2020 Annual Report

Tucabia Public School

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Introduction

The Annual Report for 2020 is provided to the community of Tucabia Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

To create an environment where students LIVE happily and LEARN successfully so that they become life long learners, positive members of the community and have a healthy, fulfilling life.

School context

Tucabia Public School is a small, rural school with current enrolment trends of thirty-five students, which has remained stable over the past two years. Aboriginal enrolments total 15% of the student population. Tucabia Public attracts additional Low Socio-Economic funding to assist students learning.

Tucabia Public School offers a range of programs including leadership development, environmental education, Gifted and Talented support and the latest in technology. A high ratio of computers, laptops and iPads engage our students to think critically and creatively in presenting their work. Our students regularly participate in physical activities to develop healthy lifestyles.

School based decisions by the students develop responsibility and a strong sense of belonging. Highly qualified, enthusiastic teachers who have a passion for education, create positive learning environments within small class sizes.

Membership of the Clarence Valley Community of Small Schools enhances collaborative sharing, professional learning and student engagement.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
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

Strategic Direction 1

Quality Teaching and Learning Practices

Purpose

- To ensure the learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.
- To make sure teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- To enable students to articulate their learning and understand what they need to learn next to enable continuous improvement.
- To establish processes so assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
- To develop practices where the school has identified what growth is expected for each student and students are achieving expected growth on internal school progress and achievement data.

Improvement Measures

- PLAN data will indicate expected growth for all students K-6.
- Student goal setting routines will indicate critical student knowledge and understanding of their own learning.
- There will be a whole school focus on individual student growth through"assessment for learning" practices and targeted teacher instruction.
- Parental involvement in their children's learning will increase.
- Premiers Targets (Increase students in top 2 bands by 8%) and(increasing Aboriginal students in the top 2 bands by 30%) will be addressed through all students maximizing their growth.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
1. Goal setting with students has become more targeted and discussions with students and parent more valued. The implications of COVID reduced the continuity of this process and will continue to be a priority going forward. 2. There is clearer evidence of the use of assessment in programming but the quality selection of data and the consistent analysis of the results is an area for improvement. 3. Growth data form external sources was not available and it made it clear that additional data sources were needed for greater variety and more usable information to make ongoing assessments of student need and progress.	1. Data Entry - 4 Casual Days - $2000, 3 Way Conferences - 2 Casual Days - $2000

Strategic Direction 2

Embedded Futures Learning Principles

Purpose

- To facilitate a whole school approach that ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- To be certain teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.
- To enact management processes so technology that supports learning is available and is expertly integrated into lessons by teachers.
- To ensure the school implements evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Improvement Measures

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
1. The value of addressing learning dispositions is clear but the integration into teaching and learning programming is far more difficult to do efficiently. We will look at how to target these skills more directly, how to make judgments on the students level of skills in them and how to implement targeted interventions to address them. 2. Problem/Inquiry based learning is being programmed more effectively through scope and sequencing. A need for greater authenticity of projects, connections with external agencies and auditing of resources is needed.	1. Staff development days. 2. Development of proformas - 1 casual day $500

Strategic Direction 3

Effective Professional Learning Procedures

Purpose

- To embed procedures where Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.
- To use embedded and explicit systems that facilitates professional dialogue, collaboration, classroom observation, the modeling of effective practice and the provision of specific and timely feedback between teachers.This drives ongoing, school-wide improvement in teaching practice and student results.
- To ensure professional learning in the school emphasizes developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement.
- To facilitate staff collaboration with other schools to share, grow and embed good practice.
- To provide opportunities for staff to demonstrate and share their expertise within their school and with other schools.

