

Culburra Public School

2019 Annual Report



4485

Introduction

The Annual Report for 2019 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.

School contact details

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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 that 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

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The focus areas for **teaching and learning** in 2019 were:

1. All students and staff are supported to engage in processes which support continuous improvement through goal-setting and planning at all levels;
2. The school has quality processes to support precision planning for the learning success and growth of all students, and,
3. First phase implementation of Quality Teaching Rounds in all primary classes as part of the research grant from the University of Newcastle.

The focus for **leadership** in 2019 were;

Supporting the educational leadership of all team members through the implementation of staff passion projects, the development of curriculum teams to develop new scope and sequence and units of work for the PDHPE syllabus, the participation in the Aspiring Leaders course by a member of the school executive.

Our achievements this year include:

Every class teacher developing SMART Term goals for their class in the areas of literacy and numeracy based on examination of student progress through in-class assessment. Moving from goal-setting, staff then have developed a ten week action plan to address the learning needs of students through targeted, specific lessons, this process is reiterated on a term by term basis.

Increased teacher consistent judgement in assessment resulting in greater precision in planning for student differentiation as evidenced by the use of a whole-school developed adjustments planning sheet initiated after the first phase of student assessment in Term 1. For students requiring greater learning support staff continue to use the Model Farm's High School Planning for Inclusivity resource to target specific, identified need with high impact actions.

Lesson observation and feedback for all teachers. This year teaching staff of classes in the primary range have participated in the first phase of Quality Teaching Rounds. Two team members participated in two-day professional training in the dimensions and elements of the Quality Teaching Framework, developing their skills in coding demonstration lessons using the levels of each element. From this, the two staff members then trained other team members so that planned, structured observation of lessons took place. Each team member took on a role in each observation; teaching the lesson, providing the professional reading for collegial professional discussion and recording the coded lesson on a mandatory proforma.

Implications/ Next Steps

Utilise school resourcing to provide structured time for mixed teams to continue to develop professional learning communities to engage in spirals of inquiry in curriculum areas of student need based on accurate assessment data.

Continued implementation of class and individual student goal-setting based on quality assessment data to support learning growth in reading, writing and mathematical computational and measurement skills.

Continued refinement of the Professional Development Framework and staff goal-setting processes to ensure more time is dedication to quality conversations peer-to-peer which both support and challenge individuals in the core work of continuous improvement.

The focus areas for **leading** in 2019 were:

1. Setting professional goals centred on deep knowledge and deep understanding of curriculum;
2. The partial implementation of Quality Teaching Instructional Rounds for Stage 2 and Stage 3 teachers with Stage 2 teachers undertaking external professional learning and leading the implementation with their Stage 3 peers;
3. Continued emphasis on literacy and numeracy through regular support in the classroom of a Knowledgeable Other in the form of an Assistant Principal co-teaching with staff on a daily basis, and,
4. Streamlining the Professional Development Plan process into school structures and routines to ensure quality monitoring and feedback.

Our achievements this year include:

Staff setting a broader range of professional goals beyond program goals to extend to effectiveness and impact goals. The implementation of QTR Instructional Rounds has had outstanding impact on the development of a cohesive approach to lesson demonstration, and quality feedback based on coding each of the Quality Teaching Framework's dimensions and elements. Student impact is currently being measured through online PAT assessments with the baseline data taken in 2019.

The instructional support provided by the Assistant Principal throughout the year is highly regarded and a new model has been developed to support continuity as the staff member participates in an overseas exchange program in 2020.

Implications/ Next Steps

Extend QTR Instructional Rounds to all staff members, using a mixed stage collegial cohort in term 1 and a streamed stage cohort in term 2 to compare the two different models.

Staff continue to have professional conversations with the supervisors around impact of their PDP goals on student learning.

Extending the use of a 'masterful, knowledgeable other' beyond the executive role to two teachers who have been identified by their peers as having excellent practice in literacy and numeracy and have these team members work with students who have support needs as identified through early term assessment and implementing a quality differentiated program to lift student performance.

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.

Improvement Measures

Increased planning for lesson differentiation.

One-year academic growth for one year of learning for all students in all key aspects of literacy and numeracy.

Greater consistency in teacher judgement through consistent writing and moderation of assessment tasks.

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%).

At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy. Current baseline: Year 3 Reading 41%, Writing 32%, Spelling 35%, Grammar and Punctuation 12% and Numeracy 8%.

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)

Increased feedback occurring at all levels.

Increased proportion of students in the top two NAPLAN bands for reading and numeracy (DoE Strategic Plan 2018–2022).

Baseline measurement: Year 3 Reading 2017 – 33%.

Year 3 Numeracy 2017 – 21%.

Year 5 Reading 2017 – 20%.

Year 5 Numeracy 2017 – 8%.

Increased proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy (DoE Strategic Plan 2018–2022).

Baseline measurement: Year 3 Reading 2017 – 0%.

Year 3 Numeracy 2017 – 20%.

Year 5 Reading – 0%.

Year 5 Numeracy – 0%.

Overall summary of progress

Planning for precision in teaching and learning continues to be supported through collaborative assessment tasks, differentiated planning sheets based on assessment information, learning and support programs, counsellor assessment, applications for Integrated Funding Support where applicable, as well as accessing the Model Farms High School's Planning for Inclusivity web resource tool.

Student performance in the top two bands continues to fluctuate.

22% of Year 3 students performed in the top two bands in Reading in 2019, a decrease from 50% in 2018.

27% of Year 5 students performed in the top two bands in Reading in 2019, an increase from 17% in 2018.

33% of Year 3 students performed in the top two bands in Numeracy in 2019, an increase from 17% in 2018.

17% of Year 5 students performed on the top two band in Numeracy in 2019, the same percentage in 2018.

In 2019 NAPLAN, 90.43% of students performed at or above the national minimum standards, (approximately 4% less than the like school group percentage).

In terms of performance metrics measured against the School Excellence Framework v2 Performance Measures in Learning the school has continued to be at Delivering in value-added 3–5, value-added 5–7, and value-added K–3.

