

2021 Annual Report

Culburra Public School



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Introduction

The Annual Report for 2021 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 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.

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School vision

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.

School context

Culburra Public School was founded in 1976, and is built on the foundation of educational equity and parity for both Indigenous and non-indigenous students. Our school was, and continues to be, a beacon of societal change and inclusivity, based on shaping the hearts and minds of young learners. The school has approximately 190 students and is proud to have genuinely strong ties with the local community.

Culburra PS is situated on the New South Wales South Coast in the seaside town of Culburra Beach. The school has 12.449 teaching staff and 4.022 non-teaching staff to support a current enrolment of 188 students. The school's FOEI (Family Occupation and Education Index) rating is currently 115 and the school receives funding to assist meeting the needs of students from a range of backgrounds and learning needs.. The school has a current enrolment of 187 and has held steady at around 190 for the past three years. Housing affordability and availability make future enrolment predictions unstable due to these factors.

Our school has eight classes with a new Multi-Categorical support class to begin in 2021. A small yet committed P&C and Jerrinja AECG contribute to key initiatives and programs. Our school has a proud history of involvement in sporting, cultural and performing arts activities as well as being an integral part of the Shoalhaven Community of Schools, contributing to strong Year 6 to Year 7 transition programs with our local feeder high school, as well as strong relationships with our local feeder pre-schools to support pre-school to Kindergarten transition.

Recent initiatives include:

Quality Teaching Instructional Rounds

Peer Support and Tree Families (Wellbeing Initiatives)

Seven Steps to Writing

Words Their Way

Peer Support

Our Mia Mia (specialist support).

A rigorous situational analysis has been conducted in 2020 that has identified three areas of focus for this school plan. These focus areas build on the work of two previous planning cycles to develop a genuine professional learning

community to answer complex issues surrounding the growth and attainment for all students at our school. This has been achieved through rigorous syllabus implementation, the development of key literacy and numeracy pedagogy, and regular use of student assessment information to develop targeted teaching and learning programs based on an accurate understanding of student need at a point in time.

1. Student growth and attainment.

Learning and growing is the work

Moral leadership with purpose to deliver constant improvement and growth for every student, every year.

2. High expectations and improvement culture.

Everybody plays their part

School improvement is at the heart of the work we do as teachers and school leaders, and needs to 'touch every classroom', be the work of every teacher, and impact every student. A culture of high expectations is the foundation of excellence.

3. Wellbeing.

Succeed, Thrive and Learn

A strategic and planned approach to develop whole school well being processes that support the well being of all students so they can connect, succeed, thrive and learn.

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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Our overall on-balance judgement is Sustaining and Growing.

The school team have undertaken substantial work to reshaping the school's vision to align with the Alice Springs Declaration. Strong transitions occur both year-to-year and the beginning and end of primary schooling. There is also strong strategic planning and implementation of personalised attendance approaches.

Our students are able to identify a staff member who believes in them and who they can turn to for assistance. Peer support, Smiling Minds and the Friendly School Plus program are timetabled into the school week to ensure that students are regularly supported to thrive.

The Our Mia Mia program, in partnership with our Community of Schools, provides access to students to a range of specialists such as paediatricians, occupational and speech therapists. Parents are highly engaged in the process of applying for these supports and working with the staff at Our Mia Mia in service delivery.

The teaching team continue to monitor and review its curriculum provision, the challenging part of sharing the evidence with the external validation panel of such a wide body of curriculum work was met through providing access to the team's Google Share Drive rather than download and annotate such a breadth of work.

Assessment is a tool to provide teachers with the knowledge to plan explicit lessons to meet the range of student need. Fortnightly stage collaboration time provides teachers with the time, space, place and language to engage in consistent teacher judgement, plotting of student progress and the development of class SMART goals in literacy and numeracy.

Reporting is an area that requires further refinement, without changing the reporting format, students will be provided with the opportunity to reflect on their learning for each semester and all staff will provide a comment in reference to individual student goals.

Our three strategic directions and IMP activities are designed to improve student performance measures and we are keen to receive our NAPLAN results as another source of information about the impact of our programs and initiatives. Updated NAPLAN data from 2021 will inform future planning and resourcing.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Our overall on-balance judgement is Excelling.

