

2022 Annual Report

Culburra Public School



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Introduction

The Annual Report for 2022 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.

School contact details

Culburra Public School

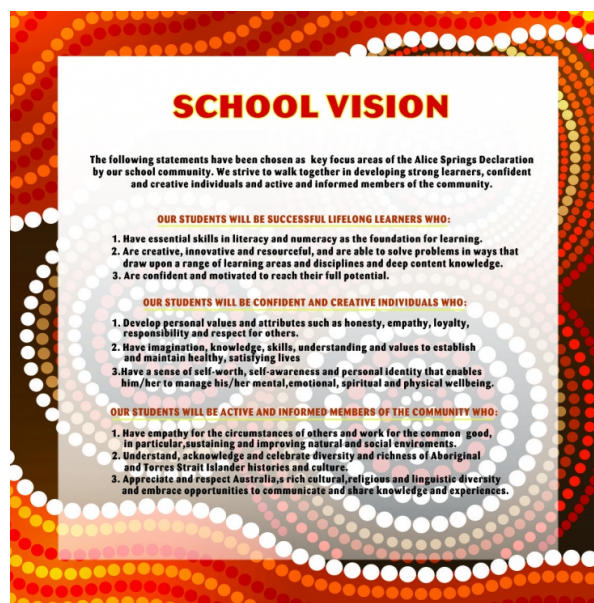
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School vision

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 175 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 14.425 teaching staff and 5.022 non-teaching staff to support a current enrolment of 175 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 175 and has declined from steady enrolment numbers of 190 over the past three years. Housing affordability and availability make future enrolment predictions unstable due to these factors.

Our school has seven mainstream classes and two Multi-Categorical support classes. 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, Smiling Minds and Friendly Schools Plus (Wellbeing Initiatives);

Seven Steps to Writing;

Words Their Way;

Early Adopter School K-2 Mathematics;

Primary Mathematics Specialist Teacher to support emerging mathematical pedagogies.

An updated situational analysis combined with external validation completed in Term 3 2021, underpins whole-school evaluation of practices and impact against the 14 elements of the School Excellence Framework to support refinement of

strategic direction two and three (Strategic Direction 1 - Student Growth and Attainment is mandatory for all public schools in NSW).

1. Student growth and attainment.

2. Thriving Students.

3. Thriving Staff.



Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
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	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Purpose

In our schools, young people will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. The journey to excellence for students in NSW public schools begins during the first important weeks of Kindergarten. Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths. From the earliest school days and throughout their time at school, teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing - now and in future years. By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education. At the other end of schooling, teachers and schools support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders. **(Source - School Excellence Framework v2 2017 p.1)**

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.

- Literacy and Numeracy Focus
- Feedback

Resources allocated to this strategic direction

QTSS release: \$3,562.29

Summary of progress

What did we do?

In 2022 Culburra Public School participated as an early adopter school - Mathematics K-2. This work was supported by the Primary Mathematics Specialist teacher.

Key activities completed by the K-2 team include:

Implementation of mathematics units of work and regular feedback sessions online and via the unit QR code;

Completion of the micro-learnings provided via mypl;

Engage in collaborative design of a mathematics unit in partnership with another school on the NSW North Coast;

Sharing knowledge of the work within the Shoalhaven network of schools;

The development of new scope and sequences in both English and Mathematics to align with the new syllabi.

How well did we do it?

Using the What Works Best Toolkit, K-2 staff who participated in the AA initiative identified explicit teaching, use of data to inform practice and collaboration as areas they have improved their practice as a direct result of the activities required within this initiative.

What was the impact of this activity?

The impact of these activities is difficult to quantify in relation to student learning data. It is more appropriate to measure impact in relation to adult learning.

How did this activity contribute to the progress measure?

The contribution to the progress measure will take time to be reflected in student achievement data.

Where to next:

Embed scope and sequences and units of work developed for K-2 classes in 2022 into 2023 classroom practice.

3-6 teachers engage with the new 3-6 English and Mathematics syllabi, professional learning and plan scope and sequences and units of work that align to new syllabus requirements.

New Assistant Principals Curriculum Instruction to support the work of syllabus development and embedding into practice.

Develop and embed feedback practice into all classrooms to support individual and collective academic progress.

