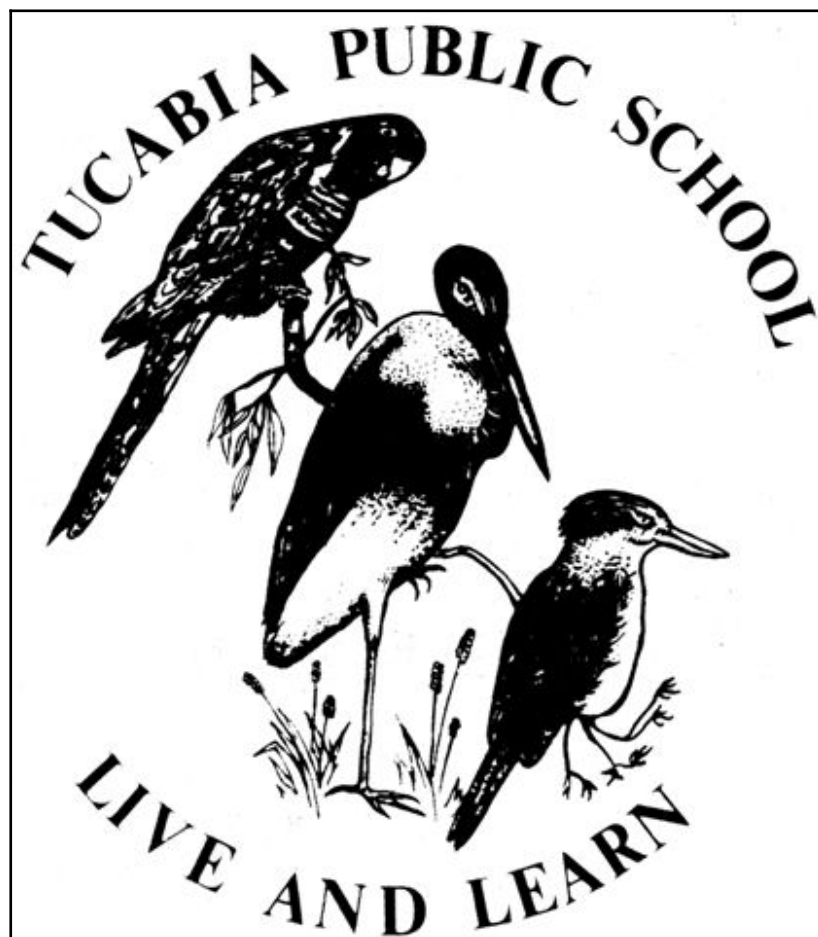


## Tucabia Public School

### 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### 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 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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:

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

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

- PLAN data will indicate expected growth for all students K–6.
- Student goal setting routines will indicate critical student knowledge and understanding of their own learning.
- There will be a whole school focus on individual student growth through "assessment for learning" practices and targeted teacher instruction.
- Parental involvement in their children's learning will increase.
- 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.

#### Progress towards achieving improvement measures

- Process 1:**
- Learning Progressions used to set and assess specific learning goals for all students.
  - All students set regular goals with their class teacher.
  - All students and teachers regularly communicate learning growth and future goals to parents.
  - All staff receive targeted professional learning that is evidence based to improve whole school pedagogy.

Evaluation	Funds Expended (Resources)
Every child is setting and achieving meaningful and relevant learning goals. Every student is communicating their goals effectively with staff and parents. Every staff member is gathering and recording student data based upon learning progressions. School planning is ready to take a new direction in classroom organisation, programming and explicit teaching in 2020.	\$6500

## 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.

#### Improvement Measures

- All students will receive teaching that develops skills related to Futures Focused learning.
- Staff will assess student skills related to Learning Modes and Learning Dispositions.
- Staff will provide targeted Problem Based Learning activities, manage the resources effectively and facilitate a rigorous collegial learning environment.
- Students will transfer the skills learnt in PBL across all learning areas.

#### Progress towards achieving improvement measures

- Process 1:**
- Staff receive Professional Learning in Learning Modes, Learning Dispositions and Project Based Learning (PBL).
  - Students receive lessons to develop their skills related to Learning Modes and Learning Dispositions.
  - Teachers will collaboratively plan, teach, assess and evaluate PBL in their classrooms.
  - Staff will work collaboratively with others schools to develop skills, resources and improve student learning experiences and outcomes.
  - School will develop methods of assessing Learning Modes and Learning Dispositions.

Evaluation	Funds Expended (Resources)
Teaching programs demonstrate the use of Futures Focused principles.  Elements of Problem Based Learning integrated into classroom practice.  Students developing cooperative learning strategies including Learning Modes and Learning Dispositions.	Casual Staff \$4600

## 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.

#### Improvement Measures

- Staff feedback highlights the improvement in the value added from professional development and the long term change in teacher practice.
- School leaders demonstrate a confidence in knowledge and skills in the strategic planning for pedagogical change and the effective implementation of these plans.
- Quality inter-school partnerships lead to long term sustainable improvement practices for all schools.