Progress towards achieving improvement measures

Process 1: All students and staff are supported to engage in processes which support continuous improvement through goal-setting and planning at all levels.

Evaluation	Funds Expended (Resources)
<p>Data analysis of student progress in literacy and numeracy as measured from baseline PAT assessment, NAPLAN analysis and in-class assessment.</p> <p>With the support of Director Educational Leadership (DEL), targets have been developed in the area of increase in student expected growth attainment and performance in the top two NAPLAN bands in reading and numeracy have been developed with a three-year aggregate of results to set baseline measurements in each sub-strand.</p>	<p>PAT online assessments.</p> <p>Teacher – student conference release time.</p> <p>Professional Development Plan (PDP) Template.</p> <p>Feedback template – GROWTH Coaching international.</p>

Process 2: The school has quality processes to support precision planning for the learning success and growth of all students.

Evaluation	Funds Expended (Resources)
<p>Student achievement has been analysed to provide instructional support in reading comprehension and additive strategies as well as the provision of targeted learning and support for students with identified need.</p>	

Process 3: 2019/2020 – Implement quality teaching rounds in the primary classes as part of the research grant from the University of Newcastle.

Evaluation	Funds Expended (Resources)
<p>Increased professional knowledge has driven the planning for expansion of 2020 professional learning communities underpinned by distributive leadership practices.</p>	<p>See previous.</p>

Process 4: Stage/Team curriculum planning with an emphasis on new syllabus implementation.

Evaluation	Funds Expended (Resources)
<p>Staff have engaged in strong planning and programming processes to ensure readiness for the delivery of the new PDHPE syllabus in 2020. Teaching skills in the delivery of sport has been enhanced through participating in an action research program written and delivered by the University of Canberra.</p>	<p>Syllabus documents, online training through the Department of Education's online training platform.</p>

Process 5: Collegial quality literacy planning reflecting subject specific knowledge of Accelerated Literacy, Seven Steps to Writing and Words Their Way.

Evaluation	Funds Expended (Resources)
<p>In 2020 further support in the program for high quality literacy lessons will be</p>	<p>Accelerated Literacy Units of Work</p>

Progress towards achieving improvement measures

provided through the delivery of professional learning in writing, covering aspects of punctuation and grammar, delivered by the Primary English Association of Australia.

Seven Steps to Writing support resources

Quality Teaching Framework

Next Steps

- Continued implementation of quality professional learning activities in areas of identified student need.

In Term 1 all staff will participate in PETAA K–6 Writing course hosted at Culburra PS, to support teachers to be able to analyse, deconstruct and explicitly teach quality literacy lessons using passages from class novels and literature studies.

- Milestone evaluation to take place throughout the year to ensure regular, collaborative check-in on progress and 'course correction' if off-track with milestones.
- Data collection for all staff in literacy and numeracy – tracking student reading levels against age and stage benchmarks every 5 weeks as well as using PAT assessments in reading and numeracy for students in grades 3–6.
- Introduce and use 1 aspect of the literacy and numeracy progressions to track student progress and begin the implementation of a data wall.

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.

Improvement Measures

Staff evaluation of current approach to professional/career development.

Analysis of the impact of structured action research on student growth through examining student assessment and staff reflection and evaluation of impact.

Increase in Community of Schools projects.

Overall summary of progress

The school continues to actively plan for the leadership development of students through a highly engaged Student Representative Council, and external incursions in the area of leadership for all Year 5 students prior to school leader elections in Term 4.

Staff are provided with leadership roles through the sharing of school responsibilities and the assignation of project leaders for key events beyond the school executive team, further to this, the opportunity for staff to relieve in the Assistant Principal role is actively shared to develop the formal leadership skills of talented and experienced staff.

The Community of Schools has had a 'rebirth' in 2019 with a focus of quality transition programs from Year 6 to High School. Future exploration of how to share and develop the curriculum is planned for 2020.

Progress towards achieving improvement measures

Process 1: Professional goal-setting using the PDP Framework for all staff.

Evaluation	Funds Expended (Resources)
To what extent do the staff believe that they are supported to grow in their professional practice, knowledge and commitment? What is working?	Growth Coaching online resources.

Process 2: Executive staff develop streamlined processes in consultation with staff to observe classroom practice, with structured feedback provided at least twice per year.

Evaluation	Funds Expended (Resources)
Linked to PDP goals, lesson sharing, lesson observation and peer-to-peer feedback.	PDP Template Lesson sharing Collegial time Growth Coaching International – online resources.

Process 3: Continued implementation of How2Learn program and new PDHPE syllabus (2019) led by class teachers and school executive .

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Staff complete open-ended survey at the end of term 4:</p> <p>On a scale of 1–10 (10 being the best)</p> <p>Has the training prepared you for implementation of the new PDHPE syllabus?</p> <p>What is your level of confidence in teaching PDHPE?</p> <p>What was your confidence level prior to your professional learning.</p> <p>Is there any other aspect of the PDHPE syllabus that you require further support?</p>	

Process 4: Student leadership skills supported developed through formal and informal leadership roles

Evaluation	Funds Expended (Resources)
<p>How has student leadership impacted positively on the school's culture and climate?</p> <p>Staff/parent carers evaluation question.</p>	

Next Steps

- Continued planning for student leadership through explicit teaching incursions on leadership held in Term 4 of each term for Year 5 students as well as extending leadership training to Year 6 students in 2020 through the Peer Support program.
- Continued instructional support for teachers in literacy and numeracy through professional learning activities, lesson observation and feedback using the Quality Teaching Framework and collaborative planning, assessing and programming time for stage teams.
- Development of leadership skills for SASS staff to prepare them for future leadership roles in school administration is a priority.

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.

Improvement Measures

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader community.

The use of school facilities by the local community delivers benefits to students.

The leadership team analyses responses to community satisfaction measures.

Sustained high levels of student engagement in learning and positive behaviour outcomes.

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.

Overall summary of progress

Key initiatives in this area of the strategic plan have been:

Continued weekly visits to the local senior citizen's home – IRT which is highly valued by all members of the school community.