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 number of students from a baseline of 27.59% to meet the lower bound target of 37.09%.	Actual performance in 2022 is 25% resulting in this target not being met.
<p>Top two bands NAPLAN Numeracy</p> <p>Increase the number of students from a baseline of 22.4% to meet the lower bound target of 26.4% students.</p>	Actual performance in 2022 is 23.25% resulting in this target not being met.
<p>Closing the Gap</p> <p>Increase the percentage (uplift) of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy increasing from 2021 totals by a further 2%.</p>	<p>Aboriginal students in top 3 NAPLAN numeracy bands in 2021:</p> <p>83.3% achieved in the top three bands in Year 3 numeracy.</p> <p>60% achieved in the top three bands in Year 5 numeracy.</p> <p>Aboriginal students in the top 3 NAPLAN numeracy bands in 2022:</p> <p>29% achieved in the top three bands in Year 3 numeracy.</p> <p>50% achieved in the top three bands in Year 5 numeracy.</p> <p>This target has not been met.</p>
<p>Closing the Gap</p> <p>Increase the percentage (uplift) of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy increasing from 2021 totals by a further 2%.</p>	<p>Aboriginal students in top 3 NAPLAN reading bands in 2021:</p> <p>83.3% achieved in the top three bands in Year 3 reading.</p> <p>40% achieved in the top three bands in Year 5 reading.</p> <p>Aboriginal students in the top 3 NAPLAN reading bands in 2022:</p> <p>38% achieved in the top three bands in Year 3 reading.</p> <p>50% achieved in the top three bands in Year 5 reading.</p> <p>This is a mixed result. The target has not been met in Year 3 reading but has been met in Year 5 reading.</p>
Increase % of students achieving expected growth in reading from the baseline measure of 43.2% to the agreed lower bound (system-negotiated) target of 54.6%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase % of students achieving expected growth in numeracy from the baseline of 53.4% to 56% (system-negotiated lower bound target - 59.7%)	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Thriving students

Purpose

In our schools, every child is known, valued and cared for. Parents want the very best for their children. In education, this means teachers and schools with a commitment to nurture, guide, inspire and challenge students - to find the joy in learning, to build their skills and understanding, and to make sense of their world. In the early years, it means having confidence that each individual child will be known and understood, and their individual potential developed.

As students progress, it means knowing that they are well supported as increasingly self-motivated learners - confident and creative individuals, with the personal resources for future success and wellbeing. **(Source - School Excellence Framework v2 2017 p.1)**

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.

- Attendance
- Caring for Students

Resources allocated to this strategic direction

Summary of progress

What did we do?

The following activities and actions were undertaken in 2022 to support student engagement and attendance:

Regular tracking student attendance, learning and support team discussions, contact with parent carers and HSLO applications;

Communication with the school community via the newsletter to share attendance progress and areas of focus (attendance explanations);

Peer support program; Smiling Minds Meditation program and,

An active SRC to develop 'Fun Friday' activities, developed in consultation with students and run by the SRC leaders.

How well did we do it?

Planned impact is difficult to measure due to other outside factors that have had a negative impact on student attendance.

Key data from student TTFM survey Term 4 2022:

Slight gains in the following areas:

- explicit teaching practices and feedback;
- Advocacy at school;
- Expectations for success.

Strong results in the following areas:

94% of aboriginal students feel good about their culture.

Areas of focus include:

- Perseverance and growth orientation.
- Feedback frequency (6% note feedback for every activity, 23% note feedback every day, 38% note feedback once a week, 28% note feedback once a term and 4% note having never received feedback).

What was the impact of this activity?

Student attendance has been impacted by issues outside of the school's control due to the management of student covid cases and the isolation requirements.

How did this activity contribute to the progress measure?

See comment above.

Where to next:

Continue with universal, targeted and individual strategies to support improvement in attendance.

Continue to develop student social and emotional development through programs such as Smiling Minds, Peer Support and an active Student Representative Council.

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%+ to meet the lower-bound target of 73.9%.	As of November 2022, the percentage of students attending greater than 90% was 46.9%. Whilst this target has not been met, comparatively the DoE percentage was 47.5%, the network percentage was 31.3% and the SSG percentage was 46.2%.
Increase the overall status of positive wellbeing for students from a baseline of 71.9% (TTFM student survey),	Data not updated for Wellbeing in Scout. Check to complete this section. This target has been met with 72% of students reporting an increase in positive wellbeing. This remains below the average NSW Government norm of 81%.

Strategic Direction 3: Thriving staff

Purpose

In our schools, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. Student learning is underpinned in excellent schools by high quality teaching. Teaching in these schools is distinguished by universally high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

In our schools, school leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions. Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Students benefit from the school's planned and proactive engagement with parents and the broader community. Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community. **(Source - School Excellence Framework v2 2017 p.1)**

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.

