

2020 Annual Report

Cullen Bullen Public School



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Introduction

The Annual Report for 2020 is provided to the community of Cullen Bullen 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 vision

Excellence through innovative, collaborative practice to develop outstanding global citizens.

School context

Cullen Bullen Public School is situated 25km north west of Lithgow and belongs to the Lithgow network of schools. The school was established in 1875 and is central to a number of coal mines and related industries. With an enrolment of 27 students, 7% indigenous, Cullen Bullen Public School is a small, complex school with the majority of students living in the outlying districts surrounding Cullen Bullen. The school is well resourced and has excellent facilities including a tennis court, playground equipment and sandpit, vegetable gardens and a computer, laptop and iPad for every student. The school focuses on improving student outcomes and caters for a broad range of extra-curricular learning activities including music, art, drama, environmental education and sport. Cullen Bullen Public School is an inclusive school where every student is known, valued and cared for. Teaching and support staff are strongly committed to building positive partnerships with students, families and the community and provide a rigorous and differentiated curriculum. Quality teaching and learning continues to be a focus with strong emphasis on increasing student engagement and self-regulation. Individualised learning programs in Literacy and Numeracy are supported by an Instructional Leader. Clearly defined behavioural expectations are supported by the Positive Behaviour for Learning program. Positive and productive partnerships with all stakeholders are fostered through regular communication via meetings, phone, Facebook, the school newsletter and website, and invitations to attend school events. Parents/carers, staff, students and community members share a strong sense of belonging to the school and community. A small committed P&C committee operates in close partnership with the school and meets monthly.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning

Purpose

- Our purpose is to provide a school wide collective responsibility for personalising student learning, wellbeing and success with high levels of student, staff and community engagement and achievement.

Improvement Measures

To increase the proportion of students achieving a year's worth of growth for a year's worth of learning in Literacy and Numeracy.

To increase the proportion of students demonstrating active engagement in learning and improved levels of wellbeing.

Progress towards achieving improvement measures

Process 1: Curriculum and learning

Deliver quality student centred, differentiated learning experiences which enable students to understand and reflect on how to improve their learning.

Evaluation	Funds Expended (Resources)
<p>PLPs were effectively designed to identify areas of need and next steps in learning.</p> <p>Teachers were able to effectively differentiate their teaching to meet the learning needs of all students and teaching practice was aligned to individual student learning goals identified in PLPs.</p> <p>Individualised targeted intervention in reading and understanding texts, improved student outcomes.</p> <p>Plan 2 data was effectively analysed every 5 weeks and used to inform teaching and learning.</p> <p>Effective collaboration between teachers, the EAFs Instructional Leader and support staff occurred every two weeks. This informed next steps in learning and supported teachers to effectively differentiate the curriculum to meet the needs of all students..</p> <p>Continued focus on collaborative and evaluative practice will improve teacher quality and drive student progress and achievement</p>	<p>PLP meetings</p> <p>Teaching and Learning Programs</p> <p>Internal data (formative and summative assessment)</p>

Process 2: Student Wellbeing

Implement a school wide integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling; by active involvement in the One Schools program and Positive Behaviour for Learning.

Evaluation	Funds Expended (Resources)
<p>Teacher PL - Wellbeing Framework, Wellbeing Programs (PBL, PAX, Second Steps, Trauma Informed Practice) increased teacher understanding and capabilities to meet student wellbeing needs and increase student engagement.</p> <p>The delivery of explicit teaching and key messages of a comprehensive suite of wellbeing programs/practices is consistent and effective.</p>	<p>Staff meetings</p> <p>PL - Wellbeing Framework, Wellbeing Toolkit, Draft Behaviour Strategy, PBL, Second Steps program, PAX, Trauma Informed Practice, Bridges Out of Poverty, Disability Standards in Education, Autism Spectrum Disorder</p>

Progress towards achieving improvement measures

Meeting minutes, PL evidence recorded in PDPs, EBS4 data entry, daybook records, entry and exit slips, PBL data analysis resulted in Wellbeing SEF elements - Sustaining and Growing

Teachers demonstrated increased consistency in teaching PBL expectations which resulted in decreased negative data entries and improved student engagement.

