater documentation of differentiation within teaching and learning programs; and student learning being more personalised. Some teachers were trained in Minilit and Prelit to assist students requiring extra assistance with literacy tasks.

A KidsMatter Primary Action Team continued to work collaboratively to promote student well-being. Members of this team attended professional learning to increase awareness and understanding of the KidsMatter Framework. The team presented professional learning to the rest of the staff in the KidsMatter Framework, with a focus on social and emotional learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of students achieving greater than or equal to expected growth in NAPLAN literacy and numeracy results and meeting the Premier's Priorities.	\$5383 Socio-economic background	<p>63% of Year 5 students achieved expected growth in reading.</p> <p>36% of Year 5 students achieved expected growth in numeracy.</p> <p>44% of year 3 students in top two bands for reading.</p> <p>61% of year 3 students in top two bands for numeracy.</p> <p>24% of year 5 students in top two bands for reading.</p> <p>10% of year 5 students in top two bands for numeracy.</p>
80% of students will achieve stage appropriate cluster mark, or better, on all aspects of the Literacy and Numeracy continuums.	\$5383 Socio Economic Background	<p>60% of students achieved stage appropriate cluster markers or better on the Literacy Continuum.</p> <p>63% of students achieved stage appropriate cluster markers or better on the Numeracy Continuum</p>

## Next Steps

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

Introduce and confidently plot students on the new Learning Progressions and use these confidently to track students progress, evaluate the effectiveness of their teaching and deliver differentiated teaching programs.

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

How2Learn training will continue to be implemented for all teaching staff in 2018 in order 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.

## 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

The Performance and Development Framework has led to staff engaging in a much deeper reflective process that is guiding the ongoing development and professional learning 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. This has ensured there is a consistent approach to pedagogy across the school.

Collaborative planning and consistent teacher judgement is a strength in our school and results in a positive learning culture. Curriculum planning and teaching is constantly revised and remodelled to meet NSW syllabus requirements and provide engaging, integrated learning for all our students. What students are to learn is evident in whole school scope and sequences, planning and class programs. Curriculum delivery is evidenced based and becoming more innovative through the use of technology to deliver quality learning experiences. Classrooms are well managed and well planned with minimal disruptions allowing for maximum learning time.

Peer Observations and constructive feedback have led to a significant deeper understanding amongst all staff on the benefits of reflective feedback for both themselves and their students. This has resulted in a change in school culture around the benefits and improvements gained through the lesson observation and feedback process.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff will be involved in peer mentoring including reciprocal observations, reflection and feedback resulting in adjustments to teaching practice.	Quality Teaching Successful Students Funding – \$7314	All Teaching Staff were involved in collaboration with their peers. This included peer mentoring, observations both by peers and executive. Teachers were given feedback and were then able to reflect on their teaching.
100% of staff to provide evidence that they have achieved goals from their Performance and Development Plan (PDP)	Quality Teaching Successful Students Funding – \$7314	All staff provided evidence that they had achieved goals in their Performance and Development Plan. This was done regularly throughout the year in consultation with their supervisor. Teachers then reflected on their goals and adjusted them if necessary.

#### Next Steps

All teachers will provide 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. Continue to 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.

Further enhance the Morgan Country Learning Community links in order to enhance greater professional learning opportunities as a network with the focus being future focussed Learning/STEM . A collaborative culture amongst staff to improve the quality of Teaching and Learning across all KLA's.

Deeper knowledge and understanding of the SEF Version 2, the learning progressions and PLAN 2 software to support teaching and differentiated learning.

A future priority will be the embedding of formative assessment practices and the provision of effective feedback into regular classroom practice across the school.

## 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

Particular areas of achievement include; fostering processes to build positive partnerships with parents as part of consultation processes for parent/ teacher interviews and consultation with parents on learning adjustments and goal setting as part of the development of Personalised Learning Plans and NCCD processes.

Transition programs focusing on students entering Kindergarten and High School have continued to be a key process of the School Plan. The focus has been to promote enhanced collaboration, greater continuity of learning and better communication practices.

