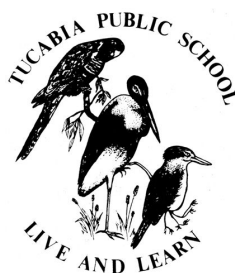


# Tucabia Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** 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

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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 15% of the student population. Tucabia Public attracts additional Low Socio–Economic funding to assist students learning.

Tucabia Public School offers a range of programs including leadership development, environmental education, Gifted and Talented support 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

#### Learning

*Tucabia Public School has recently increased the commitment to student centred learning practices which has seen them comfortably sit in Sustaining and Growing for many of the Learning elements. The use of Visible Learning strategies, student directed Goal Setting and Three Way Conferencing focuses the attention of school decision making on the individual needs of the students and highlights that the school caters for the holistic child as a priority. The Tell Them From Me surveys and Parent Satisfaction surveys both highlight that the students and parents also believe that the care for the students' academic, social and emotional needs are addressed to a high standard at Tucabia PS.*

*A continued commitment to structure and fine tune the use of data to inform Reporting and drive student improvement will allow the school to improve Student Performance Measures and move towards Sustaining and Growing in these elements.*

*Tucabia staff are confident that the work on engaging parents as a key part of their children's learning will see us move to Excelling in many elements of Learning.*

#### Teaching

*Tucabia Public School has high quality staff who work hard to address the differentiated learning needs of the students in their care. As the majority of staff are new to the school, whole school processes to support teacher planning and delivery of lessons, standardising of assessment procedures and the effective use of data are strongly working in the Delivering stage. The future improvements being implemented through Teacher Observations, EAfS Support and Teacher Programming development will see the whole school continue to improve their practice by reflecting on teacher effectiveness and assessing impact so to inform individualised, classroom and whole school decisions.*

*The focus on professional development of all staff through quality PDP processes and targeted Professional Learning has enabled staff members to feel confident in the support mechanisms for them to improve their practice. This displays the school to sit in Sustaining and Growing in the elements relating to Teaching Standards and Development. The added benefits to this professional learning culture are that staff have greater ownership of their own professional growth and aspirations for the future, that there is a greater atmosphere of collegiality and the students are benefiting from being taught by more confident, more skilled and happier staff members.*

*As a member of a strong Small Schools collegiate, Tucabia is beginning to spend more time working on professional learning partnerships with similar schools which will allow for not only Tucabia but many other local schools to move towards Excelling in some of the Elements of Teaching.*

## **Leading**

*Tucabia Public School is beginning to develop a strong learning culture where the community feel part of the process and are a valuable partner in their child's learning. Surveys demonstrate that students and parents believe the school has high aspirations for students and the staff treat individuals with care and also have high expectations for them in the future. The same high expectation culture also is afforded to the staff who have clear pathways for their ongoing professional growth.*

*The staff have worked systematically to develop a clear vision for the future of Tucabia PS and they are using effective strategic planning methods to target specific improvements in school practice and ultimately student learning. The current School Plan and Vocabulary Action Plan both demonstrate considerable planning but it will be the effective implementation, evidence of impact, analysis and use of data and reporting of results that will allow the school to work in the higher levels of the Planning element.*

*The school is refining the management practices that it uses both due to new leadership, new staff members and to facilitate recent Departmental changes to systems. The flexibility in staffing and management of resources has enabled a relatively smooth transition to accommodate these changes. Parental surveys demonstrate they are very happy with the management of the school. With the inevitable growth of experience of staffing and the fine tuning of Management Practices the school leaders will more effectively evaluate administrative successes and will be able to make more informed improvement decisions.*

Our self-assessment and the external validation process 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

### Quality Teaching and Learning Practices

#### Purpose

- To ensure the learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- To make sure teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- To enable students to articulate their learning and understand what they need to learn next to enable continuous improvement.
- To establish processes so assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- To develop practices where the school has identified what growth is expected for each student and students are achieving expected growth on internal school progress and achievement data.

#### Overall summary of progress

- All staff received Professional Learning on Learning Progressions.
- All students plotted on Learning Progressions for 2 Literacy and 1 numeracy element.
- All students engaged in regular goal setting based on Reading and Writing.
- Three way conferences established and implemented as a regular part of school calendar.
- Writing samples gathered and a Consistency of Judgement meeting held.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• PLAN data will indicate expected growth for all students K-6.</li><li>• Student goal setting routines will indicate critical student knowledge and understanding of their own learning.</li><li>• There will be a whole school focus on individual student growth through "assessment for learning" practices and targeted teacher instruction.</li><li>• Parental involvement in their children's learning will increase.</li><li>• Premiers Targets (Increase students in top 2 bands by 8%) and (increasing Aboriginal students in the top 2 bands by 30%) will be addressed through all students maximizing their growth.</li></ul>	\$2000 – Casual Days Data entry.	<ul style="list-style-type: none"><li>• All staff received Professional Learning on Learning Progressions.</li><li>• All students plotted on Learning Progressions for 2 Literacy and 1 numeracy element.</li><li>• All students engaged in regular goal setting based on Reading and Writing.</li><li>• Three way conferences established and implemented as a regular part of school calendar.</li><li>• Writing samples gathered and a Consistency of Judgement meeting held.</li></ul>

