

Culburra Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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

Our school's vision statement was reviewed in 2016 with consultation occurring at all levels, students, staff, parent/carers and P&C. As a result the school totem of the Black Swan and its qualities of transforming, dreaming, strengthening and nurturing take centre stage as those qualities we as a community seek to develop in our students.

Our core values of Safety, Respect and Responsibility sit underneath the swan as our foundation.

The five statements of Leading, Modelling, Respecting, Safe Environment and Creating Opportunities have been developed to include what each of these ways of being look like for each key stakeholder, students, staff and parent/carers/community.

School context

Culburra Public School serves the holistic needs of approximately 200 students. The school is proud to have strong links with the local community.

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 wisdom and knowledge with Jerrinja – our local Aboriginal community. This approach extends to all areas of the community – the local IRT, Culburra and Orient Point Men's Shed and the many local businesses who provide services to the school. Recent initiatives include:

Tree Families – a school developed social and emotional program to support student wellbeing.

How2Learn – A whole school approach to developing meta-cognition.

Coaching and mentoring training for staff to support a structured, collegial approach to continuous improvement.

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.

The focus areas for 2018 in Learning and teaching were;

Increased planning and differentiation to cater for all students and their learning needs;

Developing greater consistency in teacher judgement through consistent writing and moderation of assessment tasks, and,

Increased feedback occurring at all levels.

Our achievements this year include:

Providing extra learning and support for students in grades 2–5 four days per week;

A student differentiation form developed and used by all staff;

Focus on term tracking of class reading data and ten-week plan to support student growth;

Assessment folders for each stage/term for all key learning areas;

Student achievement recorded and monitored through assessment scrapbooks;

Lesson observation/reflection and feedback for all teachers, and

G–Suite corporate planning, ensuring greater consistency in program delivery and supporting staff to redirect their planning efforts to sourcing quality digital resources to support curriculum content.

Implications/Next Steps

Continue with the intensive class for students requiring extra learning support, extending the class from four days per week to five days per week;

Designated time/structures to support peer planning, goal–setting and lesson design to address student need based on baseline data;

2019 literacy focus on Grammar and Punctuation;

Implementation of PAT online assessment suite for reading, comprehension, mathematics and student wellbeing, and

Primary teachers participating in Quality Teaching Rounds, as part of the University of Newcastle's research grant headed by the highly esteemed Professor Gore.

In the Leadership domain, the 2018 focus was: student and staff leadership; community leadership; collaborative practice; coaching and mentoring; professional learning; performance management and development, and community engagement .

Our achievements this year include:

Enhanced student leadership through 'Tree Families' and Library Monitors;

Changed student leadership elections to support public speaking anxiety and provide greater access for students;

Higher profile for students via assembly and school concert;

Opportunities for SRC Members to plan key events such as reward days;

Staff leadership developed through 'Passion Projects',

Community leadership developed through the IRT Senior Citizens project, recent fete organisation and community involvement in planning NAIDOC Week and Reconciliation Walk at Callala Public School, and

Executive teaching whole school fitness to provide daily collaborative time for teaching staff.

Implications/Next Steps

Greater accuracy in budgeting for Passion Projects;

Implement a buddy reading program K–6;

Continue with the same structure of support for staff to collaborate;

More leadership from staff in sharing teaching ideas and sharing expertise, and,

Expand the Tell Them From Me Survey to PAT Wellbeing Survey online.

Our self–assessment 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:

www.education.nsw.gov.au/teaching–and–learning

Strategic Direction 1

Quality Learning and Teaching.

Purpose

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

Overall summary of progress

In 2018 a number of key processes and curriculum programs have been developed to improve the quality of teaching and learning at Culburra Public School.

A new scope and sequence, as well as teaching and learning activities in Mathematics, was developed in Term 1 through collaborative processes led by Assistant Principal Mr Shannon Evans. This was in response to staff feedback in late 2017. Further to this, teaching and learning activities in Physical Development, Health and Physical Education were also developed through collaborative processes. All-new scope and sequences and teaching and learning activities were uploaded to the team's share drive, ensuring that all staff have access to current, up-to-date scope and sequences and teaching and learning activities for each key learning area.