Our school has strongly embedded Quality Teaching Instructional Rounds in Term 1 and Term 3 of each academic year, with Term 2 and 4 dedicated to stage collaboration time. Each stage is provided with one day of planning per fortnight to enable them to engage in data tracking, developing class goals and explicit strategies to achieve literacy and numeracy improvement at a class and individual student level, observing practice in identified area of student need (writing in 2021) and coding practice against the elements of the Quality Teaching Framework. Teachers are deeply committed to learning from each other and developing their practice in a high-trust environment.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

Our overall on-balance judgement is Sustaining and Growing.

Our school leadership team are a constant presence in the day-to-day operation of the school as well as in classrooms, leading a strong collaborative culture of continuous improvement. Our leaders are committed to their professional learning, and that of their team, and are seeking to develop a middle executive group for schools in the Shoalhaven and Bay and Basin. Leaders use the latest research from CESE such as What Works Best in Practice Toolkit and Growth Goal Setting- What Works Best In Practice, to lead student growth and attainment and high expectations and improvement culture.

Succession planning and distributed leadership provides opportunities for the Executive Team to relieve in the Principal position, classroom teachers to relieve in the Assistant Principal position, and classroom teachers to lead key initiatives such as the Quality Teaching Instructional Rounds and Primary Mathematics Specialist.

Student leadership is developed through internal leadership workshops run for Year 5 students prior to school leader elections in Term 4 to support the belief that all students are leaders. Stage 3 students are Kindergarten Buddies, and implement the Term 1 Peer Support Program.

Covid-19 restrictions have impacted on the ability to have parent/carers attend our site and participate in special programs face-to-face. We continue to use technology and communication apps to adapt to the 'new normal' with our school community.

Strategic Direction 1: Student growth and attainment

Purpose

Learning and growing is the work

Moral leadership with purpose to deliver constant improvement and growth for every student, every year.

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.

- Curriculum
- Assessment

Resources allocated to this strategic direction

Socio-economic background: \$111,312.00

English language proficiency: \$2,400.00

Summary of progress

Our focus for 2021 was the use of the teaching and learning cycle to ensure precision in teaching (reading and numeracy). With a focus on an authentic collaborative culture, school teams use the Quality Teaching Instructional Rounds, formative and summative assessment processes and the implementation of literacy and numeracy resources from the Digital Learning Resources Hub to analyse student need, develop teaching and learning activities based on data information, co-design targeted lessons and reassess to measure student progress to evaluate and begin the next cycle of teaching and learning.

In 2021 the school participated in the rigorous self-assessment process of External Validation. In the SEF Framework in the element of curriculum Culburra Public School was validated at Sustaining and Growing. In the SEF element of Assessment Culburra Public School was validated at excelling.

Next year in this Strategic Direction, we will continue to consolidate the teaching and learning cycle and processes in literacy and focus on applying these processes to numeracy to achieve the same impact on student achievement because growth in numeracy require whole school focus to develop equally strong professional learning and teaching and learning processes.

Next Steps

- Consolidate the teaching and learning cycle
- Collect, collate and analyse 2022 Term 1 data to inform planning and student/grade goal-setting.
- Participate in professional learning -with a K-2 focus as part of the Accelerated Adopter K-2 syllabus initiative
- Explore the resources of the Digital Learning Hub and incorporate into teaching and learning activities and assessment schedules

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
Top two bands NAPLAN reading increase the number of students from a baseline of 27.59%.	Student performance measures have improved as evidenced by the attainment of the upper bound reading target, not only met but exceeded agreed upper bound target, as well as growth from 'Delivering' to 'Sustaining and Growing' in the element of Student Performance Measures and the theme of NAPLAN. ATSI trend data for the top three bands in reading and numeracy for Year 3 has exceeded the target of 2% growth with an average growth of 33%. ATSI students in Year 5 numeracy achieved a 10% improvement and a future focus will be stabilising Year 5 ATSI reading growth.