Continued use of the school facilities that support the health and wellbeing of students through activities such as dance eisteddfods and Out of Hours School Care. Further to this, the Hall is used as a polling place for local Land Council, Council and State and Federal Elections.

Continued engagement with local community groups as opportunities with purpose arise.

Progress towards achieving improvement measures

Process 1: Staff submit their annual passion projects for staff discussion and budgeting and resourcing purposes.

Evaluation	Funds Expended (Resources)
<p>Approximately three quarters of staff actively engage in passion projects that support their talents, skills and interests to the benefit of other team members.</p> <p>The types of projects implemented in 2019 were the planning and planting of a school Indigenous garden, consultative renaming of Indigenous House names to genuinely reflect local language and meaning, leading lesson on L3 for new staff to observe, the development of class signage (animal totems), the organisation of key school events such as the biannual art show, swimming carnivals and athletics carnivals. The overall impact has been the motivation for staff to share and develop their knowledge, skills and expertise with their colleagues to the overall benefit of the school community.</p>	

Process 2: Evaluation of impact of key directions and projects developed by each committee.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

See previous.

Process 3: School Excellence Framework self-assessment and evidence with annotations collected as artefacts or projects and actions.

Evaluation	Funds Expended (Resources)
A review of learning and support practices led across the network of schools by the Director of Educational Leadership has been utilised to develop an annotation set against key elements of the School Excellence Framework. Continued practice of annotations throughout the year will continue progressively to ensure a continuous process of reflection for improvement and working towards the excellence statements.	School Excellence Framework

Next Steps

- Continued implementation of current programs and initiatives with reevaluation to occur at the end of 2020 as part of the continuous cycle of whole school planning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Local members of community to lead culture programs.</p> <p>Aboriginal Education Officer.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$8 000.00) • School funding (\$2 500.00) 	<p>End-of year evaluation of key initiatives through phone calls with parent/carers, Parking Lot for Indigenous staff and students and non- Indigenous staff.</p>
Low level adjustment for disability	<p>RAM Funding source</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$105 962.00) 	<p>The formation of a smaller support class for students who do not meet the threshold for state funding has been successful in providing a strong sense of belonging and success in the students in the class. Further evaluation of the use of school resources has resulted in planning to make provision for a broader range of children through the structure of job sharing in 2020 for two teachers who have been identified by their peers as having advanced skills in the teaching of reading and mathematics. These teachers will be provided with time each day to provide targeted support to students based in assessment data.</p>
Quality Teaching, Successful Students (QTSS)	<p>Focus On Reading resources</p> <p>Seven Steps to Writing Resources</p> <p>New PDHPE syllabus</p> <p>SENA Assessment and DENS Stage 1 and 2 resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$35 232.00) 	<p>Continued development of units of work in new syllabi has been achieved through the use of QTSS funding, specifically the release of an Assistant Principal with strong curriculum skills. Further to this, the same Assistant Principal engaged with team teaching in reading and mathematics to support the continued delivery of quality teaching and learning activities to support student learning growth.</p>
Socio-economic background	<p>Quality Teaching in NSW Public Schools: Continuing the discussion about assessment practice.</p> <p>Professional Learning for 2 stage leaders in the implementation of Quality Teaching Rounds.</p>	<p>The NSW Quality Teaching Instructional Rounds has had tremendous impact on staff understanding of how the dimensions and elements of the Quality Teaching Framework look, in practice, in the classroom. Through the activity of lesson observation and coding, staff who participated in the first round have provided feedback of the high impact of collegial feedback and its effect on planning for improvement in the delivery of teaching activities based on coding results. Instructional rounds will be planned and implemented for all stages in 2020 from the beginning of Term 1.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	94	109	108	108
Girls	108	103	75	71

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	90.6	91.4	92.1
1	93.4	92.5	89.8	91.6
2	92	93.8	91.3	91.5
3	94.1	90.7	91.9	87.5
4	92.4	92.7	92	90.7
5	90.5	90	89.5	90.7
6	93.4	89.8	89.3	88
All Years	92.8	91.3	90.8	90.4
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

Overall our cohort groups at CPS are close to overall Department of Education trends. Addressing attendance continues to be a focus for 2020 and beyond.

In 2019 Kindergarten had the highest percentage of attendance followed by Year 1 and Year 2. Year 3 (the second lowest cohort) has seen a trend of decline since they were in Kindergarten in 2016 (with an attendance average of 94.8%) and this trend for this cohorts bears further examination in order to stop a future decline in attendance.

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
Assistant Principal(s)	2
Classroom Teacher(s)	6.97
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	3.02

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	243,252
Revenue	2,141,325
Appropriation	2,093,412
Sale of Goods and Services	-570
Grants and contributions	46,821
Investment income	1,662
Expenses	-2,239,951
Employee related	-1,982,520
Operating expenses	-257,431
Surplus / deficit for the year	-98,626

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 Approved SBA (\$)
Targeted Total	110,382
Equity Total	313,639
Equity - Aboriginal	77,775
Equity - Socio-economic	116,759
Equity - Language	0
Equity - Disability	119,105
Base Total	1,514,718
Base - Per Capita	42,939
Base - Location	8,359
Base - Other	1,463,420
Other Total	110,619
Grand Total	2,049,358