A new process of analysing data, developing class goals and writing 10 week plans to address student areas of need in literacy and numeracy was implemented in 2018. The staff have provided very positive feedback about this process, specifically how it provided them with a greater sense of explicit and systematic teaching focus within the sub-strands of reading, writing and number sense.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased planning for lesson differentiation.	0	A new proforma to differentiate learning was developed and implemented for students requiring extra support who do not qualify for integrated funding support.
One-year academic growth for one year of learning for all students in all key aspects of literacy and numeracy.	0	Most students have met this goal, greater support for those students who do not make one year growth through extra learning and support programs is occurring. Reading continues to be a focus area in 2019.
Greater consistency in teacher judgement through consistent writing and moderation of assessment tasks.	0	Staff annotated student writing samples, developed class goals based on analysis of student assessment and implemented a specific ten-week teaching and learning program to address areas of lowest student performance.
Progressively achieving closer by at least 10% to the SEF v2 goal of "At least 90% of students achieve at or above national minimum standards". (Current baseline: Year 3 students average across sub-strands 38%, Year 5 average across sub-strands 16%).	0	Data report unavailable from SCOUT at the time of publishing.
At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. Current baseline:	0	The school has met this target in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Year 3 Reading 41%, Writing 32%, Spelling 35%, Grammar and Punctuation 12% and Numeracy 8%.		The school has met this target in 2018.
Maintain current growth trend in Year 3 to year 5 NAPLAN in reading, writing and numeracy. (Current baseline of scaled growth Reading 82 points, Writing 60 points, Spelling 101 points, Grammar and Punctuation 47 points and Numeracy 99 points)	0	<p>In 2018, in reading, 28% of students exceeded expected growth, 66% of students experienced growth however this growth was below the expected level and the top student experienced slight negative growth. In spelling 38% of students exceeded expected growth and 62% experienced growth albeit below expected growth levels. In grammar and punctuation 28% of students exceeded growth expectations, 47% grew albeit below expected growth levels and 5% of students experienced negative growth. In numeracy 45% of students exceeded growth expectations and 55% of students grew albeit below expected growth levels.</p> <p>All Aboriginal students grew in reading (1 out of 6 exceeded growth expectations), spelling (2 out of 6 exceeded growth expectations), grammar and punctuation (2 out of 6 exceeded growth expectations) and numeracy was the area of strongest growth with 4 out of 6 students exceeded growth expectations.</p>
Increased feedback occurring at all levels.	0	Providing feedback to students to support learning growth continues to be an area that requires further development.
<p>Increased proportion of students in the top two NAPLAN bands for reading and numeracy (DoE Strategic Plan 2018–2022).</p> <p>Baseline measurement: Year 3 Reading 2017 – 33%.</p> <p>Year 3 Numeracy 2017 – 21%.</p> <p>Year 5 Reading 2017 – 20%.</p> <p>Year 5 Numeracy 2017 – 8%.</p>	0	<p>Using the new SCOUT reporting dashboard, student performance in the top two NAPLAN bands for numeracy and reading has increased overall from 2017 to 2018 by slightly more than 10%.</p> <p>Year 3 numeracy and literacy remained consistent with baseline data with significant improvement in year 5 reading and slight improvement in year 5 numeracy.</p>
<p>Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy (DoE Strategic Plan 2018–2022).</p> <p>Baseline measurement: Year 3 Reading 2017 – 0%.</p> <p>Year 3 Numeracy 2017 – 20%.</p> <p>Year 5 Reading – 0%.</p> <p>Year 5 Numeracy – 0%.</p>	0	Using the new SCOUT data dashboard, there has been significant improvement in performance in the top two bands for Aboriginal students with overall performance of 21.43 doubling the 2017 result.