Teaching staff have continued to promote collaborative partnerships within the school community. The school's P&C have also continued to work effectively to support the school. The Twilight Markets provided an opportunity to further foster a connected community and meaningful partnerships.

Communication practices across the school community continue to be a focus with the use of social media such as Facebook and the school App for smartphones and a new digital school sign increasing community interest and awareness of happenings within the school. Class Dojo was used as a means to further build a positive learning culture and keep parents and carers informed and in touch with their children's learning. An increased number of parents participated in the 'Tell Them From Me' Partners In Learning Survey in 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A strong, sustainable and respectful partnership developed with parents and carers, promoting active involvement in all areas of the school.	\$7500 – Socio-economic Background Funding	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.
100% of parents informed of their child's progress in learning and receive PLAN parent feedback reports twice a year.		Parents were regularly informed of their child's progress in learning with a number of opportunities to discuss and receive feedback on learning throughout the year including Parent Teacher Interviews and reports completed twice a year.

#### Next Steps

The whole school community will continue to complete the Tell Them From Me suite of surveys.

Implement further initiatives to enhance and sustain the Morgan Country Learning Community and links with our preschool.

Continue to use Class Dojo to communicate with all stakeholders, student, parents and teachers in order to keep them informed and in touch with their children's learning.

Continue to use social media for timely and effective distribution of school information, celebrate successes, inform and promote learning and events at Culcairn Public School.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Total Aboriginal Background Loading \$5743.04 <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$100.00)</li> </ul>	All aboriginal students have an individual learning plan (ILP) and are making progress across the literacy and numeracy continuums above the average level.  Aboriginal Cultural aspects discussed in all Key Learning Areas.  Aboriginal artist in residence worked with all students to paint animals of the Murray Darling Basin  Additional School Learning Support Officer(SLSO) employed to assist with identified students.
<b>Low level adjustment for disability</b>	Total Low Level Adjustment for Disability \$9421.08 <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$1 410.00)</li> </ul>	Identified students were assessed by the Learning and Support Team and funding was used to employ an additional SLSO to work with these students.  Classroom teachers developed Individual Learning Plans (ILP's) which included adjustments to meet the needs of identified students including collaboration with students, parents and carers.  PLAN data identified improving learning outcomes for identified students.
<b>Quality Teaching, Successful Students (QTSS)</b>	Total Quality Teaching, Successful Students Funding (QTSS) \$14628 <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$500.00)</li> </ul>	Teachers worked together to analyse student data. The establishment of mentoring and continued collaboration practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management.
<b>Socio-economic background</b>	Total Socio-economic Background Funding \$31647.26 <ul style="list-style-type: none"> <li>• Socio-economic background (\$2 450.00)</li> </ul>	Prelit and Minilit teachers were trained and the continuation of the Multilit program which improved students sound recognition and knowledge leading to better ability to read. Students are screened by a speech pathologist and students identified as requiring extra language support are given effective programs.  A breakfast program was implemented three days per week.  Additional SLSO's were employed to assist during Language, Learning and Literacy (L3) sessions in K-2 classes..

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	71	63	65	73
Girls	53	45	46	46

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.1	95.7	95.2	93.7
1	92.6	94.7	97.1	94.5
2	93.1	94.5	95.2	97.2
3	94.3	94.3	90.2	94.1
4	95.9	94	94.8	93.2
5	95.5	93.1	92	94.3
6	94	95.1	93.7	94.7
All Years	94.6	94.5	94.2	94.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Culcairn Public School works closely with the Home School Liaison Officer (HSLO) 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 as a result. Late arrivals to school have also reduced.

### Class sizes

Class	Total
K-1	24
1-2	22
2-3	26
4-5	26
5-6	25

### Workforce information

#### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4.59
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.67
Other Positions	0

\*Full Time Equivalent

In 2017 one staff member of Culcairn Public School identified as Aboriginal.