<p>Top two bands NAPLAN reading increase the number of students from a baseline of 27.59%.</p>	<p>45% of students are now in the top two skill bands (NAPLAN) reading indicating achievement of the annual progress measure.</p>
<p>Top two bands NAPLAN numeracy increase the number of students from a baseline of 22.4%.</p>	<p>18.92% of students are now in the top two skill bands (NAPLAN) for numeracy indicating progress toward the annual progress measure.</p>
<p>Increase the percentage (uplift) of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy. A school baseline will be set on 2019 data and we will increase by 2%.</p>	<p>The 2019 baseline data of Year 3 Reading of 57% has shifted to 83% in 2021 with an uplift of 26%, exceeding the goal of a 2% increase.</p> <p>The 2019 baseline data of Year 3 Numeracy of 43% has shifted to 83% in 2021, with an uplift of 40%, exceeding the goal of a 2% increase.</p> <p>We have not met the Year 5 Reading performance measure.</p> <p>The 2019 baseline data of Year 5 Numeracy of 50% has shifted to 60% in 2021, with an uplift of 10%, exceeding the goal of a 2% increase.</p>



Students enjoying their welcome back to face learning sausage sizzle.

Strategic Direction 2: High Expectations and Improvement Culture

Purpose

School improvement is at the heart of what we do as teachers and school leaders and needs to touch every classroom, be the work of every teacher and impact every student.

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 Intentions, Success Criteria and feedback
- Student Assessment

Resources allocated to this strategic direction

Summary of progress

In 2021 the school participated in the rigorous self-assessment process of External Validation. In the SEF Framework in the element of Effective Classroom Practice and Data Skill and Use, Culburra Public School was validated at Excelling.

In the area of Effective Classroom Practice key initiatives have been the development of quality, learning intentions/success criteria/ feedback and the development of student learning goals in literacy and numeracy.

Further to this, 2021 has been the first year that a Primary Mathematics Specialist (0.5FTE) has implemented specialised mathematics support to select members of each stage.

Refinement of strong assessment processes continued from the beginning of Term 1. New staff received support in the accurate implementation and analysis of a running record, SENA assessment and writing sample.

Accurate information on student progress was used to develop class and student goals in literacy and numeracy as well as individual student goals.

A feature of stage collaboration has been Quality Teaching Instructional, assessment moderation and tracking with a digital data wall developed by an expert Google master. Hattie - Visible Learning - Feedback was the core professional reading text for all classroom teachers in 2021, this reading has been evaluation through staff survey.

Next Steps:

- Continue Quality Teaching Instructional Rounds
- Embed quality feedback processes to support student attainment and teacher professional growth
- Extend professional practice to inter-school collaboration

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
Increase the percentage of students achieving at or above expected growth in reading above the current baseline of 43.2% towards the lower bound target of 54.60%.	64.71% of students achieved at or above expected growth in reading (NAPLAN) in 2021. This result was 5% above the agreed upper bound target of 59.6%.
Increase the percentage of students achieving at or above expected growth in numeracy above the current baseline of 53.4% towards the lower bound target of 59.7%.	58.82% of students achieved expected growth in numeracy (NAPLAN) in 2021. This result is tracking just under the lower bound target of 59.7%.

Increase the percentage of students achieving their goals in reading, writing and numeracy from established baseline data related to PAT testing and other internal data - reading levels and work samples.

The attainment of student reading goals in reading, writing and numeracy has been impacted by Covid-19 learning from home. Data from the check in assessment has shown a overall slight decrease in student attainment in reading and numeracy for grades 3-6 compared to NAPLAN 2021 data for grades 3 and 5.



Students learn how to throw a boomerang with 'Uncle Drew'.

Purpose

Succeed, Thrive and Learn

A strategic and planned approach to develop whole school well being processes that support the well being of all students so they can connect, succeed, thrive and learn.

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.

- Whole School Programs
- Excellence in attendance strategies

Resources allocated to this strategic direction

Summary of progress

In 2021 the school participated in the rigorous self-assessment process of External Validation. In the SEF Framework in the element of Wellbeing, Culburra Public School was validated at Excelling. The validation at this level has been the result of strong learning and support processes with an emphasis on Attendance and Wellbeing.

Key initiatives in 2021 have been;

Identifying a staff member that all students can turn to for advice and assistance (and who believes they will be a success).

Weekly wellbeing programs - Peer Support, Friendly School Plus and Smiling Minds.