Next Steps

A major area of focus in quality learning and teaching for 2019 and beyond is participation in the University of Newcastle – Quality Teaching Rounds research project. Quality Teaching Rounds is an approach to teacher professional development that involves teachers working in groups of four or more (known as Professional Learning Communities or PLCs) to observe and analyse each other's teaching using the quality teacher model.

The process of analysing student assessment, developing class goals, writing and implementing focused teaching and learning activities in reading, writing and number sense will continue in 2019. Progressive Achievement Tests (PAT) will be a new measure for student performance.

Strategic Direction 2

Quality leadership at all levels.

Purpose

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

Develop students as contemporary leaders to take their place as capable, compassionate and creative citizens.

Overall summary of progress

Staff identified five key areas of impact when this strategic direction was evaluated, these being:

More students stepping into leadership roles and 'having a go' at key roles such as assemblies and major events including NAIDOC Week and school concert;

Tree Families – relationships are extended to the playground and older students are showing care for younger 'family' members;

High level of collegial support/rapport and joint collaboration between staff members;

Lots of time provided to staff to achieve, and,

Staff report a sense of feeling valued as well as feeling comfortable to enquire and contribute in a safe, respectful environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff evaluation of current approach to professional/career development.	0	Staff continue to engage deeply with their professional learning goals and passion projects. A number of staff are taking a lead role in the implementation of a research program in the area of PDHPE in partnership with the Australian National University.
Analysis of the impact of structured action research on student growth through examining student assessment and staff reflection and evaluation of impact.	104,000	An Assistant Principal was provided with release from teaching responsibility to lead the process of action research. Feedback from staff has been extremely positive about the impact on their practice and improved capacity to plan for improvement with focus provided by student performance analysis.
Increase in Community of Schools projects.	0	This is an area requiring further analysis and planning with local schools in our area. The Reconciliation Walk is a key initiative that can be developed and improved by ensuring that the local feeder high school is included.

Next Steps

Our next steps in 2019 are:

Greater planning and resourcing for staff Passion Projects;

Implementation of a K–6 Buddy Reading Program;

Continuing the IRT and Tree Families programs;

Continuing with the same collaborative support structure through the Executive Fitness Program, and,

Providing time, space, place and language for teams to share teaching ideas and expertise.

Strategic Direction 3

Quality relationships at all levels.

Purpose

To develop students as global citizens by beginning at a local level through developing connections within the school community to deliver positive and caring relationships at all levels.

To embed a collaborative and sustainable culture across our Learning Communities to ensure high quality educational outcomes and shared professional responsibilities and accountability.

Overall summary of progress

The school continues to implement quality wellbeing programs. Tree Families and the IRT program are the foundation initiatives that are embedded into school practice. In 2018 the relationship with the local Men's Shed was strengthened through a joint project of repairing student seating. The Men's Shed also provided financial support for students to attend excursion through a \$1000 donation.

An Indigenous cultural program ran for two terms, developed with the local Jerrinja community in partnership with the University of Wollongong. It has had a positive impact on student knowledge of cultural identity and attendance rates.

Two key events were held in 2018; the school concert and fete, the latter led by the P&C.

The local Bowling Club continues to support the school through donations to the school's annual Learn To Swim program and new outdoor seating. Our relationship with the community and various local clubs and groups continues to grow and strengthen to the benefit of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader community.	0	Feedback processes continue to be refined. An area of focus for 2018 was developing feedback from students to their teachers. Students provided a 'report comment' on their teacher as part of the end of year reporting period.
The use of school facilities by the local community delivers benefits to students.	0	The school continues to provide its facilities for use of the community through the delivery of Out of Hours Care, Indigenous Cultural Program, school fete and dance organisations.
The leadership team analyses responses to community satisfaction measures.	0	The leadership continues to seek and respond to community feedback. There is a high level of satisfaction in the area of citizenship, sporting, cultural and performing arts programs.
Sustained high levels of student engagement in learning and positive behaviour outcomes.	0	The Tree Families and IRT program continues to impact positively on student behaviour and engagement and featured heavily in all school evaluations with students, staff and parents and community.
Strong school and financial and management systems, support achievement of school goals in student learning, staff professional learning, school infrastructure and the school's physical environment.	0	Key staff have continued to develop their knowledge and skills in the new financial planning and business management environment.