Consistent collection and analysis of PBL data, informed next steps in targeted behaviour instruction.

All students effectively used elements of the Second Steps program to set social emotional learning goals and increase their self-regulation skills.

Continued focus on strengthening Wellbeing processes will include - ongoing PBL PL to strengthen teacher understanding, Positive Parenting workshops, NDIS information sessions and regular wellbeing check-in times scheduled for students, staff and families.

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P&C Meetings

NDIS information sessions

Strategic Direction 2

Teaching

Purpose

Our purpose is to deliver quality teaching practice that is engaging and evidenced based.

We will continue to build the capacity of each staff member, by extending their capabilities through personalised professional learning, to ensure the school is at the forefront of best practice.

Improvement Measures

Teaching programs demonstrate increased understanding of Professional Teacher Standards, evidence-informed teaching strategies and collaboratively designed content.

Improved levels of collaboration and a learning culture based on high expectations is evident through all Performance and Development processes in the school.

Increased percentage of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes.

Progress towards achieving improvement measures

Process 1: Effective teaching practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies and inquiry project based learning.

Evaluation	Funds Expended (Resources)
<p>Opportunities for collaborative reflection on the National Teaching Standards and What Works Best, improved practice.</p> <p>Regular time allocated in staff meetings to align student learning styles with teaching strategies, informed next steps in learning.</p> <p>Data sources - Staff meeting minutes, student profiles, teaching programs and lesson plans with clear syllabus outcomes, learning intentions and success criteria - informed future directions.</p> <p>Teachers were able to demonstrate improved knowledge, skills and understanding of English and Mathematics syllabus content and how students learn.</p> <p>Collaborative planning time (allocated every 2 weeks) between teachers and the EAFs Instructional Leader enabled targeted tiered instruction in Literacy and Numeracy.</p> <p>Reading targets revealed expected growth for the majority of students.</p> <p>Explicit instruction in reading and numeracy will be a clear focus moving forward.</p>	<p>Staff meetings</p> <p>SDD</p> <p>IL support</p>

Process 2: Data skills and use

Student assessment data is regularly analysed, interpreted and extrapolated to collaboratively inform planning, identify interventions and modify teaching practice.

Evaluation	Funds Expended (Resources)
All staff collect, analyse and use data to inform teaching in literacy and	Staff meetings

Progress towards achieving improvement measures

numeracy.

Systematic collection on student progress and achievement in literacy and numeracy improved teacher pedagogical practice, increased student engagement in learning. and improved outcomes

Staff meeting minutes, records of PL as evidence in PDPs, internal assessment growth and Learning Progressions data were regularly reviewed

Staff were able to systematically collect, analyse and use data to inform teaching and learning and improve practice.

Staff were able to monitor student growth against Syllabus outcomes and the Literacy and Numeracy Learning Progressions.

Moving forward, there will be a continued focus on strengthening evidenced based pedagogical practice (literacy and numeracy), improving data use and refining formative and summative assessment processes.

IL support

SCOUT

Internal assessments (PAT, Running Records)

Check in Assessments

PLAN2

Process 3: Professional Learning

Professional learning is aligned with the school plan, and builds teachers' understanding of effective strategies in teaching literacy and numeracy.

Explicit systems exist that facilitate professional dialogue, collaboration, classroom observation, effective feedback and modelling of effective classroom practice.