Improvement Measures

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
• Vocabulary action plan has shown some improvement in writing quality but it is difficult to measure the implications it is having on reading progress. A stronger focus on data processes and analysis will assist in this. • Teachers indicated improvement in their questioning techniques with a targeted focus. Feedback will be a focus moving forward, particularly looking at planning for and time management of specific feedback to students. • Staff PDPs were generally focused on whole school initiatives. Further action regarding evaluation of learning and sharing of improved practice will assist in whole school development. • Interschool partnerships were not satisfactorily developed (COVID was a factor). A smaller, more purposeful collegial group will allow for greater buy-in and hopefully greater success.	1. Monitoring, surveys, data gathering - 2 casual days. ($1000) 2. Staff meeting dedicated to Visible Learning (Feedback and Questioning) 2 Casual Days for lesson observations as part of a learning sprints format. ($1000)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	• LaST $10000 • Teacher release - $2000	• School based and external data demonstrates a consistent trend of Aboriginal Student achievement and growth above state averages. The highlights the success of our planning and processes.
Low level adjustment for disability	• SLSOs $100000 • Teacher time - Planning $2000 • Positive Partnerships $500	The quality of the integration strategies have allowed for excellent growth in targeted skills for our students with particularly high needs. Wellbeing data demonstrates the success of interventions and parent satisfaction (particularly for the parents of high needs students) has been very positive.
Quality Teaching, Successful Students (QTSS)	Additional Assistant Principal wages $8000	The employment of additional AP time ensured that projects were monitored and staff had the support needed to improve their practice and focus on student improvement.
Socio-economic background	Teacher 2 days per week $40000 Building shed, shade and concreting $40000	The additional teacher time allowed for excellent whole school explicit teaching structures to occur. The improvement in teacher quality, programming and student engagement was high as acknowledged by both staff and students. The structural changes will be maintained. The building improvements has had an immediate affect on the quality of the grounds, the ability for staff to complete their work efficiently and the community are unanimous in how great the facilities are.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	16	20	23	15
Girls	17	16	17	12

Student attendance profile

School				
Year	2017	2018	2019	2020
K	92	88.8	92.8	69.6
1	92.8	90.1	93.9	95
2	89.7	92.8	93.2	98.6
3	97.3	90.4	94	82.4
4	91.3	94	90.8	95.6
5	87.5	92	93.4	95.9
6	83.9	90.9	95.5	95.9
All Years	91.2	91.1	93.3	89.8
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)	1.42
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	162,435
Revenue	745,303
Appropriation	733,898
Grants and contributions	11,239
Investment income	166
Expenses	-715,225
Employee related	-629,029
Operating expenses	-86,195
Surplus / deficit for the year	30,078
Closing Balance	192,513

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	47,497
Equity Total	121,578
Equity - Aboriginal	5,458
Equity - Socio-economic	83,354
Equity - Language	0
Equity - Disability	32,766
Base Total	501,947
Base - Per Capita	9,620
Base - Location	11,699
Base - Other	480,628
Other Total	48,792
Grand Total	719,814

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/Carer - Parent satisfaction data was gathered in person regarding how we care for students and how we adapted during Covid. A high proportion of parents indicated that staff know their students well, care for their needs and cater for a wide variety of academic and physical education activities. All parents indicated they were happy with our flexibility when working at home and a majority thought the balance of learning was appropriate. A small percentage of parents indicated a need for greater options for extension activities in academics and creative arts (music specifically)

Student - We gathered data about our targeted student wellbeing learning at school and how we cater for their needs inside and outside the classroom. All students indicated they could see the value in our lessons regarding growth mindset, wellbeing, schools rules and self management. Most students thought we had a caring learning environment with 2 students indicating an ongoing issue with bullying. Most students valued goal setting processes and all student enjoyed sharing their progress and successes with peers, staff and parents.

Teacher - We gathered data from teachers regarding if changes to school structures and recent Professional Learning has improved their practice. Everyone agreed that timetable and structural changes has allowed them to increase their time spent explicitly teaching, have clearer direction in their programming and greater focus on targeted assessment. All staff could see the value of recent Professional Learning but all agreed that the Learning Dispositions work has not had a significant impact on daily teaching and learning where as the Visible Learning has.

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.