#### 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 2017. 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 2017, members of staff participated in a range of professional learning opportunities including weekly staff meetings, extended staff meetings, in class support as well as teacher observations, How2Learn, Kidsmarter, Prelit and minilit 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 both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>174,990</b>
Global funds	66,515
Tied funds	106,721
School & community sources	14,473
Interest	1,409
Trust receipts	3,363
Canteen	0
<b>Total Receipts</b>	<b>192,481</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	12,916
Excursions	1,362
Extracurricular dissections	9,311
Library	1,664
Training & Development	0
Tied Funds Payments	76,032
Short Term Relief	5,059
Administration & Office	14,784
Canteen Payments	0
Utilities	10,639
Maintenance	10,679
Trust Payments	2,553
Capital Programs	4,380
<b>Total Payments</b>	<b>149,379</b>
<b>Balance carried forward</b>	<b>218,093</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	409,967
Appropriation	372,810
Sale of Goods and Services	1,575
Grants and Contributions	34,786
Gain and Loss	0
Other Revenue	0
Investment Income	796
<b>Expenses</b>	-186,709
Recurrent Expenses	-186,709
Employee Related	-100,823
Operating Expenses	-85,887
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	223,258
<b>Balance Carried Forward</b>	223,258

	2017 Actual (\$)
<b>Base Total</b>	993,720
Base Per Capita	16,964
Base Location	9,523
Other Base	967,233
<b>Equity Total</b>	87,441
Equity Aboriginal	5,743
Equity Socio economic	41,805
Equity Language	0
Equity Disability	39,893
<b>Targeted Total</b>	118,630
<b>Other Total</b>	30,307
<b>Grand Total</b>	1,230,098