Next Steps

Current programs such as Tree Families and IRT will continue. The Tree Families program will be refined to incorporate the key learning dispositions from the How2Learn program.

In 2019 the school will work with the local Jerrinja community to support the implementation of the after school cultural program, Indigenous garden and local perspectives in History and Geography units of work.

The school P&C will organise a trial twilight market in response to positive feedback from local store holders who participated in the school fete.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	75 442	Most of the Aboriginal Background Funding is expended on the salary for the Aboriginal Education Officer. A small amount of discretionary funding has been used to provide resources to celebrate key Indigenous events such as as NAIDOC Week and the Reconciliation Walk. Further to this Indigenous students have been supported to attend excursions, as well as subsidised uniform purchases and extract School Learning Officer support in term 3 and 4.
Low level adjustment for disability	30 895	The low level adjustment for disability funds have been used to support students who are newly enrolled and requiring extra support in the classroom and playground as they have transitioned to integration funding support.
Quality Teaching, Successful Students (QTSS)	37 481	The Quality Teaching, Successful Students funding has supported collaborative planning processes in programming, assessment, and planning and evaluating programs and impact.
Socio-economic background	139 862	The Socio-economic funds have been used to fund the salaries of a classroom teacher to release the Assistant Principal to lead curriculum, as well as the funding of a four-day per week support class for students in grades 2-5.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	91	94	109	108
Girls	97	108	103	75

The school has maintained enrolment at or just below 200 students throughout the year with various fluctuations. Enrolment projections should be stable at current enrolment numbers for the next few years based on current student enrolment and preschool projections

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93	94.8	90.6	91.4
1	93.1	93.4	92.5	89.8
2	93.2	92	93.8	91.3
3	92.8	94.1	90.7	91.9
4	89.9	92.4	92.7	92
5	94.1	90.5	90	89.5
6	94.6	93.4	89.8	89.3
All Years	92.8	92.8	91.3	90.8
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

In 2018 our school attendance was just under the state Department of Education average of 93.40. Kindergarten continues to be the grade with the highest attendance average (as in previous years) and Year 4 had the second highest attendance average. It should be noted that the 2018 Year 4 cohort also had the second highest average attendance average in 2017.

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	4.53

*Full Time Equivalent

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

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	30

Professional learning and teacher accreditation

In 2018, all pre-2004 service teachers received formal recognition by the NSW Education Standards Authority at the proficient level, placing these experienced teachers on the same professional pathway of accreditation maintenance as post-2004 graduates. There were no new teacher accreditation at proficient level in 2018.

Areas of professional learning for staff in 2018 are:

Mandatory anaphylaxis and first aid face-to-face training for all staff;

Staff wellbeing activities;

How2Learn Twilight sessions;

PDHPE – Road safety and Orienteering;

Netball coaching;

Visible learning;

Ngara Wumara – Gifted and talented Indigenous program;

21st century pedagogies;

SAP/SALM/EFPT business training, and,

Coaching accreditation – Growth Coaching International (Principal accreditation).

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	182,689
Revenue	2,082,554
Appropriation	2,030,290
Sale of Goods and Services	340
Grants and Contributions	49,673
Gain and Loss	0
Other Revenue	0
Investment Income	2,250
Expenses	-2,021,991
Recurrent Expenses	-2,021,991
Employee Related	-1,807,035
Operating Expenses	-214,956
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	60,563
Balance Carried Forward	243,252

- The school sets its annual budget based on analysis of historical and reoccurring spending patterns and commitments as well as funding the school's 3 Key Strategic Directions and special programs. The school budget is tracked on a

monthly basis by the Principal and adjustments made as required.