- Collaborative Practice
- Learning and Development

Resources allocated to this strategic direction

Professional learning: \$9,000.00

Summary of progress

What did we do?

Implementing planned activities to support collaborative practice and learning and development has been hindered by teacher shortages impacting on the capacity to provide support time for collaborative practice and learning and development to occur to the depth that it was planned.

K-2 staff participated in collaborative practices and as a school-based team and as members of a community of schools through the Early Adopter initiative.

How well did we do it?

Unable to implement with fidelity to the plan.

What was the impact of this activity?

With limited access to planned collaboration and learning and development teachers have been able to have limited access to collaboration time.

How did this activity contribute to the progress measure?

Unable to implement with fidelity to the plan.

Where to next:

Organisation of staff required to provide teacher release to support 2023 collaborative practice and professional learning activities.

Adapt the QTIR to a half day process to ensure that the program can be reinstated in 2023.

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
Teachers use the What Works Best In Practice toolkit to reflect on their teaching practice using research-based strategies.	The What Works Best in Practice Toolkit continues to be the primary document for staff to reflect on their teaching practice in line with current research. In 2022 staff revisited the WWBiPT to determine the goal focus of their professional development plan.
Teachers develop PDP goals that contribute to student growth and attainment.	<p>What did we do?</p> <p>In Term 1 PDP goal setting occurred after class data analysis. 100% of all staff developed a PDP goal based on student performance.</p> <p>What was the impact of this activity?</p> <p>Through the process of setting SMART professional goals using student data to inform areas of focus, staff have been able to make clear choices on how to dedicate their time to professional learning, student data collation and explicit lesson planning.</p> <p>How did this activity contribute to the progress measure?</p> <p>Teachers setting professional learning goals based on triangulation of student data continues to support gains in student growth and attainment, an area of strength in student NAPLAN data is closing the gap for Indigenous students.</p>
Teachers develop and agreed system to track their individual coding results used to provide feedback during the Quality Teaching Instructional Rounds.	The activity could not be implemented in 2022 as the Quality Teaching Instructional rounds had to be placed in recess due to teacher shortage. A Spiral of Inquiry into vocabulary teaching replaced this activity.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$52,344.00</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"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: 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 will be: To continue to 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>Socio-economic background</p> <p>\$120,787.52</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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through planning and implementation of explicit lessons to support student learning • Whole school collaborative practice to support engagement in the teaching and learning cycle. <p>The allocation of this funding has resulted in the following impact: Maintaining the validation at excellent 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 will be: Utilise the funding resource to support executive release to co-implement the Covid Tutoring program in partnership with new Assistant Principal Curriculum.</p>
<p>Aboriginal background</p> <p>\$82,975.95</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>Aboriginal background</p> <p>\$82,975.95</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"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Consistent growth in Year 5 NAPLAN performance in all sub-strands: 2021 Reading average score: 442.1 compared to 2022 Reading average score of 492.4 (increase of 50.3 points) 2021 Writing average score: 424.3 compared to 2022 Writing average score of 545.5 (increase of 30.2 points) 2021 Spelling average score: 425.2 compared to 2022 Spelling average score of 494.3 (increase of 69.1 points) 2021 Grammar and Punctuation average score: 478.8 compared to 2022 Grammar and Punctuation score of 530.8 (increase of 52 points) 2021 Numeracy average score: 463.3 compared to 2022 Numeracy average score of 482.9 (increase of 19.6 points)</p> <p>After evaluation, the next steps to support our students 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Identify students with English language proficiency needs. • Monitor progress through internal and external student performance measures. • Ensure students have a plan developed to assist their progress- co-designed with the classroom teacher and Learning and Support teacher. • Teachers access professional learning to support students English language proficiency needs. <p>The allocation of this funding has resulted in the following impact: Student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Stage 1 and Early Stage 1 participated in professional learning, where the EAL/D teacher guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Culburra Public School in mainstream classes who have a</p>

