

2020 Annual Report

Currabubula Public School



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Introduction

The Annual Report for 2020 is provided to the community of Currabubula 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

At Currabubula Public School, we are an inclusive school who embrace the school motto of "Striving for Excellence". This is incorporated into our Curra Kids Care policy:

Care for others,

Act safely,

Be **R**espectful of others,

Excel in everything you do.

We ensure that our students are equipped with academic, cultural, sporting and social skills that will enable them to reach their full potential and become successful and responsible citizens in a diverse global society.

School context

Currabubula Public School is a small rural school situated 31km from Tamworth.

The school has a strong reputation within the local community and actively supports community initiatives. The school is supported by a dedicated P&C who raise funds and assist the school in many ways.

Currabubula Public School actively promotes opportunities to access a wide variety of physical and human resources to support the education of our students. Our students regularly participate in curriculum, sport and creative arts activities.

The school staff is committed to a policy of shared learning with other schools in the Wollemi and Tamworth networks. The school leaders and staff work collaboratively as a learning team to enhance our knowledge of current teaching and learning practices.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

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

Strategic Direction 1

Transparent and comparable assessment and reporting of Literacy and Numeracy

Purpose

Within the Winanga-li Learning Alliance we value assessment and reporting. Through consistent and valid teacher judgement of student learning we aim to ensure that quality teaching and quality learning take place in classrooms, improving student outcomes and meeting the needs of diverse learners.

Improvement Measures

Every students' position on the literacy and numeracy continuums and learning progressions is known and every student will meet or exceed expected growth as determined by the learning alliance and intervention plans are evident and used.

Progress towards achieving improvement measures

Process 1: 2018 Collaborative assessment process development

Assessment tasks are collaboratively set to challenge students by recognising and rewarding risk taking in learning. Teachers have adopted a collaborative approach to assessment. Students have built skills to self assess their learning.

2019 Analysing data for effective teaching

Differentiated teaching is supported by the use of assessment rubrics based on student learning priorities. Every teacher uses data to inform and differentiate their teaching and learning by mapping to the learning progressions. Teaching programs are driven by data from collaborative assessments.

2020 Strengthened Assessment Processes for improved student performance

Collaboratively strengthening assessment systems and protocols to collect and analyse data on student learning to differentiate practice and to accurately inform parents about learning.

Evaluation	Funds Expended (Resources)
<p>Question</p> <p>Has our school/learning alliance effectively implemented learning inquiries?</p> <p>Have staff actively engaged in assessment data collection and analysis?</p> <p>Does assessment data analysis show expected or above expected student growth?</p> <p>Is this data useful for collaboratively planning effective teaching and learning in spelling?</p> <p>Do parents have improved access to information about student achievement?</p> <p>Data</p> <ul style="list-style-type: none">• K-6 Mathematics learning inquiry assessment data• Teacher conferencing and feedback• Teacher use of PLAN2• Parent surveys <p>Analysis</p> <ul style="list-style-type: none">• Pre and post assessment data shows most students K-6 have made expected growth or above expected growth in targeted areas of mathematics.• Teachers have used extra RFF for shared data analysis, reporting improved use of PLAN2 in determining student growth in mathematics..• Parent surveys indicate positive feedback regarding reporting on student achievement, however there is still more work to be done in this area.	<p>Unit planning 2 days per year with alliance = \$1,000</p> <p>1 x day weekly temp contract relief for assessment and quality teaching = 40 days x 1.5hrs \$3,000 per year</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$3000.00)• Literacy and numeracy (\$1000.00)

Progress towards achieving improvement measures

Implications

- School and Learning Alliance learning inquiries will continue with agreed target areas highlighted by student assessment data and school plan initiatives.
- Teachers will be allocated extra RFF to continue collaborative data analysis and develop data literacy skills.
- Improved strategies for reporting on student academic achievement to parents will continue to be an area for ongoing improvement..

Strategic Direction 2

Productive Learning Alliance between school communities

Purpose

Given the unique contexts we draw on the diverse strengths of staff to build capacity within schools and drive professional learning to collaboratively enhance student outcomes across the learning alliance .

Improvement Measures

All staff professional learning transcripts reflect increased number of professional learning as evidenced in all teaching programs and formal lesson observations.

Progress towards achieving improvement measures

Process 1: 2018 Strategic Schools

Draw on staff expertise and professional learning to enhance teacher capacity to drive evidence based practice around teaching and learning across the Learning Alliance. This is evidenced in walk throughs, lesson observations and teaching and learning programs.

2019

Teaching staff confidently demonstrate and share their expertise within the Learning Alliance. Teaching and learning programs across the schools show evidence that they are adjusted to address individual student needs and all students are challenged and have made progressive development towards learning outcomes.

2020

Effective partnerships exist in learning with parents and students, meaning students are motivated to deliver their best. Teaching and Learning programs show evidence of revisions based on feedback and consistent and reliable students assessment. Confident staff lead and implement professional learning across the Winanga-li Learning Alliance.

Evaluation	Funds Expended (Resources)
<p>Question</p> <p>In what was do personal learning transcripts reflect increased number of professional learning?</p> <p>Data</p> <ul style="list-style-type: none">• Teacher PDPs• Professional Learning Journals• Teaching and Learning programs• External Validation submission <p>Analysis</p> <ul style="list-style-type: none">• PDPs show personal goals were met in 2020• Professional Learning Journals show examples of high impact professional learning by all staff in personally identified areas and school priorities.• Teaching and Learning programs show evidence of improved practice following professional learning. <p>Implications</p> <p>Staff contribution to the External Validation process led to both professional development for all staff involved, and a deeper understanding of the school's priorities leading in to the 2021 SIP.</p>	<p>Professional learning</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$6300.00)

Strategic Direction 3

Strengthening School and Community Partnerships

Purpose

The school is committed to strengthening and maintaining meaningful partnerships with families and the local community, to collaboratively plan to improve student outcomes and opportunities.