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

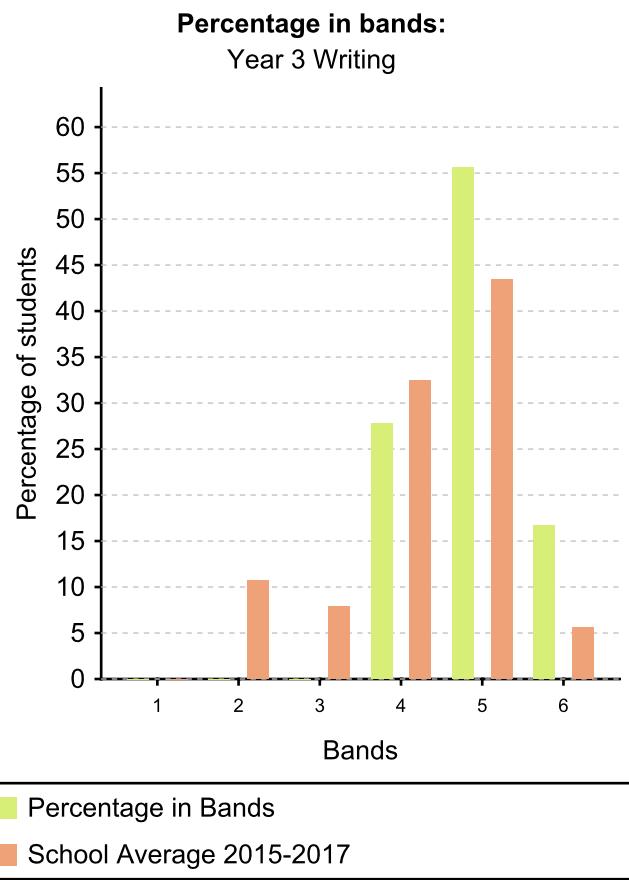
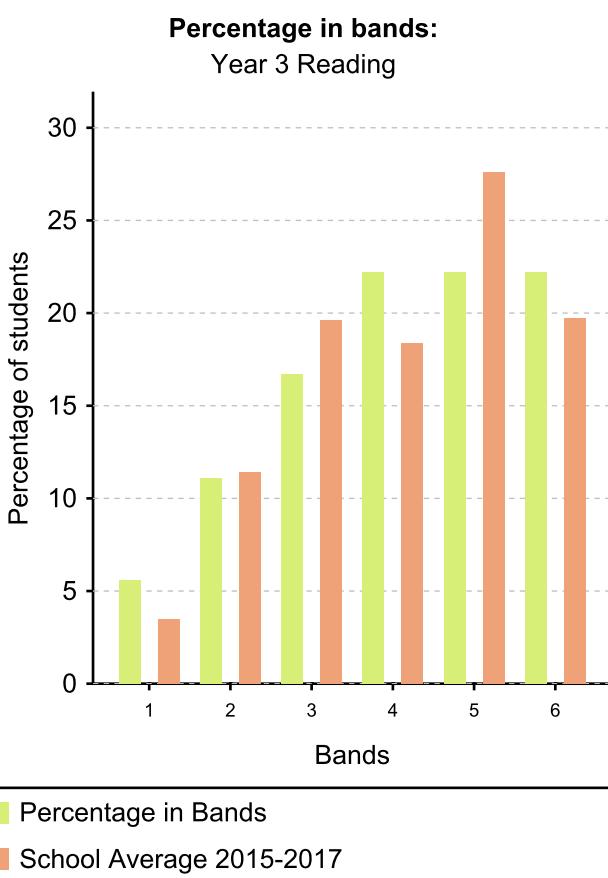
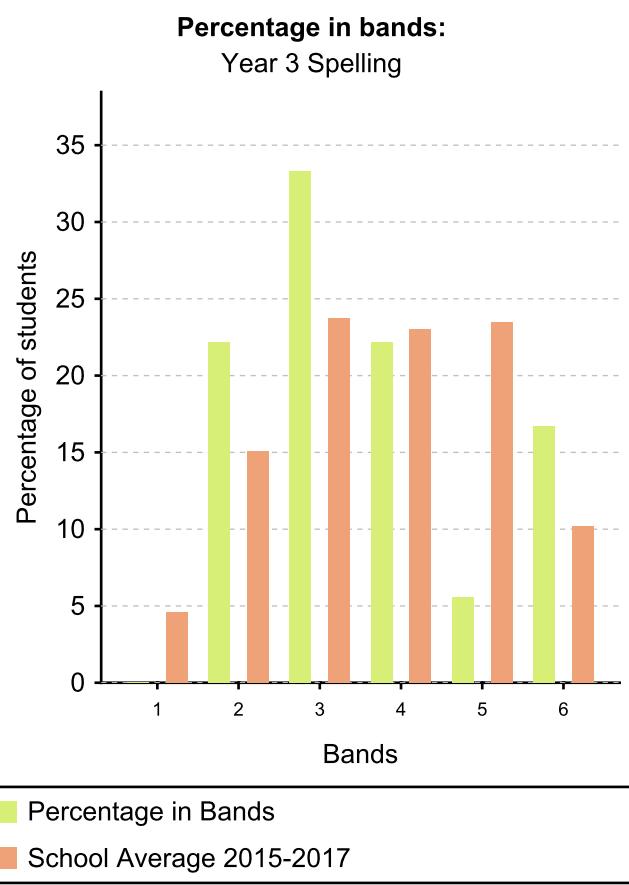
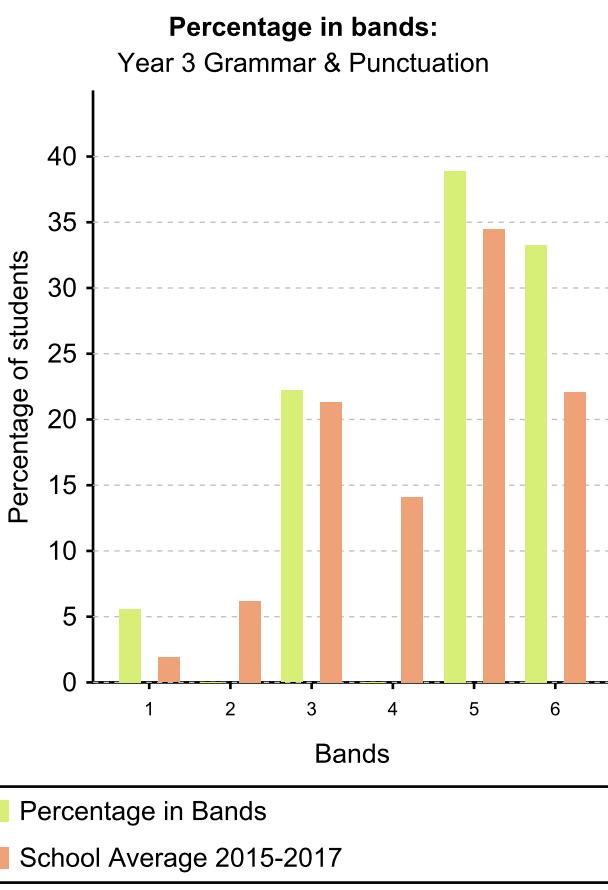
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