All teachers participating in professional learning in roll-marking led by a highly-regarded, retired Home School Liaison Officer to ensure 100% roll completion, mandatory absence follow-up and explanation.

An attendance strategy that was developed by the School Executive and implemented by the Assistant Principal 3-6 (non-teaching).

Next Steps:

- Continue to implement whole-school attendance strategies
- Targeted whole-school programs to support student wellbeing
- Continued access to specialist services support through Our Mia Mia

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
Increase the percentage of students attending 90%+ from a baseline of 66.1% towards the lower bound target of 67.09%.	77.5% of students have attended 90%+. This is an uplift against the 2020 baseline measure of 66.1% by 11%. The lower-bound target has been achieved, progress towards the upper-bound target is close to being achieved.
Increase the overall status of positive wellbeing for students from a baseline of 71.9% (TTFM) .	79.25% of students report overall status of wellbeing on the 2021 TTFM survey, this is an uplift of just under 8%. The lower-bound wellbeing target of 84.5% has not been met.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$40,490.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Culburra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs. • additional staffing to assist students with additional learning needs. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in:</p> <p>All identified students demonstrating progress towards their personalised 'Individual Education Plan'(IEP) learning and social goals. All plans were regularly updated and responsive to student learning needs and progress ensuring identified students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To formally incorporate integration funding into the fortnightly learning and support team meeting agenda to ensure funding is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to reviews to ensure the funding is being used for specific student support needs.</p>
<p>Literacy and numeracy</p> <p>\$4,829.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Culburra Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy. • targeted professional learning to improve literacy and numeracy (Quality Teaching Instructional Rounds). <p>The allocation of this funding has resulted in:</p> <p>Contributing to whole school literacy and numeracy initiatives through release time for all class teachers to work collaboratively to engage in lesson observation; data gathering and analysis, and lesson planning. 2021 external validation results of excelling in assessment, data skills and use and effective classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued support of teacher release to engage in the teaching and learning cycle.</p>
<p>Professional learning</p> <p>\$16,521.00</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 Culburra Public School.</p>

<p>Professional learning</p> <p>\$16,521.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging in Quality Teaching Instruction Rounds to unpack evidence-based approaches to teaching reading and writing and explore modelled, interactive, guided and independent writing and reading. • Engaging with professional readings (Visible Learning - John Hattie and the What Works Best 2020 Update - CESE) and reflecting on current practice through surveys. • Collaborative practice for Data Use and Analysis, including Consistent Teacher Judgement of work samples and assessment tasks. <p>The allocation of this funding has resulted in: Increased capacity of all teachers to embed effective practices in the explicit teaching of reading and writing, resulting in improved internal results.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Continuation of the Quality Teaching Instructional Rounds with a focus on numeracy. * Engaging with our identified specialist teacher to help facilitate Starting Strong (K-2) and Working with the Big Ideas (3-6).
<p>Socio-economic background</p> <p>\$111,312.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Culburra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support QTIR program, Attendance monitoring and support and curriculum implementation. • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff. • Subscription of OARS - PAT Assessments for data analysis and evaluation of student achievement. <p>The allocation of this funding has resulted in: Validation at excelling level during the 2021 external validation process in the following areas: Effective classroom practice; Data Skills and Use, Wellbeing and Assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Utilise the funding resource to support executive release to co-implement the Covid Tutoring program in partnership with the Primary Mathematics Specialist (second year of program implementation).</p>
<p>Aboriginal background</p> <p>\$87,061.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Culburra 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$87,061.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans. • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in: Year 3 NAPLAN growth in the top three bands in reading (26% increase), spelling (9% increase) and numeracy (41% increase). Year 5 NAPLAN growth in the top three bands in writing (47% increase) and numeracy (10% increase).</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with current activities.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Culburra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Stage audit of assessment tasks, leading to planning and programming with precision to support the literacy and learning needs of students who are identified as requiring further class-based support. • Individual personalised plan for students based on the Model Farms Teaching for Inclusion student profile builder. <p>The allocation of this funding has resulted in: Teaching with greater precision for students requiring extra support based on English language proficiency using the Model Farms Teaching for Inclusion student profile builder and implementing the activities contained within each profile.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with current approach.</p>
<p>Low level adjustment for disability</p> <p>\$124,660.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Culburra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention writing and reading program to increase learning outcomes • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Successful implementation of a newly formed Multi-Categorical class, and the formation of a second Multi-Categorical class in term 4 2021.</p>

