

2020 Annual Report

Culburra Public School



4485

Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 has been an extraordinary year with many challenges and opportunities presented in the form of COVID-19. The Culburra Public School community has worked together to meet these challenges and to support the continued learning growth and wellbeing for all students during learning from home and the staggered return to learning. The experience has put our school motto 'Live and Learn' front and centre this year. I am proud of the accomplishments of all and certify that this annual school report is a true and accurate representation of our 2020 endeavours.

Message from the school community

P&C President's Report

2020 was a year that basically wiped any P&C fundraising events, With our Easter raffle being cut short due to COVID lockdowns. By Term 2 we managed to raffle off the small donations we received. Mother's Day and Father's Day stalls were also put on hold as were any thoughts of night markets.

The P&C assisted with cost of the Stage 3 Sport and Recreation Camp at Berry (just before COVID restrictions began) , as well as the purchase of the Year 6 farewell Signature Bears. Christmas gifts were also made for our highly valued friends from the IRT who could not take part in our weekly student visits.

The P&C continued to provide the CPS families with a uniform service throughout the year via pre-ordering.

I wish to thank my fellow P&C executive for all their hard work and time to various projects throughout the year.

Message from the students

Over the seven years at Culburra Public, this year has been the most different year of them all, but still the most memorable.

This year has been so different, like remember home schooling it feels like it was SO LONG ago. The school was so weird coming back with all the restrictions. We just got our school camp in at Berry Sport and Recreation. We got our camp in the week before COVID-19 restrictions tightened.

We think about the teachers and support staff who've guided us along the way.

Like Mrs Day, who provided the school with her commitment to learning and her high standards even though all this coronavirus stuff.

We would also like to thank Ms Tracy, Ms Murphy and Aunty Rach for their support of students in the classroom and beyond.

We would also like to thank Mr Letters for leaving his motorbikes and travel plans to come back to the classroom to teach the 5s and 6s -- especially mathematics.

To Miss Robertson, Miss Watters, Mrs Talary, Mrs Reid, Miss Griffiths and Mrs Johnson, we thank you for your extra effort this year to teach us in RFF and reading support.

To Mr Sheppard we thank you for your support and extra hard work at Culburra Public School and thank you for making our school look beautiful again.

And we definitely can't forget our amazing classroom teachers for teaching us this year and for helping us become better people.

We thank this year's classroom teachers

Mr Bagnall 5/6B

Mr Letters 5/6E

Mrs Martin and Mrs Wilson 3/4MW

Mr Siderius 3/4S

Miss Fenn 2/3/4F

Mr Horton 1/2H

Mrs Edwards K/1E

And Mrs Carter in KC

Thank you staff of 2020 for all you have done for our school, we can never thank you enough.

Tori Martin and Koopa Hamshere - Captains 2020

School vision

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.



School Leaders running our annual Presentation Day assembly.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
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

In 2020 staff actively engaged in the What Works Best In Practice, examining their own practice using the toolkit. Areas requiring further development schoolwide include providing effective feedback (at all levels, linked to formative assessment) and high expectations. This self-reflection of teaching staff will be further developed through the 2020-2024 School Improvement Plan.

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 on all levels.

Increased proportion of students in the top two NAPLAN bands for reading and numeracy (DoE Strategic Plan 2018-2020).

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%.

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)
Detailed analysis of school performance is outlined in the Situational Analysis. A key process developed and embedded into consistent practice in 2020 has been the whole school data wall. Regular tracking of formative and summative assessment tasks has impacted on the use of stage collaboration time to develop targets and plans to support the learning growth of all	Stage collaboration planning fortnightly.

Progress towards achieving improvement measures

students through quality planning of syllabus outcomes.

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

Evaluation	Funds Expended (Resources)
Student assessment has been used to continually develop teaching and learning programs that are responsive to student needs. This is a collective effort undertaken through data analysis and lesson observations.	Stage collaboration planning fortnightly.

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)
Regular fortnightly collaboration time has provided stage teams with the opportunity to engage in professional dialogue with each other and provide time, space, place and language for teams working together to improve the team.	Stage collaboration planning fortnightly.

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

Evaluation	Funds Expended (Resources)
Full staff knowledge of the statements contained in the School Excellence Framework is not yet developed and will continue throughout 2021 as teams work to contribute evidence of progress against the School Excellence Framework to support External Validation later in the 2021 school year.	School Excellence Framework.

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)
Seven Steps To Writing has been firmly established across the K-6 range through the leadership of experienced, capable staff who have provided demonstration lessons to others throughout the year. Accelerated Literacy has not been widely embedded across school stages.	Stage collaboration planning fortnightly.

Next Steps

A new School Improvement Plan based on a detailed Situational Analysis has been conducted in 2020/2021. A whole-system strategic direction of Student growth and attainment has been developed with a focus on Curriculum (Reading and Numeracy) and Assessment. Key initiatives in each focus area has been developed based on research of best practice (CESE What Works Best 2020 update).