#### Progress towards achieving improvement measures

- Process 1:**
- An action plan will be developed for each new Professional Learning target.
  - Professional Development will be delivered in a systematic way that sees evidence/research based knowledge, collaborative learning to analyse and synthesise understandings, peer coaching and mentoring in the application of learning and clear evaluation processes.
  - Staff given the time and resources to put professional learning into practice.

Evaluation	Funds Expended (Resources)
Vocabulary Action Plan evaluated and data discussed as a staff (and reported in ASR) <ul style="list-style-type: none"><li>• Words Their Way comparative results.</li><li>• Writing Samples vocabulary count comparisons.</li><li>• Teacher/Student survey.</li></ul> Visible Learning Targets assessed and evaluated. <ul style="list-style-type: none"><li>• Continuation of Learning Intentions in daily practice.</li><li>• Lesson Observation Data.</li><li>• Pre/Post survey of staff on Feedback and Questioning.</li></ul> Survey of staff regarding Learning Progressions, making judgments and recording data.	\$2800

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$7209	<p>Every Aboriginal students had their PLP written, communicated to parents and effectively used in classroom practice, individual goal setting and adjustments in teacher programming.</p> <p>Many students had targeted interventions including MultiLit and Sight Word programs. Data showed significant improvements in skill and confidence for these individuals.</p> <p>Instructional Leader was able to mentor classroom teachers to develop skills to meet the needs of every student at their point of need.</p>
<b>Low level adjustment for disability</b>	<p>\$21343 –Teacher employed 1 additional day per week</p> <p>\$4965 – SLSO employed for additional hour a day for 2 terms.</p>	<p>Increased impact of teaching and learning through small group learning and targeted interventions for students.</p> <p>Teacher release for assessment of and for learning increased student goal setting and student achievement of identified outcomes.</p> <p>SLSO has allowed K–2 teacher to design and implement point of need learning activities that have had immediate and lasting improvements to individual and group learning.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$5336	Additional teacher time used to implement instructional rounds, to facilitate teacher mentoring and develop release structures to complement teacher observations and evaluations related to staff PDPs and professional development initiatives.
<b>Socio–economic background</b>	<p>\$32000 – Additional Instructional Leader time</p> <p>\$8000 – Support casual days</p> <p>\$10000 – Furniture/computer resources</p> <p>\$10000 – Additional principal release for programming/planning for 2020 initiatives.</p>	<p>Instructional leadership has increased teacher capacity to implement L3, visible learning and student goal development throughout the year.</p> <p>Additional release and planning has allowed 3 way conferences to thrive and become well organised and well received by the school community.</p> <p>Additional resources has made to implementation of L3 techniques, individualised instruction, the embedding of technology and inquiry based learning initiatives in a more effective way.</p> <p>The completion of Inquiry Based Scope and Sequence, organisation of 2020 programming and planning initiatives and working with departmental support networks has allowed us to consolidate our work and be prepared to deliver enhanced explicit teaching to all students.</p>



## Student information

### Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	17	16	20	23
Girls	19	17	16	17

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.2	92	88.8	92.8
1	91.3	92.8	90.1	93.9
2	94.1	89.7	92.8	93.2
3	94.6	97.3	90.4	94
4	94.8	91.3	94	90.8
5	83.6	87.5	92	93.4
6	95.5	83.9	90.9	95.5
All Years	93.1	91.2	91.1	93.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	132,808
<b>Revenue</b>	695,621
Appropriation	683,039
Grants and contributions	11,966
Investment income	617
<b>Expenses</b>	-665,994
Employee related	-575,021
Operating expenses	-90,973
<b>Surplus / deficit for the year</b>	29,627

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	15,983
<b>Equity Total</b>	113,017
Equity - Aboriginal	7,209
Equity - Socio-economic	75,910
Equity - Language	0
Equity - Disability	29,898
<b>Base Total</b>	483,857
Base - Per Capita	8,447
Base - Location	10,987
Base - Other	464,423
<b>Other Total</b>	44,808
<b>Grand Total</b>	657,665

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

## Parent/caregiver, student, teacher satisfaction

Parent Surveys indicate that the community is very happy with key initiatives related to the building of vocabulary, student centered learning practices and three way conferences. Parents believe Tucabia PS strengths lie in their relationships with students and the community and the way the school communicates with all stake holders. Parents also indicate that the school supports students on an individual basis, staff know students deeply and cater for their individual needs. Parent highlighted and area for improvement is the provision of music and the possibility of sourcing external music professionals to teach targeted groups.

The majority of students indicate that they like coming to school and have quality relationships with staff. They believe the school sets high expectations for them and they also believe that teachers know how to help them learn. A few students indicated that they had trouble with their relationships with other students and would like more time doing lessons outside the classroom.

All Staff indicated that the school strength is in it well being practices and the ability for the school to excel in providing holistic learning for students. Staff also believe the focus on student centered learning and visible learning practices has improved their ability to cater for individual needs and student progress has been enhanced. Teachers agreed that the development of links with staff from other like schools and collaborative programming and resourcing should be a priority for the future.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.