<p>Low level adjustment for disability</p> <p>\$124,660.00</p>	<p>Early intervention programs to support reading through structured phonemic awareness program based on the Department of Education's phonic online assessment.</p> <p>Early intervention to support writing in the first three years of school with the L&ST deployed to participate in daily writing activities K-2.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued implementation of needs-based learning and support programs based on continuous data collection and analysis, with a K-2 focus to support the Covid tutor program for students in grades 3-6.</p> <p>Extra SLSO allocation to support emerging needs in the classroom.</p>
<p>Location</p> <p>\$8,486.61</p>	<p>The location funding allocation is provided to Culburra Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses. • subsidising student excursions to enable all students to participate. <p>The allocation of this funding has resulted in:</p> <p>100% of students are able to participate in excursions that enhance learning.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue with current implementation of funds.</p>
<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>School support allocation funding is provided to support the principal at Culburra Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Administrative support for the Principal. <p>The allocation of this funding has resulted in:</p> <p>Administrative support for the Principal undertaken by School Office Administrator and School Administrative Officer to engage in WHS compliance and DoE compliance.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue with current approach.</p>
<p>QTSS release</p> <p>\$35,765.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Culburra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support

<p>QTSS release</p> <p>\$35,765.00</p>	<p>classroom programs.</p> <p>The allocation of this funding has resulted in: All students have participated in the development of their individual literacy and numeracy goals to support whole-class literacy and numeracy goals; Internal structures to support regular instructional rounds, data collation and analysis and program planning for literacy and numeracy based on student need.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with current implementation plan.</p>
<p>Literacy and numeracy intervention</p> <p>\$23,545.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Culburra Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Quality Teaching Instructional Rounds throughout the year, with a pause during the learning from home period. This has supported the implementation of the teaching and learning cycle through peer-to-peer collaboration.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with current structure to support regular stage collaboration time to engage with Quality Teaching Instructional Rounds.</p>
<p>COVID ILSP</p> <p>\$123,899.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to (identify students for small group tuition groups/monitor progress of student groups). • employment of teachers/educators to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy/numeracy - reading, spelling and number sense. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * The majority of the students in the program achieving significant progress towards their personal learning goals. * 61.11% of year 3 students working at or beyond reading level benchmark (internal data wall tracking). 79.31% of year 4 students working at or beyond reading level benchmark (internal data wall tracking). 68.19% of year 5 students working at or beyond reading level benchmark (internal data wall tracking). 85.91% of year 6 students working at or beyond reading level benchmark (internal data wall tracking).

<p>COVID ILSP</p> <p>\$123,899.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now include regular monitoring of students for COVID ILSP next year and as they transition back into the classroom. The school will now use the Interview for Student Reasoning (IfSR) instead of SENA assessments.</p>
<p>PMSTI</p> <p>\$58,104.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Culburra Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning around mathematics curriculum expertise. • implementation of targeted programs to differentiate teaching and learning programs. • Exploring the attitudes of staff and students towards Mathematics and breaking down challenges and blocks in thinking and approach to the subject area. <p>The allocation of this funding has resulted in:</p> <p>This initiative contributes to higher-quality teaching of mathematics in NSW public schools through the specific outcomes: Teachers of mathematics feel more confident in teaching mathematics. NSW public schools have more specialist mathematics teachers. Teachers of mathematics have improved access to and participate in quality professional learning opportunities for teaching mathematics.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue with the implementation of the Primary Mathematics Specialist in 2022. Align the work of the specialist to the implementation of the new K-2 English and Mathematics syllabus as an Accelerated Adopter school.</p>
<p>Per capita</p> <p>\$45,852.12</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Culburra Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Supporting extra curricular activities for students in a regional setting to ensure access to excursions to enhance class learning experiences. • Provision of school supplies to support student learning, including but not limited to school curriculum excursions and class supplies. <p>The allocation of this funding has resulted in:</p> <p>Students accessing local excursions to enhance history, geography and PDHPE units of work.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continued supplementation of extra-curricular activities to ensure equity.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	108	108	100	110
Girls	75	71	86	75

