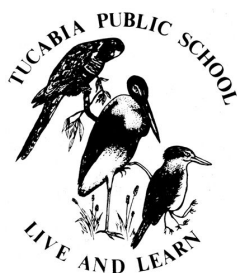


# Tucabia Public School

## Annual Report



2017



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## Introduction

The Annual Report for 2017 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

Principal

## School contact details

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## School background

### School vision statement

To create an environment where students LIVE happily and LEARN successfully so that they become life long learners, positive members of the community and have a healthy, fulfilling life.

### 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

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.

#### LEARNING – Sustaining and Growing

Tucabia has made significant improvements in many areas of the Learning domain. There has been significant progression in Learning Culture with self–directed learning practices and cooperative learning opportunities giving students avenues to excel and giving purpose for their learning.

Student Wellbeing has been enhanced through the development of new Student Welfare policies and procedures and the inclusion of Anti Bullying components. Positive wellbeing initiatives ensure students are happy and rewarded for success.

Student Performance Measures have benefited from the use of Learning Continuums and the tracking of student data K–6 in PLAN. This allowed for greater clarity of assessment and purposeful, individualized teaching and learning.

#### TEACHING – Sustaining and Growing

Tucabia staff have ensured there is a targeted use of Professional Standards implemented not only into their own professional development but also into daily classroom practice. Short term and long term goals reflect this. Quality teaching programs lead to Effective Classroom Practice and explicit teaching and formative feedback form the cornerstone of daily routines.

The use of Data to inform teaching and learning is becoming increasingly important and will become a key target in the

future.

Collaborative practices within the school is seen as a strength but our need to work more closely with other like small schools is vital for future strengthening of our collective teaching practice.

#### LEADING – Sustaining and Growing

A distributive leadership model exists at Tucabia and this empowers staff to drive school improvement in targeted areas. While the school community is actively involved in areas of the school, in particular community and social events there is a real need to invest in engaging parents in meaningful communication regarding curriculum and student achievement.

The school is generally well resourced and efforts have been made to improve the management of these resources and assess their appropriate use to ensure staff can readily access the appropriate equipment in a timely manner.

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

### 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

- Students are able to set goals, work on them and evaluate their success.
- There is a focus on early intervention practices and targeted K–2 teaching and learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Socio-economic background (\$2000.00) has been used for teacher release to monitor student tracking data on Learning Progressions and PLAN.</p> <p>Socio-economic background (\$1000) has been used to enable L3 training and OPL.</p> <p>Socio-economic background (\$15000) Additional classroom teacher time in morning sessions to create smaller group sizes and have additional teacher instruction in Literacy.</p>	<p>Student goal setting is becoming an important part of student engagement in learning within the school. Students are able to speak more clearly about their goals and how they are to achieve them.</p> <p>All teachers agree that positive goal setting has allowed students to focus on specific areas of improvement and students demonstrate high levels of pride when communicating about their goals.</p> <p>Student leadership is a part of daily practice and a key component of whole school culture.</p> <p>The implementation of L3 through EAfS initiatives has seen positive outcomes in the K–2 class. This is evident through K–2 students achieving 76% of literacy targets and 86% achievement of numeracy targets.</p> <p>Having only one Aboriginal student sitting NAPLAN the overall data is skewed but is significant that the students achieved above expected growth by more than 50% in all literacy subjects and was in the top 75 percentile for reading and grammar/punctuation.</p>

#### Next Steps



The progress of this strategic direction and analysis of SEF has lead to looking at the following needs.

- Goal setting targeting specific skills identified through the Learning Progressions.
- Goal setting to involve parental communication and celebration.
- L3 to continue as a key part of school practice.



## 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

- Teachers use more innovative practices in writing.
- Greater resourcing and student use of ICT
- Collaborative planning and instructional teaching methodology has begun.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>\$5000 on upgrading ICT including additional ipads, upgrading teacher PC's and storage solutions for ipads.</p>	<ul style="list-style-type: none"><li>• Specific focus on innovative practices in writing has developed a more diverse skill set in the teaching of writing. Teachers comment on a greater engagement in writing but also indicate the need to continue to focus on the fundamentals of vocabulary, grammar and sentence structure.</li><li>• Students indicate a greater enjoyment in writing and are more excited to share their writing with peers.</li><li>• The resourcing of ICT has made rapid improvements and the students are utilizing ICT in a broader range of KLA areas.</li><li>• Collaborative planning and instructional teaching methodology has begun to improve overall teacher practice and is having a positive impact on whole school culture.</li></ul>

#### Next Steps

The progress of this strategic direction and analysis of SEF has lead to looking at the following needs.