Evaluation	Funds Expended (Resources)
<p>Systematic performance and Development processes assisted all teachers and staff to achieve a year's growth in learning.</p> <p>Professional Learning supported the school's strategic directions.</p> <p>Evidence sources - PDPs, accreditation documentation (TAA report) and student achievement data</p> <p>All teachers effectively used the school's Performance and Development Framework to gain accreditation at Proficient level and or maintain accreditation and improve student results.</p> <p>Moving forward, the school will refine and enhance Performance and Development processes to ensure every student, teacher and leader grows each year.</p> <p>We will work to embed a culture of continuous improvement, ensuring evidence based research, innovation and creativity are key characteristics of the school.</p>	<p>Professional Learning (online)</p> <p>PDP meetings</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,294 (Aboriginal background equity loading)	Reading and comprehension improvement with all students reaching expected benchmark levels and continued focus on increasing knowledge of additive strategies required moving forward.
Low level adjustment for disability	\$31,099 (Low level adjustment for Disability equity loading)	<p>Teacher able to deliver K-6 differentiated instruction in all KLA's with SLSO targeted support and intervention for three students.</p> <p>LAST teacher working with SLSO and parents to effectively co-design Personalised Learning Plans and maintain positive partnerships.</p>
Quality Teaching, Successful Students (QTSS)	\$4594	<p>Continued financial planning will be used to meet School Improvement Plan goals.</p> <p>Future focus - engaging parents and community using accessible digital media platforms.</p>
Socio-economic background	\$52,922.9 (Socio-economic background equity loading)	The provision of a second teacher resulted in all lessons being evidence based, systematically planned, meeting curriculum requirements and referencing student information and achievement data and feedback.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	16	17	13	9
Girls	14	10	8	6

Student attendance profile

School				
Year	2017	2018	2019	2020
K	98.4	99.1	78.2	89.1
1	89.7	94.9	86.4	82.2
2	94.8	95.2	85.1	
3	93.9	80.8	89.7	93
4	97	85.9	93.2	88.6
5	87.8	92.1	85.7	78.8
6	95.7	95.2	92.8	88.4
All Years	94.3	91.6	88.3	88
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	0.6
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	224,870
Revenue	699,200
Appropriation	668,812
Sale of Goods and Services	1,019
Grants and contributions	29,089
Investment income	280
Expenses	-595,187
Employee related	-524,626
Operating expenses	-70,560
Surplus / deficit for the year	104,013
Closing Balance	328,883

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.

	2020 Approved SBA (\$)
Targeted Total	38,726
Equity Total	86,315
Equity - Aboriginal	2,294
Equity - Socio-economic	52,922
Equity - Language	0
Equity - Disability	31,099
Base Total	371,247
Base - Per Capita	5,051
Base - Location	2,055
Base - Other	364,141
Other Total	156,198
Grand Total	652,486

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Feedback was acquired through parent/teacher conferences, P & C Meetings and surveys. Information was collated and is summarised by:-

- The parent body, students and staff believe the school is well equipped, the whole school environment is well maintained and the school climate provides a safe, positive, inclusive and welcoming learning environment.
- Parents support the positive acknowledgement of students through the Positive Behaviour for Learning program and a whole School Award System.
- Parents are actively engaged in supporting all students to be safe, respectful and responsible learners. Parents feel welcome to be actively involved in their child's education.
- Regular communication between school and home is provided through weekly Newsletters, the school Facebook and Website, Term Assemblies and the Annual Presentation ceremony.
- Students feel genuinely known, valued and cared for by their teachers as individuals and feel happy, safe and engaged in learning at school.
- The community believe that the school provides an equitable learning environment and that teachers support all students to reach and go beyond their potential
- Access to quality professional development is valued by all staff and is designed to improve the quality of teaching.
- Extra curricular activities provided by the school including music, sport, creative and performing arts, excursions and incursions are valued by 100% of both students and parents
- The whole school community believes that the school sets high standards in regard to safety and respectful and responsible interactions
- All parents support the school in being involved in Remembrance Day, Harmony Day, Reconciliation Week, the Premier's Reading and Sporting Challenges, Multicultural education activities and NAIDOC day.
- 90% of the community believe they are well informed of teaching and learning activities and school policies, procedures and processes

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.