Improvement Measures

Parent surveys on engagement and the development of a professional learning community demonstrate greater than 75% satisfaction rating to increased community participation. Increased number of parents actively involved in school P&C and voluntary activity.

Progress towards achieving improvement measures

Process 1: 2018 Engaging the Community

Continue to implement, monitor and review whole school PBL program.

Review, evaluate and adjust school initiatives, communication methods and opportunities used to engage the school community using the spiral of inquiry and evaluative thinking.

2019 Community Partnerships

Continued community engagement is evident through stable number of P&C members and continued, relevant communication and school promotion through school website and facebook page. Inter school opportunities are continued and built upon. PBL reflects the values and attitudes of the school community. Re-evaluate methods of communication between school and community.

2020

The school P&C is recognised as a major stakeholder in school operations, and is central to school decision making. Positive school community partnerships built by staff are enhanced to focus on student learning outcomes. PBL is at the heart of student wellbeing.

Evaluation	Funds Expended (Resources)
Parent surveys on engagement and the development of a professional learning community demonstrate greater than 75% satisfaction rating to increased community participation. Increased number of parents actively involved in school P&C and voluntary activity.	Community events, school engagement projects and excursions Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$1000.00)

Next Steps

Question:

- Has the school developed meaningful partnerships with the local community?
- Has this seen an improvement in student outcomes and opportunities?

Data:

- Parent surveys
- Student surveys
- P + C minutes and observations
- School sign on register for school events
- Staff feedback

Analysis

- Teachers have used extra RFF to contact parents multiple times a term to develop consistent communication about students and their progress.

- Teachers take an active part in the P + C
- Parent surveys indicate a 100% satisfaction rate of the P + C and appreciation for the work they do. 2021 has seen a rise in committee members and volunteers.
- All parents have had learning plan meetings with teachers to discuss their students progress and areas of improvement. Feedback on these sessions has been positive.
- The use off seesaw has retained positive feedback as a means of communication between family members and staff, they feel informed about their child and can follow progress.

Implications

- Learning plan meetings and termly check ins will continue, with staff being provided with extra RFF to ensure constant feedback to parents occurs.
- The school will continue to host a variety of events that collaborate with the P + C for volunteers and invite parents to attend.
- Attracting more parents to the P + C will be a priority next year.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2325 - SLSO funding Funding Sources: • Aboriginal background loading (\$2 325.00)	Classroom teachers noted high levels of engagement for ATSI students and academic growth in line with non indigenous students.
Low level adjustment for disability	Staffing - \$21877 Flexible - \$6102 Funding Sources: • Low level adjustment for disability (\$27 979.00)	Highly differentiated teaching and learning in a K-2 class of 8 students has lead to most students making expected growth in K-2. Highly personalised interventions in literacy has led to above expected growth in writing for targeted students.
Quality Teaching, Successful Students (QTSS)	Classroom Teachers - Extra RFF Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$3 828.00)	<ul style="list-style-type: none"> • Pre and post assessment data shows most students K-6 have made expected growth or above expected growth in targeted areas of mathematics. • Teachers report improved use of PLAN2 in determining student growth in mathematics.. • Moving forward, teachers will continue to be allocated extra RFF to collaboratively analyse assessment data and develop data literacy skills.
Socio-economic background	Staffing - \$10938 Funding Sources: • Socio-economic background (\$10 938.00)	Highly differentiated teaching and learning in a K-2 class of 8 students has led to most students making expected growth in K-2. Employing an infants teacher has also allowed for more flexibility with grouping and planning for teaching and learning Stage 2 and 3 students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	15	18	14	14
Girls	14	8	9	13

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.6	96.8	87.5	95.5
1	91.3	89.2	98.5	100
2	96.9	88.8	93	94.7
3	91.9	93.6	89.4	95.9
4	98.3	93.8	92.4	91.2
5	94.9	92	89.6	92
6	91.7	88.5	83.1	85.6
All Years	95.5	90.9	89.9	93.2
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	92
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)	1.81
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, 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	81,822
Revenue	702,261
Appropriation	693,046
Grants and contributions	9,031
Investment income	184
Expenses	-711,164
Employee related	-627,298
Operating expenses	-83,866
Surplus / deficit for the year	-8,903
Closing Balance	72,919

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	81,065
Equity Total	41,243
Equity - Aboriginal	2,325
Equity - Socio-economic	10,938
Equity - Language	0
Equity - Disability	27,979
Base Total	538,860
Base - Per Capita	5,532
Base - Location	9,166
Base - Other	524,162
Other Total	18,036
Grand Total	679,204

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

Parent surveys in Term 4 reinforced positive feedback the school received from the community in 2019, and gave clear feedback on school systems needing improvement.

Positive behaviour for learning continues to have a positive impact with 95% of parents agreeing the community shares the same values. Both parents and staff see a need to improve student engagement and enjoyment of school, with staff committing to learning dispositions in 2021.

Our P + C are overwhelmingly valued with 100% of respondents agreeing that they have a positive impact on our school.

Respondents value the staff's ability to get to know their child and be a welcoming presence when communicating with parents.

Students feedback in the Tell Them From Me survey suggested our students lacked in feeling motivated and having a sense of belonging at school. This has driven staff to collaborate in our alliance to complete learning dispositions training in 2021.

The areas of focus for our school moving forward will be communication and feedback in regards to student achievement and school activities. We will endeavour to expand our access to a range of equipment and facilities for all students including sensory equipment.

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.