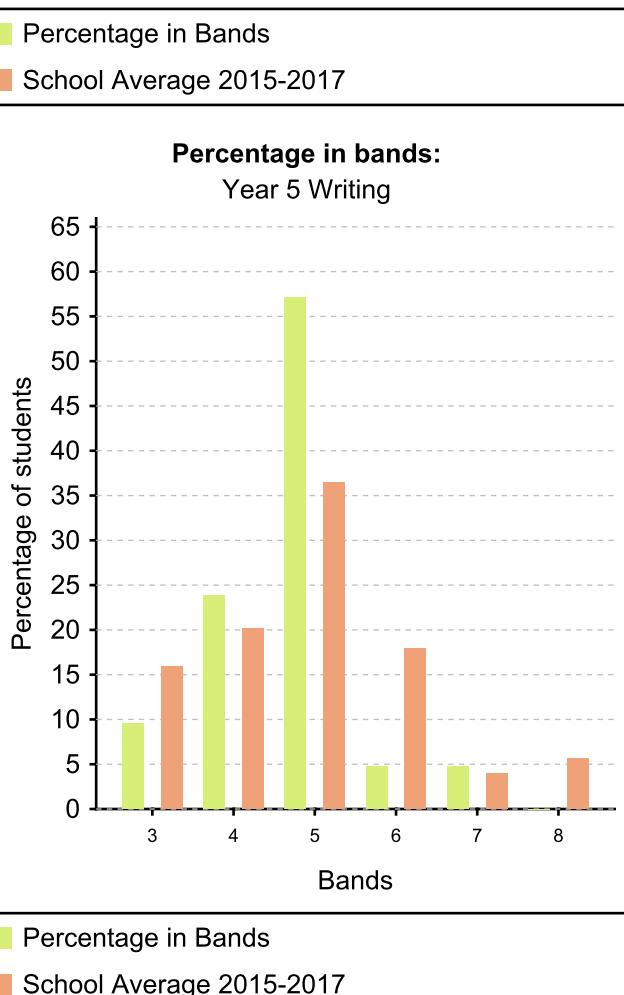
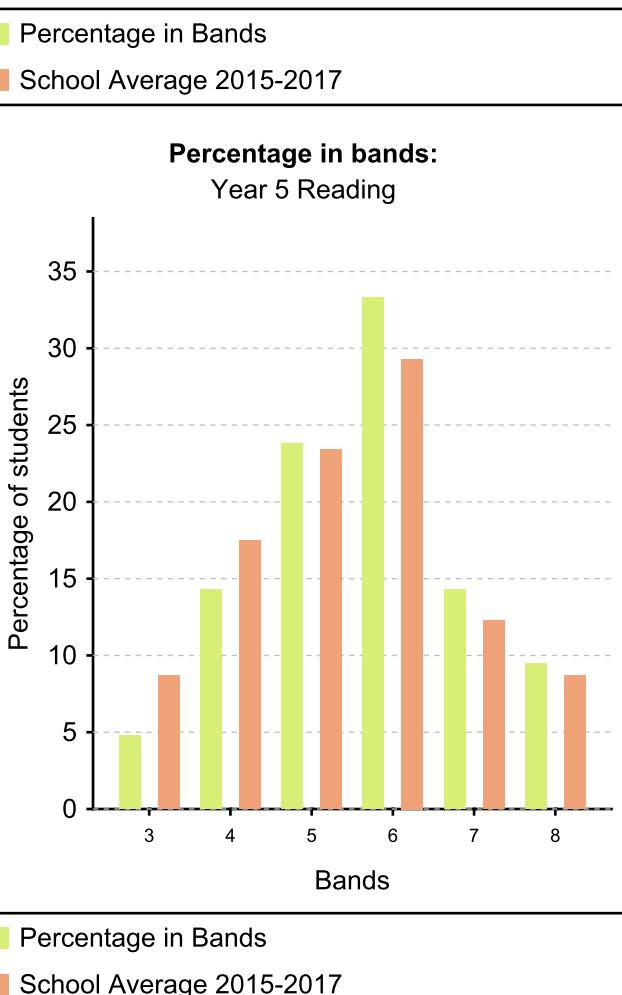
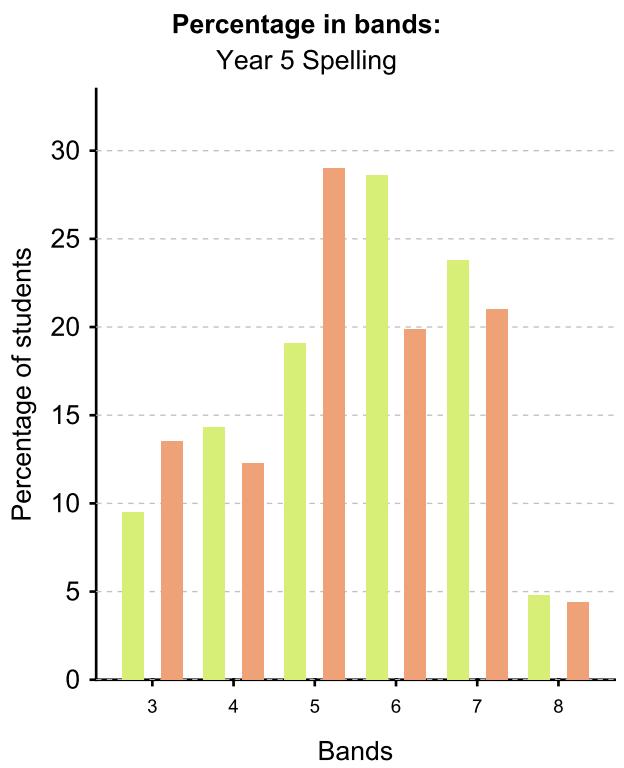
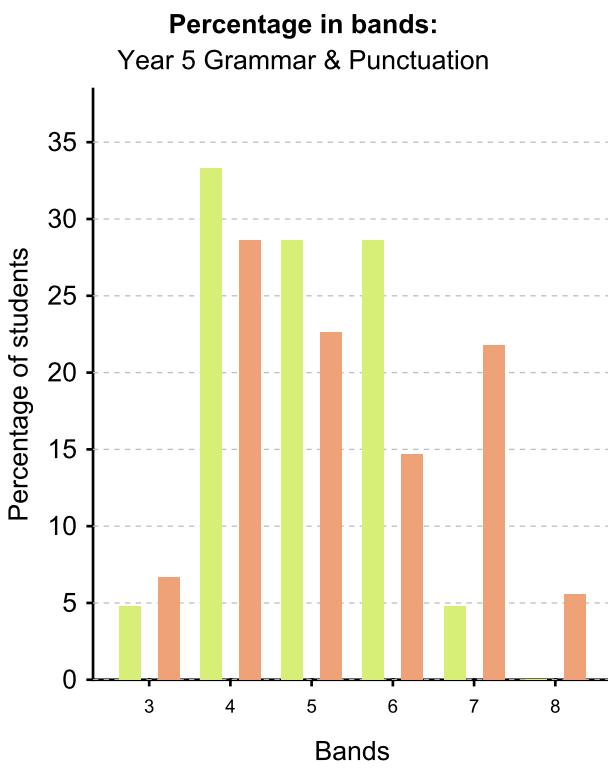
The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