- The school operating expenses includes all facets of operating the school including utility and administrative costs for all staffing groups.
- The balance carried over is committed in the school's 2019 budget to the following:
 - Teacher release to provide 4 days per week extra learning and support to students in grades K–2;
 - Extra School Learning and Support Officer (SLSO) time to all classes funded from the school's funds to enhance funding provided at State level for students requiring extra support with their learning;
 - Extra School Administrative Officer release time to support the implementation of new HR and management systems, and,
 - One day per week teacher release time to enhance the implementation of STEM programs by the school librarian.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,601,131
Base Per Capita	40,994
Base Location	8,834
Other Base	1,551,303
Equity Total	329,489
Equity Aboriginal	75,442
Equity Socio economic	139,862
Equity Language	0
Equity Disability	114,185
Targeted Total	102,682
Other Total	60,383
Grand Total	2,093,685

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.

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.

In 2018, 22 students in year three sat for the NAPLAN test in literacy. Of the 22 students 14 students were boys and 8 were girls, 4 of these students identify as Aboriginal. In reading, CPS had 90.9% achieving bands three through to band six. Boys 85.7% and girls had 100% in bands three to six. 75% of Aboriginal students achieved in bands three to six.

In writing, CPS achieved excellent results with 100% of students achieving in bands three to six.

Spelling results increased with 95.5% of students are in bands three to six. Boys achieved 92.9% in bands three to six and 100% of girls achieved within the same bands 100% of Aboriginal students are in bands three to six.

In Grammar and Punctuation 90.9% of students achieved in bands three to six, 85.7% of boys and 100% of girls achieved in the same bands. 100% of Aboriginal students achieved bands in three to six.

In 2018, 17 students in year five sat for the NAPLAN test in Literacy. Of the 17 students, 8 students were boys and 9 were girls, 4 students identify as Aboriginal. Girls achieved sound improvements in all areas of Literacy. In reading, 58.8% achieved bands five through to eight. 62.5% of boys were in bands five to eight and 55.6% of girls. Aboriginal students achieved 50% in bands five to eight.

In writing, 52.9% of students in bands five to eight, 50% of boys and 55.6% of girls achieving in bands five to eight. 25% of Aboriginal students achieved in these bands.

Spelling achieved continued improvement with 82.3% of students achieved bands five to eight, 87.5% boys and 77.8% of girls. 50% of Aboriginal students achieved in bands five to eight.

Steady results were achieved in Grammar and Punctuation with 52.9% of students in bands five to eight, 50% of boys, 55.6% of girls and 50% of Aboriginal students achieved in bands five to eight.

In 2018, 22 students in year 3 sat the NAPLAN test in numeracy. CPS continued to improve with 90.9% of students in bands three to six, 84.6% of boys and 100% girls. 100% of Aboriginal students achieved in bands three to six.

In 2018, 17 students in year 5 sat the NAPLAN test in numeracy. 64.7% of students achieved in bands five to eight, 62.5% of boys, 66.7% of girls and 50% of Aboriginal students.

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.>

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Culburra Public School has achieved growth in student performance in the top two NAPLAN bands under the Premier's Priority. In 2015, overall performance was 22.22%, 2016 and 2017 student performance in the top two bands declined to 11.54% and 5.26% respectively. From baseline performance of 5.26% in 2017 performance in the top two bands has grown to 16.67%, tripling the attainment from the previous year. An overall count of all results for 2018 in each year and domain is as follows:

GRADE DOMAIN COUNT

Year 3 Numeracy 12

Year 3 Reading 12

Year 5 Numeracy 10

Year 5 Reading 10

Parent/caregiver, student, teacher satisfaction

This year, an extra method of garnering student feedback was implemented through students writing a report comment at the end of the year on their teachers. The staff are to be commended for being open to this process, as well as the students who approached the task with respect, honesty and kindness.

The following overview is collated from the 2018 People Matter Survey undertaken by staff, as members of the NSW Public Sector.