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.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
All staff have completed the PDP process and received constructive feedback from supervisors. In 2021 the mandatory strategic direction of Student Growth and Attainment will be the underpinning of at least one PDP goal for all staff.	PDP template and policy.

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)
The plan for structured and constructive feedback based on lesson observation was delayed due to the impact of COVID-19. The regathering to continue with Quality Teaching Instructional Rounds in the second semester of the school year provided teachers with the necessary time, space, place and language to view lessons, provide feedback based coding of the Quality Teaching Framework to support targeted improvement in teaching practice.	80,000

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

Evaluation	Funds Expended (Resources)
The new PDHPE syllabus is fully implemented with a K-6 scope and sequence of activities and units to support outcomes of the updated syllabus. Growth Mindset, an underpinning key idea of the How2Learn program has been strongly addressed through the school developed Tree Families Wellbeing program, developed by teachers for teachers through collaborative planning.	\$2000 casual relief for staff from each stage to finish planning.

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

Evaluation	Funds Expended (Resources)
A student survey was completed by all Stage 3 students at the end of the	\$2000 inclusive of professional

Progress towards achieving improvement measures

Peer Support Program.

Key survey responses are:

1. 68% of the students loved the training.
2. 56% of students felt the training prepared them for their role as a peer support leader.
3. 64% of students felt they had a good relationship with the peer support team mate - co-leader.
4. The highest rated training activities were team building and practising the lessons prior to delivering them.
5. 92% of students felt their confidence and leadership skills got better over the course of the program.

training and resource purchase of materials.

Next Steps

Based on the detailed Situational Analysis completed in 2020/2021 the school's second strategic direction for the next planning cycle is High expectations and improvement culture. Detailed planning for a school-wide consistent approach to the development and implementation of learning intentions, success criteria and developing annotated student exemplars support this work.

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.

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)
This process did not take place due to the impact of COVID-19.	\$0

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

Evaluation	Funds Expended (Resources)
This process did not take place due to the impact of COVID-19.	\$0

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

Evaluation	Funds Expended (Resources)
Use of the School Excellence Framework and the statements contained within have been evaluated and assessed by the 2020 school executive to assist with completion of the Situational Analysis.	School Excellence Framework Principal Professional Learning,

Next Steps

The next planning cycle will focus on student Wellbeing as the third strategic focus with an emphasis on attendance and, the weekly implementation of Peer Support in Term 1 and The Friendly Schools program Terms 2-4.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	76,277 Staffing & 9,200 Flexible funding.	Many key activities in the area of Indigenous education had to be put on hold due to COVID-19 restrictions.
Low level adjustment for disability	34,966 Disability flexible funding.	An extra SLSO was effective to support learning from home and staggered return arrangements, having an adult to support learning and wellbeing benefited students whose mental health had been impacted by COVID-19.
Quality Teaching, Successful Students (QTSS)	QTSS funds - 34,128.	Part of the QTSS funding source was put to great use in supporting fortnightly stage collaboration time to effectively implement Quality Teaching Instructional Rounds.
Socio-economic background	95,515 Socio-Economic Funding 0.21 Literacy/numeracy intervention.	Highly experienced 'expert' teachers as identified by their peers provided explicit and systematic support for students requiring uplift in reading, writing and number sense. This support had the greatest impact in Semester 2.



Aunties presenting the Boori Gungari (child star) award.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	109	108	108	100
Girls	103	75	71	86

Student attendance profile

School				
Year	2017	2018	2019	2020
K	90.6	91.4	92.1	92.4
1	92.5	89.8	91.6	94.1
2	93.8	91.3	91.5	85.8
3	90.7	91.9	87.5	92.9
4	92.7	92	90.7	91.4
5	90	89.5	90.7	90.3
6	89.8	89.3	88	91.8
All Years	91.3	90.8	90.4	91.4
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.

2020 Kindergarten students had a slightly better attendance average for the year, with Year 1 and Year 6 students having slightly lower attendance, falling just below the average of 92%. Attendance improvement beyond the 'COVID year' continues to be a focus in school planning.

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.



Students participating in the Stage 3 Berry Sport and Recreation Camp.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.95
Literacy and Numeracy Intervention	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, 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.

Professional Learning funds were utilised in 2020 to support mandatory face-to-face CPR and Anaphylaxis training as well as supporting stage collaboration planning (fortnightly). Extra professional learning was undertaken by all teaching staff in the Mathsburst online suite.



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	144,626
Revenue	2,263,709
Appropriation	2,134,322
Grants and contributions	129,106
Investment income	281
Expenses	-2,218,828
Employee related	-1,989,147
Operating expenses	-229,681
Surplus / deficit for the year	44,881
Closing Balance	189,507

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.



House Champions - Guwing.

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	81,747
Equity Total	306,042
Equity - Aboriginal	85,477
Equity - Socio-economic	95,516
Equity - Language	2,576
Equity - Disability	122,473
Base Total	1,561,728
Base - Per Capita	43,050
Base - Location	8,079
Base - Other	1,510,599
Other Total	97,167
Grand Total	2,046,684

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

Students, staff and parent/carers completed a survey based on the Darwin Declaration to support a refresh of the school's vision statement. The results have been collated into one document to form a renewed vision and community commitment to core ideals encapsulated in the declaration. Based on the survey results an agreed vision for Culburra Public School is as follows:

School Vision (2020)

The following statements have been chosen as key focus areas of the Alice Springs Declaration by our school community. We strive to walk together in developing strong learners, confident and creative individuals and active and informed members of the community.

