

# 2021 Annual Report

## Cullen Bullen Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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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Cullen Bullen Public School

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## School vision

The Cullen Bullen school community shares the belief that every student should be provided with opportunities to improve academically, socially, physically and morally. We support students to become safe, respectful and responsible individuals within an equitable and inclusive learning environment. At Cullen Bullen Public School, effective classroom practice is strongly aligned to research and evidence-based practices for quality teaching and learning; with a clear commitment to ensuring that every student has strong foundations in literacy, numeracy and digital citizenship. Our vision is to empower students to become confident, creative, resilient, self-motivated and successful lifelong learners.

## 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 a current enrolment of 12 students, 65% Indigenous, Cullen Bullen Public School is a small inclusive school in which curriculum provision supports aspirational student learning and is enhanced by strong alliances with other schools.

The school is committed to building a culture of high expectations in which all staff demonstrate a personal and shared responsibility for continuous improvements in teaching, student wellbeing and engagement. Staffing is comprised of a teaching principal and a part time teacher, School Administration Manager, Student Learning and Support Officer and General Assistant.

A comprehensive situational analysis leading to External Validation in 2021 has led to the development of the Strategic Improvement Plan 2021-2024 which focuses on the following areas of improvement in leading, learning and teaching;

1. Explicit and systematic quality instruction in reading and numeracy
2. Instructional Leadership
3. Data to Inform Practice

To maximise the impact on student learning, the school will focus on explicit and systematic instruction of literacy and numeracy skills, data informed practice to improve teaching and facilitate intervention, and professional learning based on evidence based instructional strategies aligned to What Works Best.

All teachers work collaboratively to create innovative and engaging teaching programs that meet the needs of all students and curriculum, assessment and reporting requirements. Targeted interventions in literacy and numeracy are supported by an Instructional Leader through the Early Action for Success initiative.

Co-designed Individual Learning and Support Plans and personalised learning goals support our commitment to reading and numeracy improvement for all students. Personalised Learning Pathway Plans support equitable and ongoing participation and improvement in outcomes for Aboriginal and Torres Strait Islander students.

To prepare young people to lead rewarding and productive lives in a complex and dynamic world, clearly defined behavioural expectations and social emotional learning are supported by the Positive Behaviour for Learning Program, Second Step Program and the PAX Good Behaviour Game.

The school is well resourced and has excellent facilities; including an outdoor learning space, tennis court, playground equipment, sandpit, vegetable garden and a computer, laptop and iPad for every student. Extra-curricular opportunities in music, sport, science, technology, and creative and performing arts, enable students to excel through a range of different experiences. The school promotes a comprehensive Birth to Kindergarten Pathways Program and Year 6 to Year 7 Transition Program.

Parents/carers, staff, students and community members share a strong sense of belonging and take pride in the school and community. A small committed P&C committee operates in close partnership with the school and there is regular communication between home and school via weekly newsletters, the school website, Facebook, phone, and regular invitations to attend school events.

*We strive to build a culture of high expectations, innovation and excellence.*

## 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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise the learning outcomes in literacy and numeracy and to build strong foundations of success, we will develop and refine evidence-based and data driven teaching practices that are responsive to the learning needs of all students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning, Development and Effective Teaching Practice in Literacy
- Learning, Development and Effective Teaching Practice in Numeracy

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$31,645.00

**Integration funding support:** \$62,975.00

**Literacy and numeracy:** \$2,968.82

### Summary of progress

In 2021 teachers worked alongside the principal and Instructional Leader (EAFs) to increase their understanding of what effective practice looks like in reading and comprehension. Professional learning was aligned to evidence and effective practice and our shared understanding about the specific areas of improvement based on our data, and effective instruction in reading, including knowledge of the English syllabus and the National Literacy Learning Progressions.

A strategic focus on professional learning in literacy has deepened teacher skills to explicitly teach reading and comprehension strategies with consistent implementation of an instructional model for lesson delivery and the assessment waterfall.

In 2021 the school established a professional learning community in collaboration with five small schools focused on the continuous improvement of teaching, learning and instructional leadership in numeracy. A Numeracy pilot was undertaken through regular cycles of disciplined inquiry to improve the explicit instruction of multiplicative strategies as identified through gap analysis of a range of data sources.

As a result of targeted high impact professional learning, teaching and learning programs show currency of content knowledge and evidence-based teaching practices to enhance student learning.