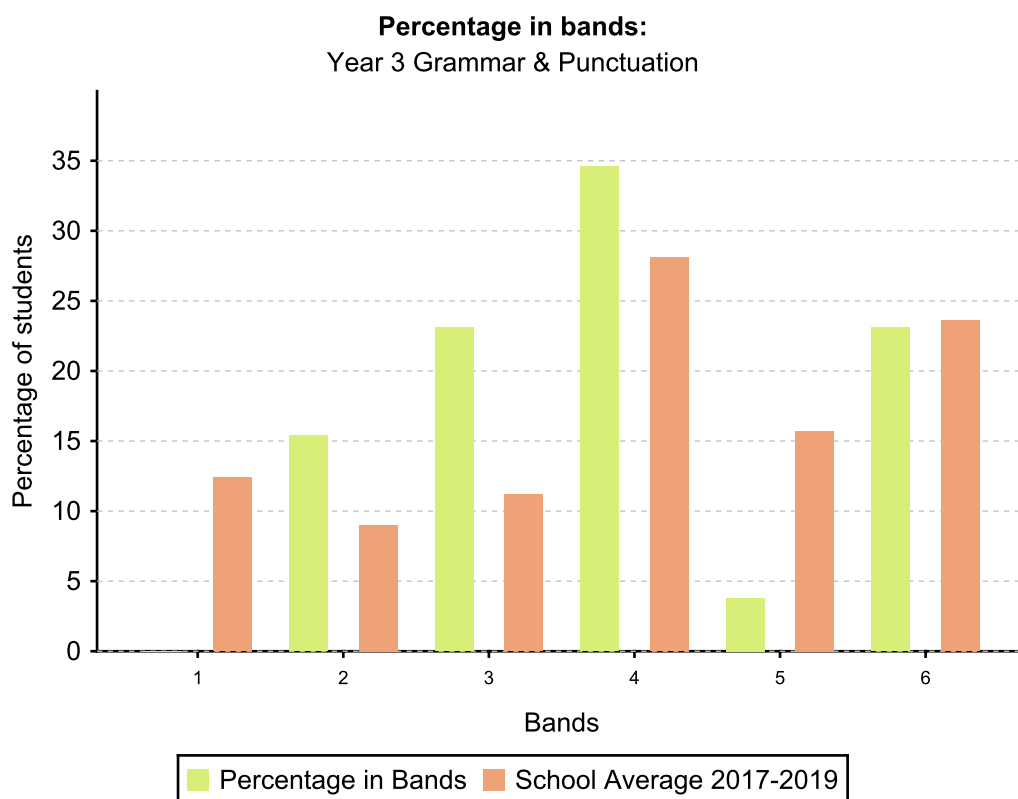
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School performance - NAPLAN

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.

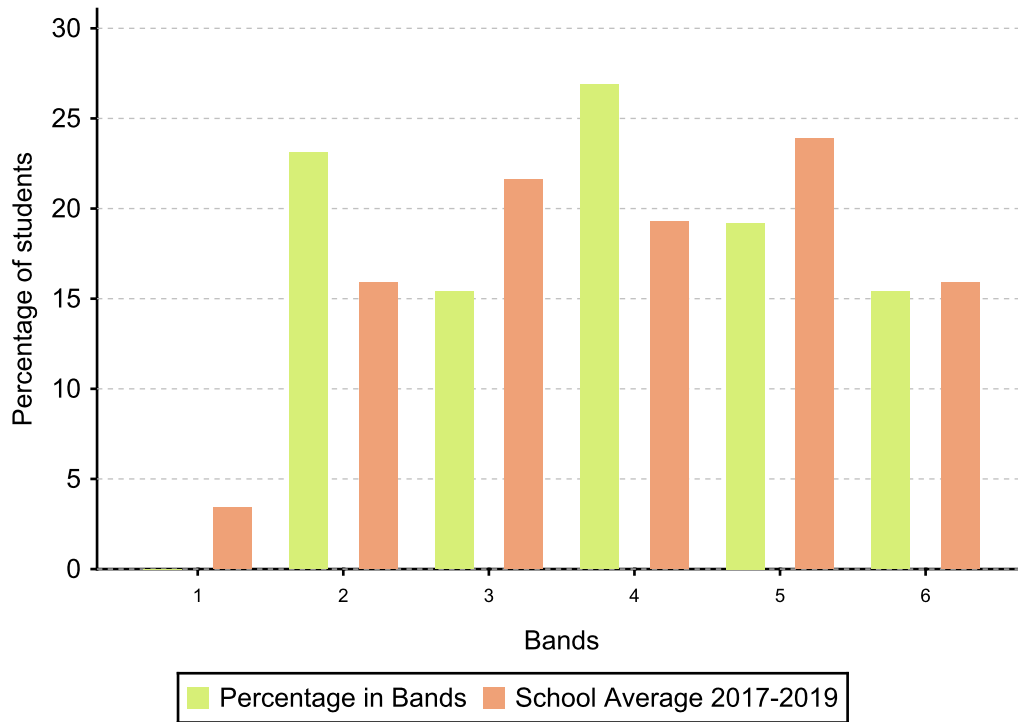
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



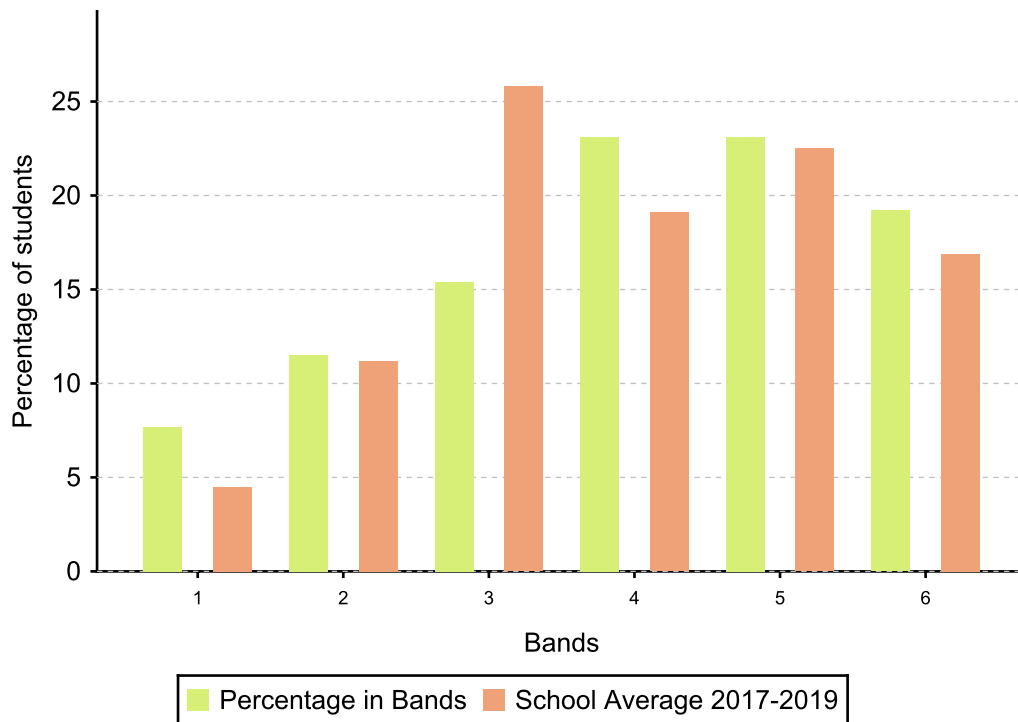
Band	1	2	3	4	5	6
Percentage of students	0.0	15.4	23.1	34.6	3.8	23.1
School avg 2017-2019	12.4	9	11.2	28.1	15.7	23.6