The highest scoring agreement questions were as follows:

I have confidence in the decisions my manager makes – 100%;

My manager provides acknowledgement or other recognition of the work I do – 90%;

My manager encourages people in my workgroup to keep improving the work they do –90%;

My workgroup strives to achieve customer/client satisfaction – 90%;

My workgroup works collaboratively to achieve its objectives– 90%;

I have received appropriate training and development to do my job well –90%;

Senior managers in my organisation support the career advancement of women– 90%;

My organisation focuses on improving the work we do – 90%;

My manager involves my workgroup in decisions about our work – 90%; and,

I would recommend my organisation as a great place to work – 90%.

Lowest scoring agreement questions were:

I believe action will be taken on the results of this survey by my organisation – 30%;

I am paid fairly for the work I do – 40%;

I am able to keep my work stress at an acceptable level – 40%;

I have confidence in the way recruitment decisions are made – 50%;

People in my organisation take responsibility for their own actions – 60%.

In follow-up to the low scoring questions the issue of managing change, work stress and recruiting processes will be discussed with staff in 2019 with practical suggestions on how to improve in these areas developed and implemented in a clear and transparent way.

Parent/career satisfaction was measured through the use of a 'Parking Lot' thinking tool throughout the school year as well as an end-of-year survey of the P&C. The feedback is as follows:

What is going well?

The school canteen;

Tree Families;

Swim scheme;

New processes to manage student leadership positions of captains and prefects;

Extra events and initiatives such as the orchestra visit and after school AFL program;

IRT – local senior citizen visits.

What needs improvement?

More parent volunteers;

More level pathways around the school;

Supporting students from dual households to ensure that both parent/caregivers get relevant information and excursion notes.

What are the questions you have?

None.

What are your ideas for the future?

New name for the canteen;

Investigate the organisation of Twilight markets to be held at the school in terms one and four.

Policy requirements

Aboriginal education

Aboriginal Education continues to be a key area for continued growth and improvement at Culburra Public School.

Funds for Aboriginal Background Equity loading have been used in 2018 to support the continued employment of an Aboriginal Education Officer, extra School Learning and Support Officer time dedicated to Indigenous students who require extra learning and support and who do not qualify for state funding, costs to support the implementation of NAIDOC Week and the annual local Reconciliation Walk activities as well as providing financial support to students and families for school uniforms and excursions.

Highlights for 2018 in the area of Aboriginal Education are; as follows;

Overall improvement in Indigenous academic performance in both literacy and numeracy as evidenced by 2018 NAPLAN results;

Staff training in the Ngara Wumara gifted and talented program;

Hosting high-quality NAIDOC Week activities through consultation with, and support of, members of the local Jerrinja community culminating in an outstanding dance item from the boy's and girl's dance groups, and for the first time an Acknowledgement of Country by one of our students in the Dhurga dialect;

Embedding the song 'Cullunghutti' into the regular whole school assembly routine;

Participating in the annual Reconciliation Walk hosted

by Callala Public School;

A combined boys and girls dance group to open the whole school concert;

Implementation of a highly successful after-school Koori Culture Club program In partnership with the local Jerrinja community and staff from the University of Wollongong;

Continued embedding of local Aboriginal culture and history into key learning areas through consultation and support of the local Aboriginal community;

Regular Acknowledgement of Country by students, every week, at whole-school assemblies and key events;

The successful representation of Indigenous students in the formal leadership positions of prefect in 2019.

2019 directions include;

Continued support and implementation of the after-school Koori Culture Club;

Development of an Indigenous garden with associated cultural learning;

Continued School Learning Officer Support for students with identified needs; and,

Continued development of authentic local Aboriginal perspectives in key learning areas through highly consultative processes.

Multicultural and anti-racism education

The school has a trained Anti-Racist Contact Officer to support a whole-school culture of respect and inclusivity. Issues of racism are managed by the school's student Welfare and Discipline Policy and the Department of Education's Code of Conduct for departmental employees.

Multi-cultural education is embedded in key learning areas, specifically units of work in English literature as well as History, Geography and PDHPE units of work.