#### Next Steps

- Continuation of using Learning Progressions and plotting students on ALAN as a regular part of teacher practice through use of an assessment schedule.
- Maintain and improve student goal

setting procedures to align with Learning Progressions.

- Continuation of Three Way Conferences.
- Fine tune writing assessments and teacher judgements to improve accuracy and ensure that they inform future teaching.



## Strategic Direction 2

### Embedded Futures Learning Principles

#### Purpose

- To facilitate a whole school approach that ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- To be certain teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.
- To enact management processes so technology that supports learning is available and is expertly integrated into lessons by teachers.
- To ensure the school implements evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

#### Overall summary of progress

- Completed some basic reading on Learning Modes and Learning Dispositions from Futures Learning DET.
- Completed training for Science and Technology syllabus.
- Increased knowledge of History and Geography syllabus.
- Began an audit of current IT resources.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• All students will receive teaching that develops skills related to Futures Focused learning.</li><li>• Staff will assess student skills related to Learning Modes and Learning Dispositions.</li><li>• Staff will provide targeted Problem Based Learning activities, manage the resources effectively and facilitate a rigorous collegial learning environment.</li><li>• Students will transfer the skills learnt in PBL across all learning areas.</li></ul>	<ul style="list-style-type: none"><li>\$500 – Robotics</li><li>\$500 – Coding Course</li><li>\$500 – S&amp;T syllabus PL</li></ul>	<ul style="list-style-type: none"><li>• Completed some basic reading on Learning Modes and Learning Dispositions from Futures Learning DET.</li><li>• Completed training for Science and Technology syllabus.</li><li>• Increased knowledge of History and Geography syllabus.</li><li>• Began an audit of current IT resources.</li></ul>

#### Next Steps

- Construct a scope and sequence that integrates Science and Technology, History and Geography.
- The scope and Sequence will be driven in an Inquiry method that embeds Learning Modes/Dispositions into lessons.
- Programming methods to be trialed and developed to use Scope and Sequence.
- Methods will be developed to assess Learning Modes and Dispositions.
- Targeted Professional Learning regarding Futures Learning.

## Strategic Direction 3

### Effective Professional Learning Procedures

#### Purpose

- To embed procedures where Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.
- To use embedded and explicit systems that facilitates professional dialogue, collaboration, classroom observation, the modeling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.
- To ensure professional learning in the school emphasizes developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.
- To facilitate staff collaboration with other schools to share, grow and embed good practice.
- To provide opportunities for staff to demonstrate and share their expertise within their school and with other schools.

#### Overall summary of progress

- Writing Initiative" was established, PL completed and initially elements were introduced. This was evaluated as being ineffective for our context and discontinued.
- Data was gathered and evaluated relating to Literacy Progress in our school. Research was undertaken and consultation made with other schools. A deficiency in knowledge of words was identified as a key blocker to our student's progress.
- A strategic plan was developed to improve student vocabulary.
- Words Their Way" identified as complementing our new strategic plan and implemented.
- Targeted interventions regarding Vocabulary Action Plan implemented.
- Procedures and protocols established to maintain consistent implementation of interventions.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Staff feedback highlights the improvement in the value added from professional development and the long term change in teacher practice.</li><li>• School leaders demonstrate a confidence in knowledge and skills in the strategic planning for pedagogical change and the effective implementation of these plans.</li><li>• Quality inter-school partnerships lead to long term sustainable improvement practices for all schools.</li></ul>	<p>\$2500 – Casual Relief</p> <p>\$800 – Words Their Way</p>	<ul style="list-style-type: none"><li>• "Writing Initiative" was established, PL completed and initially elements were introduced. This was evaluated as being ineffective for our context and discontinued.</li><li>• Data was gathered and evaluated relating to Literacy Progress in our school. Research was undertaken and consultation made with other schools. A deficiency in knowledge of words was identified as a key blocker to our student's progress.</li><li>• A strategic plan was developed to improve student vocabulary.</li><li>• "Words Their Way" identified as complementing our new strategic plan and implemented.</li><li>• Targeted interventions regarding Vocabulary Action Plan implemented.</li><li>• Procedures and protocols established to maintain consistent implementation of interventions.</li></ul>