**Percentage in bands:
Year 3 Reading**



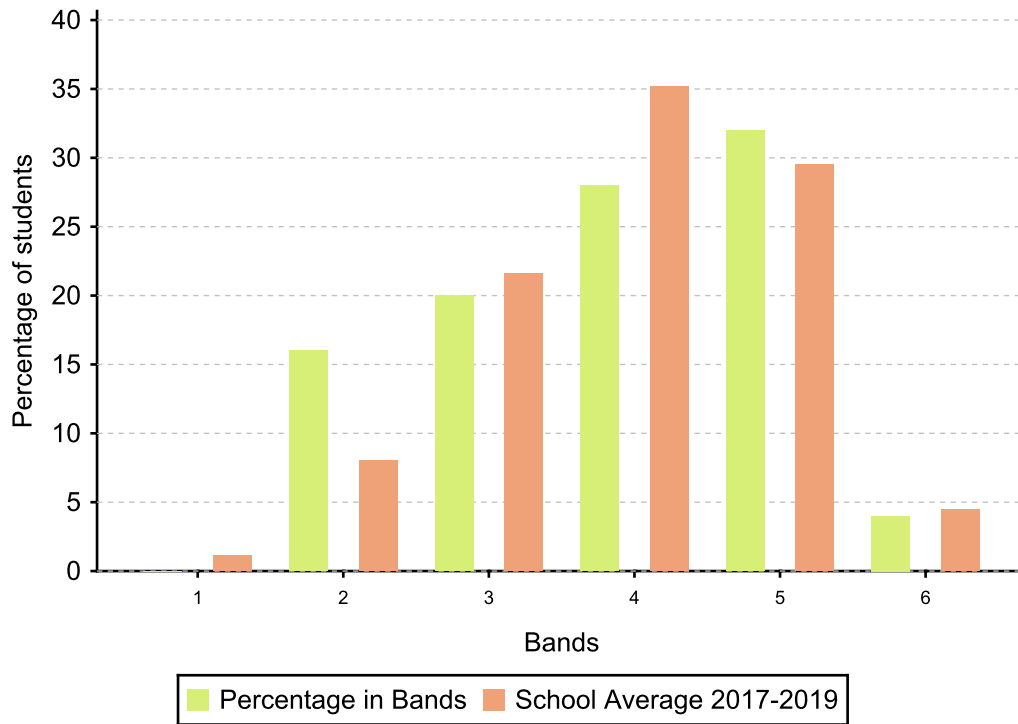
Band	1	2	3	4	5	6
Percentage of students	0.0	23.1	15.4	26.9	19.2	15.4
School avg 2017-2019	3.4	15.9	21.6	19.3	23.9	15.9

**Percentage in bands:
Year 3 Spelling**



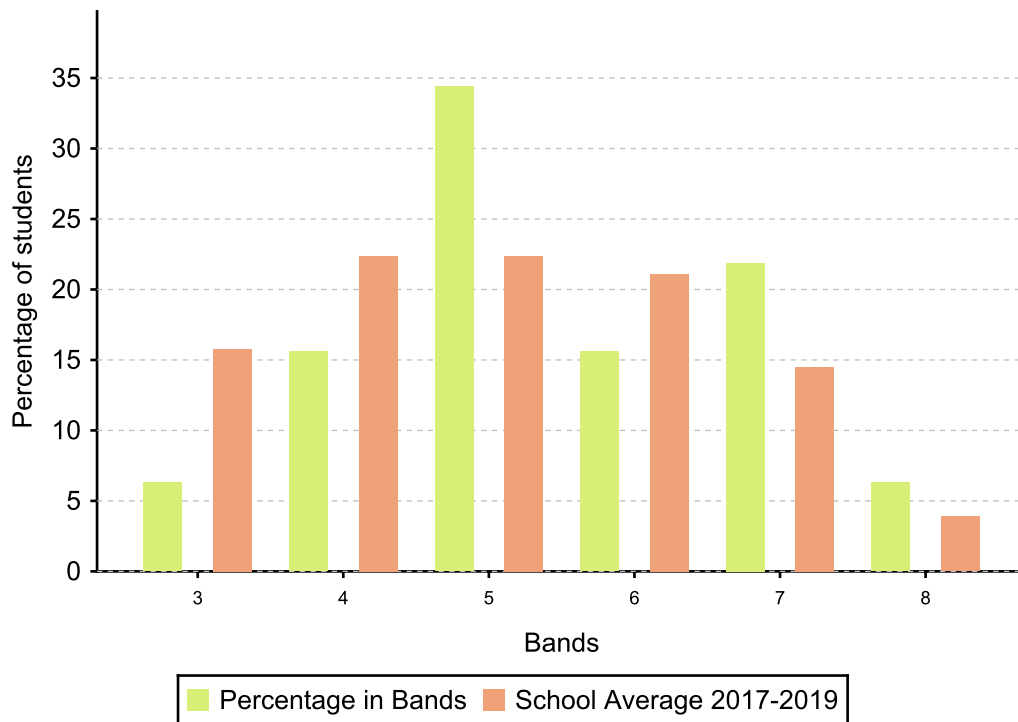
Band	1	2	3	4	5	6
Percentage of students	7.7	11.5	15.4	23.1	23.1	19.2
School avg 2017-2019	4.5	11.2	25.8	19.1	22.5	16.9