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.4	92.1	92.4	91.1
1	89.8	91.6	94.1	92.1
2	91.3	91.5	85.8	92.5
3	91.9	87.5	92.9	89.8
4	92	90.7	91.4	91.2
5	89.5	90.7	90.3	89.9
6	89.3	88	91.8	88.9
All Years	90.8	90.4	91.4	91
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	92.6
3	93.6	93	92.1	92.7
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

Culburra Public School's overall attendance for all years have fallen just under the State DoE by 1.40%. Four grades have an attendance rate above 90% (Kindergarten, Year 1, Year 2 and Year 4), whilst three grades have an attendance rate below 90% (Year 3, Year 5 and Year 6).

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

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.



School swimming carnival 2021.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.04
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	4.02

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

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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.

In addition to professional learning undertaken for School Development Days, regular, fortnightly professional learning sessions occur throughout each term.

The focus of professional learning sessions each fortnight for Term 1 2021 were:

Examining running records taken as part of formative assessment;

Grouping students;

Planning explicit teaching focus;

Examining student writing assessment against criteria and planning teaching focus based on three key areas of student underperformance. A student Stage 3 sample has been taken to work on developing 'What a Good One Looks Like';

Stage teams develop a digital resource to support the home-school learning relationship;

Analysing student performance in key areas of the number continuum and planning two-three focus areas with activities to support skill development.;

Using formative assessment data CRT's develop a semester one class SMART goal for reading, writing & number;

Strategic Direction 1 corporate goal developed plus one teacher developed goal; and,

Complete Model Farms Teaching for Inclusion.

The focus of professional learning sessions each fortnight for Term 2 2021 were;

Literacy Guides - Effective Reading Kindergarten to Year 2 /Improving Reading Comprehension Years 3-8;

Mapping student progress in fluency and comprehension PLAN 2;

Numeracy Guide K-2/Numeracy Guide 3-6; and,

Mapping student progress PLAN 2 number.

The focus of professional learning sessions each fortnight for Term 3 and 4 2021 were;

Fortnightly examination of digital hub resources for literacy and numeracy; and,

Review of staff PDP and student /class goals.

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 (\$)
Opening Balance	189,507
Revenue	2,529,768
Appropriation	2,530,166
Sale of Goods and Services	9
Grants and contributions	-1,388
Investment income	181
Other revenue	800
Expenses	-2,602,474
Employee related	-2,254,016
Operating expenses	-348,458
Surplus / deficit for the year	-72,706
Closing Balance	116,801

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	66,150
Equity Total	325,433
Equity - Aboriginal	87,061
Equity - Socio-economic	111,312
Equity - Language	2,400
Equity - Disability	124,660
Base Total	1,780,593
Base - Per Capita	45,852
Base - Location	8,487
Base - Other	1,726,254
Other Total	119,905
Grand Total	2,292,081

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.

In 2021, 16 students in year three sat for the NAPLAN test in literacy. Of the 16 students 10 students were boys and 6 were girls, 6 of these students identify as Aboriginal. In reading, CPS had 81.3% achieving bands three through to band six. Boys 80% and girls had 83.3% in bands three to six. 83.3% of Aboriginal students achieved in bands three to six.

In writing, CPS achieved 87.5% of students achieving in bands three to six. 80% boys, 100% girls and 83.3% Aboriginal.

Spelling results show 75% of students in bands three to six. Boys achieved 70% in bands three to six and 83.3% of girls achieved within the same bands 66.7% of Aboriginal students are in bands three to six.

In Grammar and Punctuation 93.8% of students achieved in bands three to six, 90% of boys and 100% of girls achieved in the same bands. 83.3% of Aboriginal students achieved bands in three to six.

In Numeracy, CPS has 93.8% of students in bands three to six, 90% of boys and 100% girls. 83.3% of Aboriginal students achieved in bands three to six.

In 2021, 21 students in year five sat for the NAPLAN test in Literacy. Of the 21 students, 12 students were boys and 9 were girls, 5 students identify as Aboriginal. In reading, 66.7% achieved bands five through to eight. 58.3% of boys were in bands five to eight and 77.7% of girls. Aboriginal students achieved 40% in bands five to eight.