In 2022 we will build sustainability and collective efficacy in the Small Schools Community of Practice with a focus on distributive and instructional leadership, using knowledgeable others to build our pool of knowledge and anchor interventions in evidence and research. Targeted professional learning will be provided to support all staff to utilise and be more confident users of data analysis tools to expand knowledge around the strategic manipulation of SCOUT, PLAN2, NAPLAN and Check in Assessment.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure                                                                                                                                                                                                                                | Progress towards achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>System Negotiated Targets Top 2 Bands</b><br><br>An uplift of 2% from baseline achieving top 2 NAPLAN bands in reading.<br><br>An uplift of 5% from baseline achieving top 2 NAPLAN bands in numeracy.<br><br>Increase the percentage of Aboriginal | <p>The proportion of Year 5 students exceeded expected growth in NAPLAN in the area of reading (achieving in the top 2 bands). There were no Year 3 students for NAPLAN.</p> <p>There has been some progress towards the expected 5% percent uplift from baseline of students achieving in the top 2 bands in numeracy but due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and caregivers throughout the year.</p> |

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| <p>students achieving in the top 3 NAPLAN bands in reading and numeracy by 10%.</p>                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>System Negotiated Targets Expected Growth</b></p> <p>Improvement in the percentage of students by 2% achieving expected growth in NAPLAN reading.</p> <p>Increase the percentage of students by 2% achieving expected growth in NAPLAN in Numeracy.</p> <p>Increase the percentage of Aboriginal students achieving expected growth in line with school targets.</p>                                                                                                 | <p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased but due to the small size of the cohort actual percentages cannot be reported.</p> <p>Every student has made progress towards their individual literacy and numeracy goals. Individual student progress is reported directly to parents and caregivers throughout the year.</p> <p>The percentage of Aboriginal students achieving expected growth in line with school targets whilst maintaining their cultural identity, has increased.</p> |
| <p><b>System Negotiated Targets - Attendance</b></p> <p>Increase the percentage of students attending 90% of the time to be above the lower bound network target of 70%.</p>                                                                                                                                                                                                                                                                                               | <p>Systems for improving attendance have been successfully implemented in 2021. The number of students attending 90% of the time have been impacted by COVID-19.</p>                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>School Identified Target for Value Add</b></p> <p>Value Add shifts to an upward trend for K-3 and 3-5 in Literacy and Numeracy.</p> <p>Increase the percentage of students K-2 achieving expected growth per semester across the National Literacy Progressions (Understanding Texts).</p> <p>Increase the percentage of students K-2 achieving expected growth per semester across the National Numeracy Progressions (Additive and Multiplicative Strategies).</p> | <p>An increased percentage of students in Kindergarten to Year 2 have achieved expected growth of the understanding texts sub-element of the National Literacy Progressions.</p> <p>An increased percentage of students in Kindergarten to Year 2 have achieved the learning indicators within the multiplicative strategies sub-element of the National Numeracy Progressions.</p>                                                                                                                                                           |
| <p>In the Teaching Domain in the Australian Professional Standards for Teachers, there will be an improvement from delivering to sustaining and growing as measured by the School Excellence Framework.</p>                                                                                                                                                                                                                                                                | <p>In the Teaching domain the school has moved from delivering to excelling as measured by the School Excellence Framework.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of effective classroom practice.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of data skills and use.</p>                                                                                    |

## Strategic Direction 2: Educational Leadership

### Purpose

In order to sustain a culture of high performance, high expectations and continued improvement, we will lead and collaborate within and beyond educational communities of practice to improve teaching and learning and promote educational excellence.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Instructional Leadership
- Effective use of data to inform practice

### Resources allocated to this strategic direction

**Aboriginal background:** \$2,295.19

**Location:** \$1,850.00

**Professional learning:** \$4,984.00

**Socio-economic background:** \$38,493.00

**QTSS release:** \$3,139.00

### Summary of progress

In 2021 the school worked to strengthen its performance and development processes. Systems were established for observations and instructional rounds to build teacher capacity in explicit and differentiated literacy and numeracy instruction and the use of assessment for, of, and as learning. As a result, teachers self-reflect, seek feedback and expertly use student assessment data to reflect on teaching effectiveness. An improvement in the element of 'Assessment' to the level of Excelling was measured by the School Excellence Framework.