Percentage in bands:
Year 3 Writing



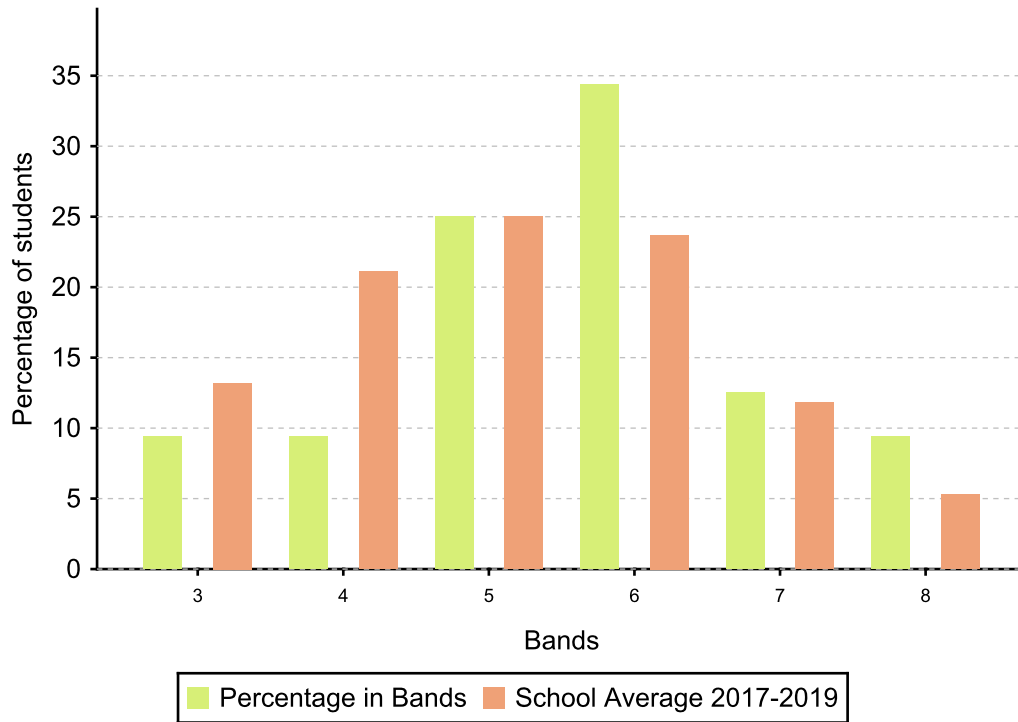
Band	1	2	3	4	5	6
Percentage of students	0.0	16.0	20.0	28.0	32.0	4.0
School avg 2017-2019	1.1	8	21.6	35.2	29.5	4.5

Percentage in bands:
Year 5 Grammar & Punctuation



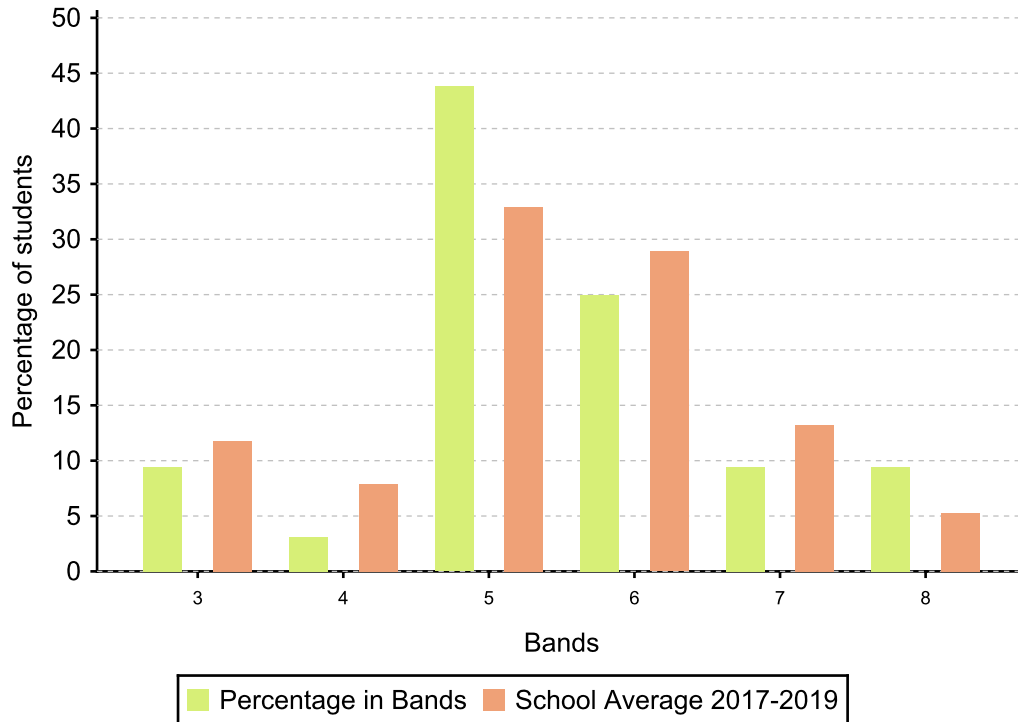
Band	3	4	5	6	7	8
Percentage of students	6.3	15.6	34.4	15.6	21.9	6.3
School avg 2017-2019	15.8	22.4	22.4	21.1	14.5	3.9