In writing, CPS has improved with 71.4% of students in bands five to eight, 58.3% of boys and 88.9% of girls achieving in these bands. 80% of Aboriginal students achieved in these bands.

Spelling achieved 66.7% of students in bands five to eight, 66.7% boys and 66.7% of girls. 40% of Aboriginal students achieved in bands five to eight.

Improved results were achieved in Grammar and Punctuation with 76.2% of students in bands five to eight, 66.7% of boys, 88.9% of girls and 60% of Aboriginal students achieved in these bands.

In Numeracy, 71.4% of students achieved in bands five to eight, 66.7% of boys, 77.8% of girls and 60% of Aboriginal students.

Parent/caregiver, student, teacher satisfaction

Due to the second year of online learning due to Covid-19 - a Learning from Home survey was conducted with students, staff and parent/caregivers to evaluate management and impact.

Student Survey

Students were surveyed using a google survey form. There are 85 student responses.

Year 1 - 7.1%

Year 2 - 10.6%

Year 3 - 20%

Year 4 - 25.9%

Year 5 - 22.4%

Year 6 - 14.1%

MC Class - 0%

Of the 85 responses 43.5% of students were solely learning from home; 25.9% of students engaged in a mix of online learning and learning at school; and 30.6% of students were solely learning at school.

Student overall rating of their experience:

40% - Great

47.1% - Neutral

13% - Poor

Students who joined weekly zoom sessions with their teacher:

55.3% - Yes

44.7% - No

Number of learning tasks completed each day:

27.1% - All

44.7% - Most

25.9% - Some

2.3% - None

What was the best thing about learning from home?

Finishing early.

Staying at home.

Free time.

Sleeping in.

Having breaks whenever I wanted too.

You can work in your own time/pace.

What was the worst thing about learning from home?

Over 50% of students responded that they could not see their friends.

The work - not the same as being in the classroom with a teacher.

Being taught by my parents.

Not being able to leave the house and do things outside of home.

Parent/Carer Survey

A parent/carers survey was sent home with Semester 2 Reports. 9 responses were returned.

What year/grade are your children in?

Kindergarten - 2 Year 1 - 3 Year 2 - 1 Year 4 - 1 Year 6 - 2

Learning Model:

Learning from Home - 7 Learning at School - 0 Mix of both - 2

From 0-10, rate your Learning from Home experience (0 is the lowest and 10 is the highest rating):

3 -1 response 5- 2 responses 6 -1 response 7 -1 response

8 -1 response 9 - 2 responses 10- 1 response

Rate the 2021 Learning from Home for you as a parent in relation to regular communication from the school.

4 - 1 response 5 - 2 responses 8- 3 responses 9- 2 responses 10 - 1 response

Rate your child's engagement with daily learning tasks:

3 - 1 response 6- 3 responses 7- 1 response 8 - 1 response 9- 2 responses

10 - 1 response

From your point of view what worked well during the 2021 Learning from Home period?

Teacher communication, flexible work arrangements to support children to learn from home, content delivery, weekly zooms were good for class interaction and bonding (3 responses), Google class and stream were useful (2 responses), being able to remain in contact with the class teacher (2 responses)

From your point of view what could have been improved during the 2021 Learning from Home period?

Having one on one lessons with the class teacher, having the equipment to do the work set, nothing, the NSW Education website was not great, 1 hour zoom lesson each day, one-on-one call / session between teachers and students once per week, a return to the lessons provided in 2020 as the Department materials were not great, continued homework and lessons from the classroom not the Department of Education materials, the work was pitched way to low (the same work for Year 6 students as students in stage 2, more group zoom lessons, more support from the principal regarding how to cope with home schooling (note - principal arranged for the school community to participate in Maggie Dent online session to support parents/teachers with learning from home - widely advertised in the newsletter and the Skoolbag app).

Staff Survey

Class teachers were surveyed - there are 10 responses from teachers of all grades Kindergarten- Year 6 and Release from Face to Face.