In 2022 the school will embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice, with a focus on effective questioning techniques and responsive learning opportunities. Student-led Learning walks will be introduced to make student learning visible to parents and caregivers and to enable students to articulate their individual learning goals

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure                                                                                                                                                                                                                                                                                                                                                 | Progress towards achievement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p>* All staff have participated and actively engaged in professional learning focused on effective reading strategies and explicit teaching of numeracy, differentiation and data literacy.</p> <p>* All teachers participate in instructional and observational rounds with a focus on explicit teaching of literacy and numeracy and differentiated instruction.</p> | <p>The allocation of professional learning funding and School Support Allocation, has resulted in strategic alignment of professional learning to the 2 Strategic Directions. This has increased the capacity of staff to differentiate teaching through on-going formative assessment and implement literacy and numeracy strategies to support targeted intervention for students at point of need, in line with with identified targets outlined in the School Improvement Plan.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessments, writing samples, teacher observation and reflection, Check in Assessment, PAT testing and NAPLAN data.</p> <p>After evaluation, the next steps to support our students with this funding will include:</p> <ul style="list-style-type: none"><li>• engagement of additional teaching staff using other flexible funding to further support the delivery of evidence-based literacy and numeracy programs and data driven practices</li><li>• extending intensive small group reading and writing intervention programs.</li></ul> |

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| <p>* All staff have participated and actively engaged in professional learning focused on effective reading strategies and explicit teaching of numeracy, differentiation and data literacy.</p> <p>* All teachers participate in instructional and observational rounds with a focus on explicit teaching of literacy and numeracy and differentiated instruction.</p> | <ul style="list-style-type: none"> <li>• implementing more comprehensive systems for instructional and observational rounds to strengthen evaluative practice.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>As determined by the School Excellence Framework in the Teaching domain "Data Skills and Use" there is an improvement from delivering trending towards sustaining and growing.</p>                                                                                                                                                                                   | <p>Overview of activities partially funded with this initiative funding include:</p> <ul style="list-style-type: none"> <li>• the Early Action for Success Instructional Leader is used to support staff with data analysis in Literacy and Numeracy</li> <li>• the Small Schools Community of Practice collegiate work collaboratively to build capacity of teaching staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes. There is a strong focus on improving pedagogy, high-impact effective teaching of reading/comprehension and multiplicative strategies; data collection and analysis; and the delivery of a differentiated curriculum to meet the needs of every student.</li> <li>• the executive to lead instructional and observational rounds and monitor the effectiveness of the use of learning sprints to drive improvement in student outcomes..</li> </ul> <p>The allocation of this funding source has resulted in:</p> <ul style="list-style-type: none"> <li>• 80% of students K-6 achieving expected growth in reading and understanding texts.</li> <li>• improvement from delivering to excelling, as determined by the School Excellence Framework, in the Teaching domain "Data Skills and Use"</li> </ul> <p>After evaluation, the next steps to support our students will be: prioritizing formative assessment across the school, effective questioning and immediate feedback.</p> |