#### Next Steps



- Continuation of Vocabulary Action Plan
- Utilisation of Visible Learning within our classrooms.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO employed for additional hour a day to assist with targeted interventions.	NAPLAN and internal data highlight that 66% achieving at or above expectation and 33% of ATSI students are achieving below expectation. Increased targeted intervention are being directed to these students and greater focus on their individual PLPs.
<b>Low level adjustment for disability</b>	Additional 1 day LAST a day has been employed to assist in small group learning and for targeted interventions. SLSO employed for additional 30min a day to assist with targeted interventions.	Targeted interventions have allowed for individual students access to learning to address their PLPs or IEPs.
<b>Quality Teaching, Successful Students (QTSS)</b>	Employment of Additional teaching support to perform as Instructional Leader to support the professional learning of staff in the implementation of Learning Progressions into classroom practice.	Strategic Direction 3 has been driven through this funding and allowed for implementation of Vocabulary Action Plan.
<b>Socio-economic background</b>	<p>Establishment of leadership position to use Instructional Leadership model to embed Learning Progressions into classroom practice.</p> <p>10 casual days for goal setting with students, professional learning for Dusty and the establishment of 3 way conferences.</p>	<p>Instructional Leaderships has basically occurred across 8 days a fortnight rather than the 1 day a fortnight that is funded.</p> <p>Strategic Direction 1 &amp; 3 have been drastically enhanced and student goals setting/achievement has improved.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	16	17	16	20
Girls	12	19	17	16

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	85	94.2	92	88.8
1	91.9	91.3	92.8	90.1
2	89.9	94.1	89.7	92.8
3	90.2	94.6	97.3	90.4
4	86	94.8	91.3	94
5	95.6	83.6	87.5	92
6	92.8	95.5	83.9	90.9
All Years	90.2	93.1	91.2	91.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Data shows that attendance rates have maintained a steady level.

Attendance improvement programs are in place for students with above average absences though they are not at a point to become a HSLO case.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

No staff are of Aboriginal decent.

Aboriginal elders are invited to NAIDOC celebrations and are a key part of our presentation assembly.

### 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

- All Mandatory Training
- Recognition and Management of Anaphylaxis Training
- Financial Planning Tool (eFPT) training
- Writing for the Web
- EAfS training
- External Validation Training
- Coding and Robotics
- Science Syllabus Training

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	92,518
<b>Revenue</b>	603,351
Appropriation	587,221
Sale of Goods and Services	0
Grants and Contributions	15,192
Gain and Loss	0
Other Revenue	0
Investment Income	939
<b>Expenses</b>	-563,061
Recurrent Expenses	-563,061
Employee Related	-511,551
Operating Expenses	-51,510
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	40,290
<b>Balance Carried Forward</b>	132,808

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.

The Financial Statement does not accurately reflect 2018 spending and will be more accurate in 2019 with a full year using EFPT and SAP finance systems.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	451,635
Base Per Capita	6,381
Base Location	10,330
Other Base	434,924
<b>Equity Total</b>	90,361
Equity Aboriginal	7,901
Equity Socio economic	56,673
Equity Language	0
Equity Disability	25,787
<b>Targeted Total</b>	15,595
<b>Other Total</b>	20,005
<b>Grand Total</b>	577,597

## 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

This year NAPLAN was completed online.

Particularly pleasing NAPLAN data with many students making above state average growth from 3–5.

NAPLAN results highlighted the continuation of the development of the key critical skills. It also showed that the application of them into problem solving activities continues to be an area of need.

NAPLAN data in Numeracy a solid development of skills and particularly pleasing value added for students who stay at Tucabia PS.

The application of these skills to solve problems continues to be an area to be addressed.

Both ATSI students sat NAPLAN and on average were at or just behind state average in all area. One student was significantly above in Writing while the other was significantly above in Numeracy.

### Parent/caregiver, student, teacher satisfaction

In the 2018 Parent Satisfaction survey 98% of questions regarding school performance and satisfaction were in the Good or Excellent range.

In the Tell Them From Me data the school scored 100% in the skills and challenge matrix and every question was above a similar school in the ratings.

## Policy requirements

### Aboriginal education

Tucabia Public School received Aboriginal background funding in 2018.

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 Two Year 3 students achieved on average at State level in NAPLAN.
- 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 student welfare and anti-bullying programs which are a key component of the school's Student Welfare Policy. Lessons specifically address school rules (I Treat Others Kindly and Fairly) or have been taken from the Department of Education's Anti-Bullying policy and program.

Lessons are taught once a week every 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.