On a scale of 0-10 (0 is the lowest and 10 is the highest rating), rate your Learning From Home experience:

6 - 10% of responses

7- 40% of responses

8- 30% of responses

10- 20% of responses

On a scale of 0-10, (0 is the lowest and 10 is the highest rating) rate the level of collaboration between your team during Learning from Home:

2- 10%

7- 10%

8- 10%

9- 30%

10- 40%

On a scale of 0-10 (0 is the lowest and 10 is the highest rating), rate the effectiveness of weekly Zoom meeting with your class in relation to checking in on student wellbeing and attendance:

6- 10%

7- 10%

8- 40%

9- 10%

10- 30%

On average, what percentage of your students attended weekly Zoom meetings?

% of Attendance % of student participation

0-25%- 10%

26%-50%- 40%

51%-75%- 30%

76%-100%- 20%

On average, what percentage of your students of your students engaged ALL daily learning tasks?

% of participation % of students

Less than 50% -60%

51%-76%- 30%

76%-90%- 10%

More than 90%- 0%

From your point of view, what worked well during the 2021 Learning from Home period?

Seesaw was a valuable communication tool. Students found the interactive activities engaging. Guided learning packages worked well to begin with but the interest faded as time went on as it was the same structure and activities each day. Parents commented that their children enjoyed the interactive games we posted online on Seesaw. Collaboration and communication between our stage / kindergarten cohort was excellent. Sharing of resources was valuable as well.

Seesaw was an excellent way for students to interact with their learning and with the teachers. It provided a personalised learning platform and made it easy to connect/interact with students and parents. The DET lessons were easy to follow and engaging. It took the pressure off teachers to create all of the lessons and allow them to focus on student engagement and wellbeing.

Students enjoyed Seesaw activities, lots of interactive activities. Also, having a variety of activities allowed students to complete activities they were interested in.

Differentiated activities- The Department issued documents were hard for my students to understand. (Support class).

Use of the DET online work packages.

Lessons were clear and daily expectations clear, teacher on call at all times for students having difficulty with tasks, weekly zoom sessions for student wellbeing.

The support from the school and staff in the planning and teaching during learn from home.

Realistic expectations of students learning from home (including parents). Focus on staff wellbeing. Having the Librarian and RFF teachers participate in class zooms to read books etc. Collaboration between stage groups. Accommodations for teachers with/without children.

Department links, communication among staff, zoom with the students.

Stage and team collaboration Online learning provided by the department

From your point of view, what could have been improved?

We could have had more zoom meetings. (2-3 times a week)?

Although great, the DoE lessons were harder to monitor the students learning unless the students/parents actively uploaded their work.

The DoE home learning packs were a little repetitive for ES1 and were challenging for students to complete independently. Particularly difficult for working/busy parents that had children at home across different ages/stages.

The students that worked on-line in my classroom chose to work through the differentiated learning program that I had individually set for each student.

Daily zooms

Zoom meetings could have increased as lockdown was extended so students could see classmates more often.

Class zooms more often.

Nothing. Thought we did amazingly well.

I should have communicated more frequently with parents to encourage more consistency from my students.

Engagement and completion of learning tasks by more students. Submission of student tasks and teacher feedback.



Stage 3 students enjoyed their excursion to Canberra in Term 1 2021.

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.

Aboriginal Education - School statement

Personalised Learning Pathways were developed through student, teacher and parent consultation. The plans include goals for various areas of learning. Our Aboriginal Education Officer in consultation with the school community reviewed and updated our PLP format to include rigorous literacy and numeracy goal-setting.

National Aboriginal and Islander Day Observance Day Committee (NAIDOC) Day was celebrated according to our usual tradition and custom of a week-long program of activities beginning with a flag raising ceremony, Doing Things Together Activities and an Indigenous performer.

Covid-19 restrictions on meetings have impacted the school's usual practice of consulting regularly with the Jerrinja community to shape future Aboriginal Education programs and initiatives.

Anti-Racism Policy

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

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.

Multicultural and anti-racism education - School Statement

Our school has an anti-racism contact officer. Any issues that occur relating to racism are dealt with according to the school's discipline and wellbeing policy, which includes actions by the anti-racism officer. Very few of these instances occur.

All students participate in our annual Reconciliation and NAIDOC Week activities as well as learning about diversity through the implementation of a holistic curriculum.