| Funding sources                                       | Impact achieved this year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p>Integration funding support</p> <p>\$62,975.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Cullen Bullen Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning, Development and Effective Teaching Practice in Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level literacy and numeracy learning needs.</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans.</li> <li>• build staff capacity around quality teaching practise in literacy and numeracy, inclusive of knowing students and how they learn, how to differentiate the curriculum, and optimise learning conditions.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>100% of students demonstrating progress towards their personalised learning goals. All Individualised Learning Plans were regularly updated and responsive to student learning needs and progress in literacy and numeracy; ensuring every student receives personalised learning and support within a multi-stage K-6 classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the staff meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to Individualised Learning Plan reviews, to ensure funding is used to specifically address each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$38,493.00</p>   | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cullen Bullen Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective use of data to inform practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to engage in the Universal Resources hub and professional readings "How schools can improve literacy and numeracy performance and Income Mobility in Australia, 2016" (CESE) and "Excellence for students from low socio-economic backgrounds", (DoE), to support student learning.</li> <li>• employment of an additional teacher to mentor students performing below expected stage level in literacy, focusing on explicit teaching, collaboration and feedback (WWB)</li> <li>• engage with external providers to support student engagement and provide a differentiated curriculum to meet individual learning needs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Year 5 NAPLAN reading above both state and SSSG.<br/>K-6 expected growth in reading for 80% of students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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| <p>Socio-economic background</p> <p>\$38,493.00</p>           | <p>to engage additional teachers to support our trajectory towards achieving targets. Data shows impact in attendance and engagement in learning from COVID. Next year the school will diversify the SLSO role to provide additional targeted tuition aligned to the COVID ILSP to focus on reciprocity between reading and writing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Aboriginal background</p> <p>\$2,295.19</p>                | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cullen Bullen Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• building cultural competency in staff to provide programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging students, staff, community members, communities of schools and parents/carers in a high expectations learning culture.</li> <li>• the establishment of a cultural learning space (Yarning Circle and Indigenous garden); designed in consultation and partnership with the local AECG to enhance cultural safety and build a sense of belonging for the school community.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>100%, Aboriginal families engage in the Personalised Learning Pathway Plans process and as a result students are making measurable progress in literacy and numeracy with increased engagement in learning across all key learning areas. Through conversation and authentic partnership, families indicate they feel known and welcomed and that their culture is highly valued at school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to engage district personnel to support teachers to deliver differentiated and personalised literacy and numeracy support to bridge literacy learning gaps identified through data analysis, and monitor and/or lift attendance rates.</p> |
| <p>Low level adjustment for disability</p> <p>\$31,645.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Cullen Bullen Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning, Development and Effective Teaching Practice in Literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff (District support personnel, Speech therapist) to collaborate with classroom teachers to build capability in meeting the learning needs of identified students.</li> <li>• employment of additional staff to support teachers to differentiate the curriculum for a multi-stage K-6 class and develop resources and quality teaching and learning activities.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>a more consistent approach to student learning and support interventions in literacy, focused on reading and comprehension with case management for identified students (based on data gap analysis). Clearly defined roles and responsibilities for the Student Learning and Support Officer role to assist teachers to implement individual education programs (IEPs) and provide</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| <p>Low level adjustment for disability</p> <p>\$31,645.00</p> | <p>opportunities for students to develop personal, social, independent, living and pre-vocational skills and attend to the personal care needs of students with additional complex needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to further expand the impact of learning and support systems and processes to provide additional support for identified students through the employment of experienced Student Learning and Support Officers.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Location</p> <p>\$1,850.00</p>                             | <p>The location funding allocation is provided to Cullen Bullen Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> <li>• incursion expenses and subsidy for excursions to enable 100% student participation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>increased opportunities and choices for students in accessing extra-curricular learning activities/programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>developing and delivering professional learning across the Small Schools Community of Practice, supporting Cullen Bullen Public School to increase collaboration and overcome isolation.</p>                                                                                                                                                        |
| <p>Literacy and numeracy</p> <p>\$2,968.82</p>                | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cullen Bullen Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Learning, Development and Effective Teaching Practice in Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• literacy and numeracy programs, resources and staff PL/training to support quality teaching in literacy and numeracy.</li> <li>• purchasing of quality literacy resources such as quality picture books for guided and shared instruction.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>targeted literacy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs and extend the impact of the the COVID ILSP.</p> |
| <p>Early Action for Success (EAfS)</p> <p>\$146,898.00</p>    | <p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Cullen Bullen Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| <p>Early Action for Success (EAfS)</p> <p>\$146,898.00</p> | <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of the Instructional Leader to support teachers to develop skills in the use of assessment for, of and as learning, explicit teaching of reading and multiplicative strategies and the use of teaching sprints.</li> <li>• employment of the Instructional Leader to build capacity of staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on high-impact literacy and numeracy strategies, data collection and analysis, and differentiated curriculum delivery.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>all teachers having a sound understanding of student assessment and data concepts and use achievement data to identify strategic priorities. There has been an increase in the percentage of students achieving higher than expected growth on internal school progress and achievement data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>prioritise formative assessment, effective questioning and feedback, and identify future professional learning and actions. The Instructional Leadership role will move into the APCI position 2022.</p> |
| <p>QTSS release</p> <p>\$3,139.00</p>                      | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cullen Bullen Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective use of data to inform practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• increased opportunity for collaboration to plan and a differentiated literacy and numeracy curriculum and participate in teaching rounds.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers embed evidence-based, high impact teaching strategies within their classroom practice.<br/>100% of teachers reported lessons are differentiated according to students' needs with Student Learning and Support Officers competently leading small group literacy and numeracy intervention.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>high impact professional learning to strengthen data drive practices.</p>                      |
| <p>COVID ILSP</p> <p>\$14,749.00</p>                       | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups]</li> <li>• employment of teachers/educators to deliver small group tuition to provide targeted explicit instruction for identified students in literacy - reading and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>COVID ILSP</p> <p>\$14,749.00</p>           | <p>understanding texts and numeracy - number sense, place value and multiplicative strategies.</p> <p><b>The allocation of this funding has resulted in:</b><br/>the majority of the students in the program achieving significant progress towards their personal learning goals and increased student motivation and engagement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.. To strengthen the school learning and support processes to involve regular monitoring of students as they transition into the K-6 classroom. To provide additional in-class support (SLSO) for some students to continue to meet their personal learning goals will be a priority.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Professional learning</p> <p>\$4,984.00</p> | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cullen Bullen Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• high impact professional learning opportunities for all staff across a Small Schools Community of Practice to unpack evidence-based approaches to teaching reading and explore, 'Effective Reading Instruction in the Early Years of School' (2016) and 'What works best' (2020).</li> <li>• develop an action plan with benchmarks and timelines to progress the work of implementing the selected Parameters - 1, 3, 4, 6 of Lyn Sharratt's Clarity Learning Suite.</li> </ul> <p><b>The allocation of this funding has resulted in:</b><br/>increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal and external student results; with consistent use of the gradual release of responsibility model and the assessment waterfall.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>personalised and targeted professional learning in the form of mentoring and co-teaching in Literacy and Numeracy.</p> |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 17         | 13   | 9    | 7    |
| Girls    | 10         | 8    | 6    | 7    |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 99.1 | 78.2 | 89.1 | 85.7 |
| 1         | 94.9 | 86.4 | 82.2 | 92.9 |
| 2         | 95.2 | 85.1 |      | 89.2 |
| 3         | 80.8 | 89.7 | 93   |      |
| 4         | 85.9 | 93.2 | 88.6 | 90   |
| 5         | 92.1 | 85.7 | 78.8 | 87.9 |
| 6         | 95.2 | 92.8 | 88.4 | 78.5 |
| All Years | 91.6 | 88.3 | 88   | 89.5 |
| State DoE |      |      |      |      |
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 93.8 | 93.1 | 92.4 | 92.8 |
| 1         | 93.4 | 92.7 | 91.7 | 92.7 |
| 2         | 93.5 | 93   |      | 92.6 |
| 3         | 93.6 | 93   | 92.1 |      |
| 4         | 93.4 | 92.9 | 92   | 92.5 |
| 5         | 93.2 | 92.8 | 92   | 92.1 |
| 6         | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92   | 92.4 |