OUR STUDENTS WILL BE SUCCESSFUL LIFELONG LEARNERS WHO:

1. Have essential skills in literacy and numeracy as the foundation for learning.
2. Are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines and deep content knowledge.
3. Are confident and motivated to reach their full potential.

OUR STUDENTS WILL BE CONFIDENT AND CREATIVE INDIVIDUALS WHO:

1. Develop personal values and attributes such as honesty, empathy, loyalty, responsibility and respect for others.
2. Have imagination, knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives.
3. Have a sense of self-worth, self-awareness and personal identity that enables him/her to manage his/her mental, emotional, spiritual and physical wellbeing.

OUR STUDENTS WILL BE ACTIVE AND INFORMED MEMBERS OF THE COMMUNITY WHO:

1. Have empathy for the circumstances of others and work for the common good, in particular sustaining and improving natural and social environments.
2. Understand, acknowledge and celebrate the diversity and richness of Aboriginal and Torres Strait Islander histories and culture.
3. Appreciate and respect Australia's rich social, cultural, religious and linguistic diversity and embrace opportunities to communicate and share knowledge and experiences.

Tell Them From Me CESE Survey

Student survey - the responses from students in grades 4, 5 and 6, 2020, overall 61 students completed the shortened survey .

Three (3) areas identified for improvement (based on the greatest variance from NSW Govt Norm):

1. Students experiencing a positive sense of belonging;
2. 23% of Aboriginal students indicating that they strongly disagree/disagree/neither agree or disagree that they feel good about their culture, and,
3. 32% of Aboriginal students indicating that they strongly disagree/disagree/neither agree or disagree that teachers understand culture.

Three (3) areas of strength (based on the least variance from NSW Govt Norm) are:

1. A lower percentage of students who are victims of bullying (10% difference);
2. Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives, and,
3. Students feel that they have someone at school who consistently provides encouragement and can be turned to for advice.

Parent survey

A very small percentage of parents completed the Tell Them From Me parent survey (8 respondents in total). Due to the small range of completion, it is difficult to interpret the results with statistical accuracy.

Of the responses, the areas requiring planning for improvement are:

1. Reports are written on my child's progress in terms I can understand;
2. The teachers would inform me if my child was not making adequate progress, and
3. Parents taking interest in their child's school assignments.

Parent feedback recorded a low rating for feeling welcome at the school, which could be the result of minimal parent attendance on the school site due to COVID restrictions. This also had an impact on the rating of teachers devoting their time to extra-curricular activities.

Further to this, parent/carers indicated strong preference for informal meetings (taking place once per year at 'Meet the Teacher' event) and formal interviews (which take place twice a year). There is strong support for news being conveyed via the newsletter. 100% of parent/carers indicated their support for attainment of Year 12 for their child/children.

Staff

In 2020 staff participated in The Darwin Survey and the What Works Best Toolkit.

All staff have reflected on their practice against the eight quality teaching practices to support the development of future professional development goals. A whole school approach to High Expectations and Explicit Teaching is reflected in the 2021-2024 School Improvement Plan.

CULBURRA PUBLIC SCHOOL



DIRECTIONS 2021-2024

Key:

Staff	Parent/Carers	Students
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Collation of responses from school community

SUCCESSFUL LIFELONG LEARNERS WHO.....

By the time a child leaves CULBURRA Public School I would like him/her to: (Tick 4 statements)

- ¹³ Develop their ability and motivation to learn and play an active role in their own learning. **3 1 9**
- 24** ***Have essential skills in literacy and numeracy as the foundation for learning.*** **10 6 8**
- ² Engage in respectful debate on a diverse range of views. **1 2**
- ²³ Are productive and informed users of technology as a vehicle for information gathering and sharing, and are able to adapt to emerging technologies into the future. **6 2 15**
- ¹⁴ Are able to think deeply and logically, and obtain and evaluate evidence as the result of studying fundamental disciplines. **3 4 7**
- 32** ***Are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines and deep content knowledge.*** **7 9 16**
- ¹² Are inquisitive and experimental, and have the ability to test different sources and types of knowledge. **4 3 5**
- ⁸ Are responsive and adaptive to new ways of learning. **8**
- ¹⁹ Are able to plan activities independently, collaborate, work in teams and communicate ideas. **4 3 12**
- ¹⁹ Continue to improve through formal and informal learning in further education, and training or employment, and acquire skills to make informed decisions throughout their lives. **3 5 11**
- ⁷ Are able to make sense of their world and think about how things have become the way they are. **1 6**
- 34** ***Are confident and motivated to reach their full potential.*** **7 7 20**

Collation of the Darwin Declaration Survey results for the school community 2020.

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.