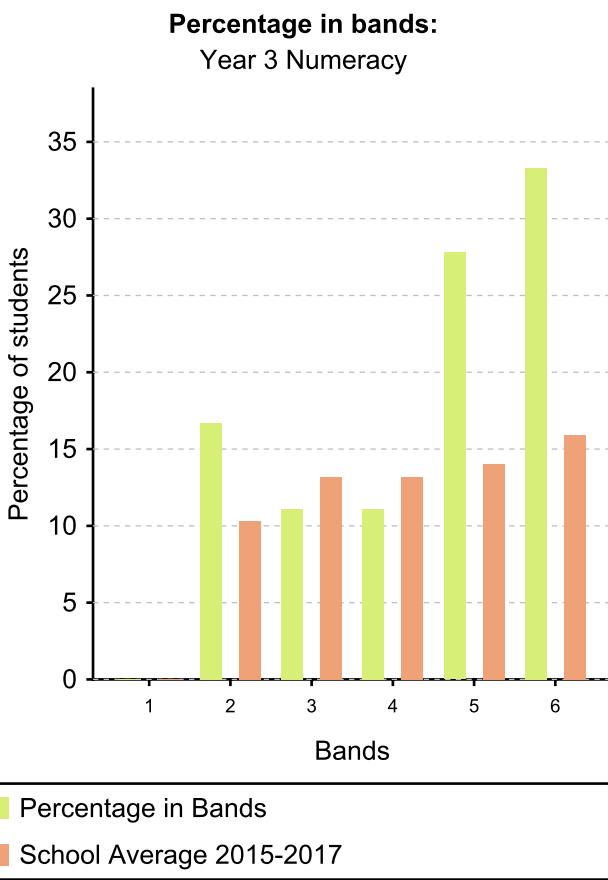
The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.