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)                    | 1.63 |
| 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---------------------------------------------------------------------------|
| School Support | 3.30%                  | 4.40%                                                                     |
| Teachers       | 3.30%                  | 3.20%                                                                     |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2021 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 328,883          |
| <b>Revenue</b>                        | 799,051          |
| Appropriation                         | 786,699          |
| Sale of Goods and Services            | 615              |
| Grants and contributions              | 11,593           |
| Investment income                     | 143              |
| <b>Expenses</b>                       | -672,630         |
| Employee related                      | -581,321         |
| Operating expenses                    | -91,309          |
| <b>Surplus / deficit for the year</b> | 126,420          |
| <b>Closing Balance</b>                | 455,303          |

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

|                         | 2021 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 62,975                            |
| <b>Equity Total</b>     | 72,436                            |
| Equity - Aboriginal     | 2,295                             |
| Equity - Socio-economic | 38,495                            |
| Equity - Language       | 0                                 |
| Equity - Disability     | 31,646                            |
| <b>Base Total</b>       | 493,261                           |
| Base - Per Capita       | 3,698                             |
| Base - Location         | 1,850                             |
| Base - Other            | 487,714                           |
| <b>Other Total</b>      | 165,177                           |
| <b>Grand Total</b>      | 793,849                           |

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

2021 was a year of unprecedented change and challenge, with students in K-6 being supported at times through the year to learn from home. This put a huge pressure on the parent/carer community. The general feedback from parents and carers was that they were well supported in this task through the development of hard copy learning packs and open lines of communication between home and school.

Teachers developed video lessons via Google classroom and made regular phone contact to provide additional support. When we returned to school, teachers, the COVID tutor and our Wellbeing Team continued to support students, parents and carers through the transition.

Much time and energy went into supporting our Year 6 students, through a comprehensive transition program in preparation for high school, for which both students, parents and caregivers were thankful.

Our Parents and Citizens group were limited in their ability to meet and liaise with the school something that we have rectified for 2022.

There were opportunities via ZOOM and regular phone contact, for meetings with parents and these were well supported. Parents, carers, students and teachers reported a high level of satisfaction for high advocacy and high expectations, indicating that they feel supported and can approach the principal for assistance and support as needed.

# Policy requirements

## Aboriginal Education Policy

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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

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.