- Specific strategies planning for fundamental writing improvement needs to occur.
- Targeted Professional Learning practices that drive whole school change are to be implemented.

- The utilisation of ICT into everyday practice, the application of Futures Learning and the implementation of Inquiry Based Learning principles are needed.





### 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

- Communication between school and the community has improved.
- Students and parents positively endorse new Welfare/Wellbeing procedures.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>\$1000 for 2 days release to coordinate Welfare Policy and Social Media policy and Procedures.</p>	<ul style="list-style-type: none"><li>• Communication between school and the community has been substantially improved through the use of improved newsletter management with the use of attractive formatting and quality images.</li><li>• Social media usage has seen very successful. The school has 19 families but has 119 people following the school on Facebook.</li><li>• We are using proactive techniques addressing parents and their concerns which has minimised the number of parental complaints and had positive feedback from the community.</li><li>• Parents have a greater understanding of school procedures and unanimously endorse the clear development of Student Welfare procedures and the positive nature of student wellbeing.</li><li>• Students all like the new way school rules are used and know they keep them happy and safe.</li></ul>

#### Next Steps

The progress of this strategic direction and analysis of SEF has lead to looking at the following needs.

- Communications with parents need to become more focused around student learning, achievement and student goals.
- We need to continue to focus on developing stronger links with the Indigenous community.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• SLSO time 7.5 hours per week.</li> <li>• This allowed for the implemented of targeted programs and reduced groups sizes in literacy and maths.</li> </ul>	<p>The 1 student sitting NAPLAN achieve in the top 25% growth in literacy.</p> <p>All but 1 Aboriginal students doing L3 achieved the minimum standard of EAfS growth.</p> <p>Specific PDP targets were set, worked on specifically and evaluated each semester.</p>
<b>English language proficiency</b>		
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• \$3170 added to Integration funding to enhance support for all students in classrooms to access learning in K–2 classroom in line with EAfS initiatives.</li> </ul>	<p>Student growth through the implementation of L3 via EAfS initiatives has seen positive outcomes in the K–2 class. This is evident through K–2 students achieving 76% of literacy targets and 86% achievement of numeracy targets.</p>
<b>Socio–economic background</b>	<ul style="list-style-type: none"> <li>• Classroom teacher 1 day per fortnight LAST \$10000</li> <li>• Classroom teacher 1 day per fortnight IT \$10000</li> <li>• Teacher Release \$5000</li> <li>• Maths Resources \$2000</li> <li>• IT Resources \$2000</li> <li>• Literacy Resources \$4000</li> </ul>	<p>Reduced group sizes allowed for increased targetted interventions for the specific needs of students. NAPLAN growth for 2 in 3 students was in the top 25% of the state.</p> <p>Teachers use of Learning Continuums to assess students has allowed for greater point of need teaching and increasde student growth.</p> <p>Additional resources and closer management has been identified as a key reason for improved student engagement and students commented on how much fun learning is when using the new equipment.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	20	16	17	16
Girls	13	12	19	17

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	85	94.2	92
1	94	91.9	91.3	92.8
2	93.9	89.9	94.1	89.7
3	88	90.2	94.6	97.3
4	95	86	94.8	91.3
5	93.5	95.6	83.6	87.5
6	92.8	92.8	95.5	83.9
All Years	93.7	90.2	93.1	91.2
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

Attendance figures are encouraging.

- A family on long standing case load for HSLO has maintained a good attendance level and is off HSLO case load.
- 2 new families are now on HSLO case load and are working on their individual attendance improvement plans to assist getting their children to school every day.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.38
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

\*Full Time Equivalent

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

#### Whole School

- Building Blocks for Numeracy
- CPR / Anaphylaxis / Child Protection
- Understanding Autism

#### Specific Staff

- L3 Training and OPL
- Best Start Training
- PPA and CLN meetings
- Small School Principal meetings
- LMBR training
- EFPT training
- EaFS meetings and training
- Evaluation Essentials
- SCOUT
- MyPL
- Understanding and Supporting Student Behaviour
- OLIVER