61% for Numeracy (an increase of 21%). In Year 5 24% achieved in the 2 top bands for Reading ( an increase of 10%) and 10% for Numeracy (an increase of 10%). Fifty percent of Aboriginal and Torres Straight Islands (ATSI) students in Year 3 achieved in the top two bands for Reading and Numeracy and there were no Year 5 ATSI students.

## Parent/caregiver, student, teacher satisfaction

In 2017 Culcairn Public School used the Tell Them From Me suite of surveys for the second year, to gain a deeper insight into how parents, students and teachers feel about the school and to provide comparative data to inform and assist with school development. The survey provides insight into key elements: student engagement, wellbeing and learning, teacher satisfaction and parental perception and involvement in the school.

All students in Years 4–6 were invited to participate as were the parents of the school and teachers. We had 38 students respond and 20 parents. This was a big increase in the number of responses compared to 2016. For 2018 there will continue to be a concerted effort to get more parents to participate to achieve a more representative response.

### Student Perspectives and School Climate at Culcairn Public School

Students have friends at school they can trust and who encourage them to make positive choices.

- 87% of students in this school have positive relationships. The NSW Government norm for these years is 85%.
- 89% of the girls and 85% of the boys in this school have positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.
- 79% of students in this school are continually interested and motivated. The NSW Government norm for this 78%.
- 95% of students in this school produce a great effort in their studies. The NSW Government norm for this is 88%.
- 96% of students in this school believe they are receiving High Quality Instruction. The NSW Government norm for this is 93%.

### Parent perspectives about school climate at Culcairn Public School

- 86% of parents feel welcome at Culcairn Public School. The NSW Government norm is 74%
- 84% of parents feel informed of their child's progress at Culcairn Public School. The NSW Government norm is 66%
- 63% of parents support Learning at home. The NSW Government norm is 63%
- 84% of parents believe the school supports learning. The NSW Government norm is 73%
- 87% of parents believe the school supports positive behaviour. The NSW Government norm is 77%
- 80% of parents believe the school is safe. The

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In 2017, 44% of students in year 3 achieved a score in the top 2 bands for Reading (an increase of 11%) and

- NSW Government norm is 74%
- 79% of parents believe the school is inclusive. The NSW Government norm is 67%

## 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 Pathways (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 spiritualties 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.

Aboriginal education has been prioritised, valued and celebrated at Culcairn Public School in 2017.

### 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 pre-school 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 2018

#### Billabong High School Transition Program

During 2017 a number of programs were established to support the transition of our Year 6 students entering Year 7 at Billabong High School in 2018. 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.