Percentage in bands:
Year 5 Reading



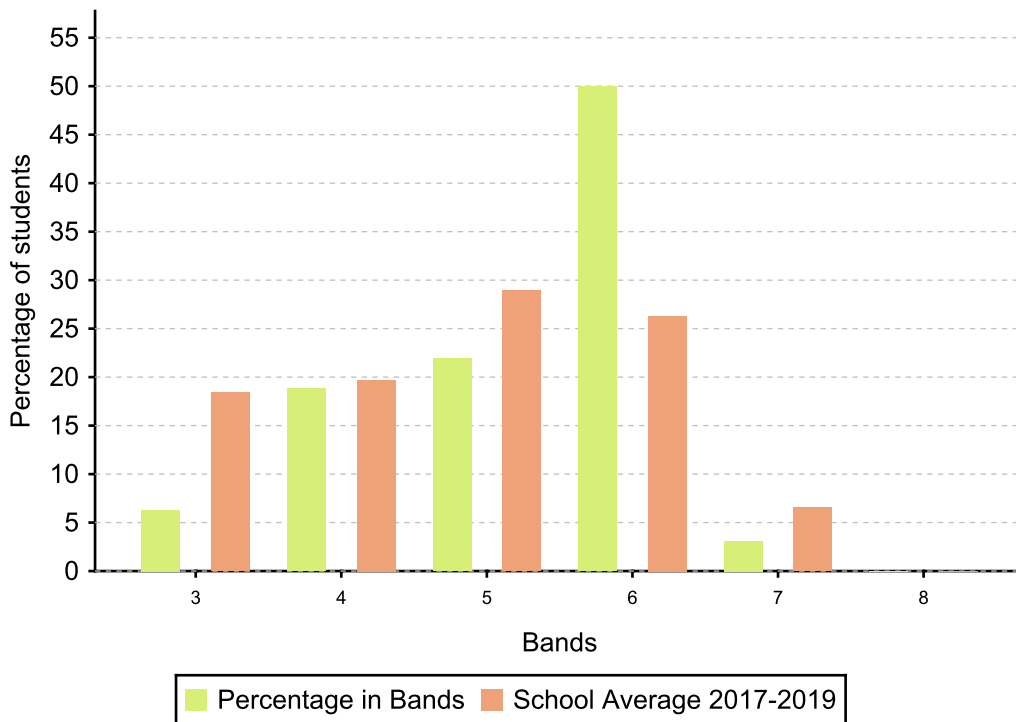
Band	3	4	5	6	7	8
Percentage of students	9.4	9.4	25.0	34.4	12.5	9.4
School avg 2017-2019	13.2	21.1	25	23.7	11.8	5.3

Percentage in bands:
Year 5 Spelling



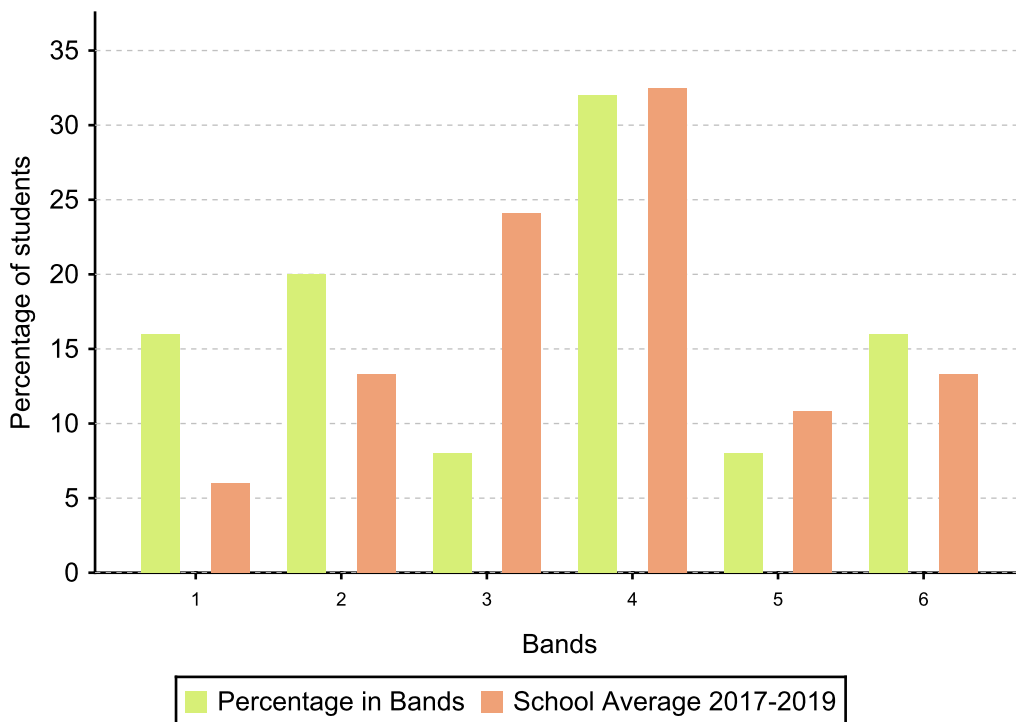
Band	3	4	5	6	7	8
Percentage of students	9.4	3.1	43.8	25.0	9.4	9.4
School avg 2017-2019	11.8	7.9	32.9	28.9	13.2	5.3