## 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>35,880</b>
Global funds	79,935
Tied funds	132,756
School & community sources	4,248
Interest	747
Trust receipts	870
Canteen	0
<b>Total Receipts</b>	<b>218,556</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	3,707
Excursions	714
Extracurricular dissections	2,338
Library	746
Training & Development	0
Tied Funds Payments	54,812
Short Term Relief	6,680
Administration & Office	22,331
Canteen Payments	0
Utilities	5,760
Maintenance	4,490
Trust Payments	870
Capital Programs	0
<b>Total Payments</b>	<b>102,447</b>
<b>Balance carried forward</b>	<b>151,989</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 <b>Actual</b> (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>158,634</b>
Appropriation	151,989
Sale of Goods and Services	0
Grants and Contributions	6,570
Gain and Loss	0
Other Revenue	0
Investment Income	74
<b>Expenses</b>	<b>-66,115</b>
Recurrent Expenses	-66,115
Employee Related	-41,928
Operating Expenses	-24,188
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>92,518</b>
<b>Balance Carried Forward</b>	<b>92,518</b>

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.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	428,305
Base Per Capita	5,502
Base Location	10,583
Other Base	412,220
<b>Equity Total</b>	96,793
Equity Aboriginal	10,535
Equity Socio economic	52,612
Equity Language	0
Equity Disability	33,647
<b>Targeted Total</b>	46,790
<b>Other Total</b>	16,274
<b>Grand Total</b>	588,162

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.

While it is inappropriate to compare data with only 4 Year 3 and 3 Year 5 students sitting NAPLAN, we are able to accurately look at the student growth of the students in Year 5.

- All students achieved above state average in growth for Writing and Grammar/Punctuation.
- 2/3 achieved above state average growth in Reading and Spelling.
- The one Aboriginal student made almost double state average growth in all areas of Literacy.

Comparative data is difficult to measure with a small cohort but some generalisations can be drawn.

- Growth in Year 5 is positive but is below state average for all students.
- Number skills are a strength.
- Data, Measurement, Space & Geometry is consistently an area that requires improvement in

both Year 3 and Year 5.

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.

The Premier's Priorities: *Improving education results* and State Priorities: *Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands have been demonstrated through the Growth of our Year 5 students, in particular in Literacy.

## Parent/caregiver, student, teacher satisfaction

Through consultation with students, parent and staff and analysis of SEF the area of Student Welfare and Wellbeing was assessed as a priority for 2017.

A process of engaging feedback from these key stakeholders of the issues was undertaken.

From this information a new Policy and Procedures were developed to address these concerns and align them with departmental requirements.

The new policy was evaluated by staff and the community and implemented.

Students and community were surveyed at the end of the year regarding this key area of need.

### Parents

100% of responders said the new reward system and use of school rules was good or excellent.

100% of responders said that they were comfortable addressing any concerns with the school and all agreed that the school was a safe place to learn and play.

### Students

All students were positive about the new Rules and rewards systems at school and the only students who were not confident in discussing the rules were new to the school.

All students agreed the rules were there to keep them safe but very few stated that they were also there to help them learn which is an area to address and will be done so through the learning component of the policy.

## Policy requirements

### Aboriginal education

Tucabia Public School received Aboriginal background funding in 2017.



Funding allowed for:

- Additional School Learning Support Officer(SLSO) time to assist Aboriginal students during Literacy and Numeracy sessions.
- Aboriginal students supported to achieve outcomes from their Personalised Learning Plans.
- Celebration of NAIDOC Week activities.

As a result:

- All Aboriginal students made satisfactory progress will 4 out of 6 achieving greater than 12 months growth based upon continuum markers.
- The Year 5 student made more than double expected growth in NAPLAN Literacy strands.
- All students engaged with NAIDOC Week activities and exhibited a strong sense of pride for the art and cultural initiatives in collaboration with Yaegl Elders.

### **Multicultural and anti-racism education**

Anti-racism is taught through the school's bullying programs which are a key component of the school's new Student Welfare Policy. Lessons have been taken from the Department of Education's Anti-Bullying policy and program. Lessons are taught for 4 weeks each term in a systematic manner.

Multicultural perspectives are a part of NSW syllabi and ensure content and skills that are covered across all subject areas to develop the student's understanding of culture and citizenship within Australia's multicultural society.

Harmony Day is a part of the culture of the school and annually provides an opportunity to specifically address and celebrate diversity and cultural appreciation.