Percentage in bands:
Year 5 Writing



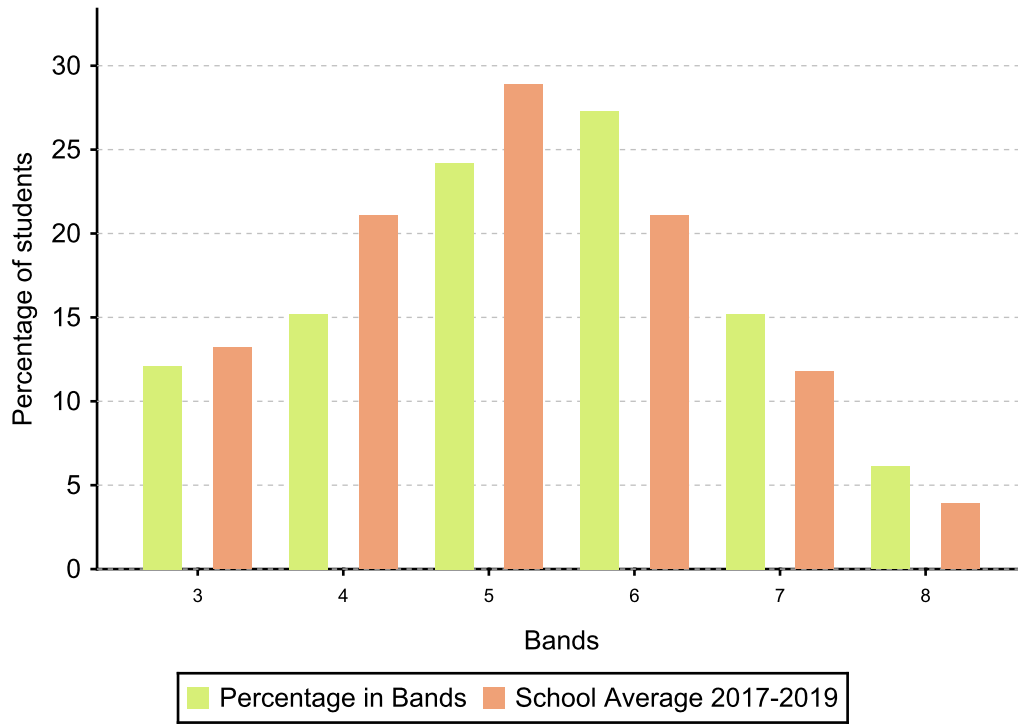
Band	3	4	5	6	7	8
Percentage of students	6.3	18.8	21.9	50.0	3.1	0.0
School avg 2017-2019	18.4	19.7	28.9	26.3	6.6	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	16.0	20.0	8.0	32.0	8.0	16.0
School avg 2017-2019	6	13.3	24.1	32.5	10.8	13.3

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	12.1	15.2	24.2	27.3	15.2	6.1
School avg 2017-2019	13.2	21.1	28.9	21.1	11.8	3.9

Parent/caregiver, student, teacher satisfaction

This year a Parking Lot thinking tool was utilised with all members of the school community. The following aspects were evaluated by students and parent/caregivers:

1. What is working well?
2. What needs improvement?
3. What are the questions you have? And,
4. What are your ideas for the future?

Student Responses Overview

What is going well?

50% of classes nominated their learning as an area that is going well.

100% of classes nominated a key extra-curricula activity in this category ranging from The Biannual Art Show held in Term 2, Tree Families (a weekly wellbeing program), class visits to our local IRT to visit our local Senior Citizens, Fitness and Sport, the Technology lessons run by our Librarian Mrs Robertson.

What needs improvement?

100% of responses related to improvement in our physical space (updating and improving playground areas, keeping our spaces clean and tidy, tidying up sandpit areas, providing resources for play etc), as well as student behaviour and addressing anti-social behaviours such as name-calling and unsafe behaviours..

What are the questions you have?

Student questions related mostly to requests for more resources such as books, canteen days, library and computer lab availability during play breaks.

What are your Ideas for the future?

Some interesting student ideas for the future include:

Visiting and using our local area such as our beaches and Lake Wollumboola;

More canteen days;

Replacing play equipment;

Outside spaces for drawing;

Special 'subject' days,

More inter-school competitions and school clubs.

Implications

How can we build on having 50% of classes identify their learning as an area of strength, so that we further develop a positive learning culture?

How can we work with our parent/carers to make improvements to our student's physical space in the areas that they have identified?

How can we work constructively with students to build positive and respectful interactions during play?

Results from student PAT Wellbeing Survey

Staff Response Overview

What are we doing well?

Common themes identified by staff are areas that are going well include:

Student welfare and discipline practices;

Instructional support for teachers by the school Executive;

Aboriginal Education;

Time management for staff to complete tasks;

Professional learning;

Community links;

Staff morale and buy-in to make general improvements in teaching/learning, especially in English and Mathematics;

Library program, including extra technology lessons in 3D Printing, Robotics and Virtual Reality, and;

Corporate programming, Tree Families and PDHPE.

What needs improvement?

Common themes in this area include:

Collaboration;

Additional resources for the book room and sports shed;

Consistency in expectations of behaviours from students e.g. moving throughout the school during class times, during eating times and in the playground;

PBL posters in classrooms; and,

Community involvement at all levels.

What are the questions you have?

Some common themes in this area are:

How can we as a staff improve the educational outcomes for students who are underachieving?

How can we fit everything into the time we have?

How will new programs like spirals of inquiry and QTR affect teaching time?

What are your Ideas for the future?

Writing programs;

Stage mathematics groups;

Outdoor learning space;

Continue to build a whole-school/staff approach to learning and staff morale;

More use of online tracking data (EBS4);

Encouraging children to be more active in their community;

Team teaching options for all grades;

Continued use of calendar to keep everyone informed, and,

Using spirals of inquiry and Quality Teaching Rounds to further up-skill teachers in making data-based decisions in developing student outcomes.

Parent/Carer Response Overview

What are we doing well?

A lot of extra activities for students throughout the year in sport, creative and performing arts. The school's NAIDOC week activities. Caring and approachable staff.

What needs improvement?

Parking for parents and visitors. A calendar for parents on the Skoolbag app to keep up to date with upcoming events.

What are the questions you have?

Is the school planning on doing more activities outside of classroom learning? How are the monthly citizenship decided? What other extracurricular activities does the school do apart from choir? Are there any fundraising ideas?

What are your Ideas for the future?

Common themes in this area are;

Knowing more about how reading is being taught so I can help my child in their reading at home;

Special theme days such as Olympics to engage children;

More functions available of the Skoolbag app or website to provide a calendar view of upcoming events and activities so that parents and carers have a greater awareness of what is going on at school.

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.

In 2019, consultation with the P&C, Aboriginal Education Worker and local community members resulted in a review and change to the name of the school sport's house names to reflect genuine local indigenous terms. Education and school-wide signage was provided to embed knowledge and understanding of the new terms and their meanings within the school community.

At the beginning of 2019, the highly successful Art Show theme was based on the NAIDOC theme of Voice, Treaty, Truth.

The school participated in the Sorry Day Walk held at Greenwell Point Public School, as well as attending a highly engaging performance by artist Christine Anu hosted at Callala Public School.

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.