<p>\$126,932.80</p>	<p>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 specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$8,603.79</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"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: Increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$18,700.21</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>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"> • Learning and Development • Other funded activities <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$18,700.21</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Staff complete the What Works Best Toolkit early Term 1 and for those team members who completed the toolkit in 2020 directly comparing answers from then to now. • Linking the 8 What Works Best themes to identify areas of improvement used to inform staff Performance and Development Plan. • School Leaders and identified staff participate in the 3 Rivers 4 Learning Professional learning course to develop and implement action learning within a community of schools. • Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. • The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. <p>Teachers collaborate with staff in other schools to share and embed good practice.</p> <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$4,829.37</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"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: An increase in the average benchmark level in Kindergarten from 9 to 13 an increase in the average Year 1 benchmark level from 17 to 21 a 20% increase in Stage 1 students participating regularly (weekly) in the home reading program.</p> <p>After evaluation, the next steps to support our students will be: Teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program.</p>
<p>QTSS release</p> <p>\$38,038.45</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>

<p>QTSS release</p> <p>\$38,038.45</p>	<ul style="list-style-type: none"> • Literacy and Numeracy Focus • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Accelerated Adopted School - Mathematics K-2. • Identify Year 1 teachers 2022. Engage in Term 4 2021 Induction courses. • Engage in new syllabus resources such as scope and sequences and units of work for both English and Mathematics K-2 syllabi. • Engage in collaborative planning and discourse. <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 97% of teachers reported lessons differentiated according to students' needs. 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be: Employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$24,133.41</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"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in the following impact: 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.</p> <p>After evaluation, the next steps to support our students will be: Continued support of teacher release to engage in the teaching and learning cycle.</p>

COVID ILSP

\$99,120.00

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 2022.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- Employment of teachers/educators to deliver small group tuition
- Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups
- Providing targeted, explicit instruction for student groups in literacy/numeracy - with a focus on comprehension and additive strategies
- Employing/releasing teaching staff to support the administration of the program

The allocation of this funding has resulted in the following impact:

The majority of the students in the program achieving significant progress towards their personal learning goals.

86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 .

82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.

After evaluation, the next steps to support our students will be:

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 involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	108	100	110	110
Girls	71	86	75	64

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.1	92.4	91.1	85.5
1	91.6	94.1	92.1	88.5
2	91.5	85.8	92.5	90.3
3	87.5	92.9	89.8	87.3
4	90.7	91.4	91.2	84.3
5	90.7	90.3	89.9	85.5
6	88.0	91.8	88.9	80.5
All Years	90.4	91.4	91.0	86.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.14
Literacy and Numeracy Intervent	0.21
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	5.02

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	81,481
Revenue	2,823,753
Appropriation	2,802,396
Grants and contributions	20,532
Investment income	825
Expenses	-2,591,465
Employee related	-2,334,197
Operating expenses	-257,267
Surplus / deficit for the year	232,288
Closing Balance	313,769

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.

	2022 SBAR Adjustments (\$)
Targeted Total	52,344
Equity Total	328,865
Equity - Aboriginal	82,976
Equity - Socio-economic	120,788
Equity - Language	2,400
Equity - Disability	122,702
Base Total	2,021,363
Base - Per Capita	48,050
Base - Location	8,604
Base - Other	1,964,710
Other Total	198,053
Grand Total	2,600,625

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 2022, 24 students in year three sat for the NAPLAN test in literacy. Of the 24 students, 16 students were boys and 8 were girls, 7 of these students identify as Aboriginal. In reading, CPS has 74% achieving bands three and above. Boys 71% and girls had 77% in bands three and above, 1 girl achieving band 8. 76% of Aboriginal students achieved in bands three to six.

In writing, CPS achieved 89% of students achieving in bands three to six. 89% boys, 88% girls and 88% Aboriginal.

Spelling results show 64% of students in bands three and above. Boys achieved 65% in bands three and above, 1 boy achieving band 7 and 64% of girls achieved within the same bands, 76% of Aboriginal students are in bands three to six.

In Grammar and Punctuation 64% of students achieved in bands three and above, 65% of boys and 63% of girls achieved in the same bands, 1 girl achieving band 10. 76% of Aboriginal students achieved bands in three to six.

In Numeracy, CPS has 69% of students in bands three to six, 74% of boys and 64% girls. 72% of Aboriginal students achieved in bands three to six.

In 2022, 19 students in year five sat for the NAPLAN test in Literacy. Of the 19 students, 14 students were boys and 5 were girls, 4 students identify as Aboriginal. In reading, 89% achieved bands five and above. 92% of boys were in bands five and above, 2 boys achieving band 9 and 80% of girls. Aboriginal students achieved 100% in bands five to eight.

In writing, CPS has improved with 84% of students in bands five to eight, 85% of boys and 80% of girls achieving in these bands. 100% of Aboriginal students achieved in these bands.

Spelling achieved 79% of students achieved bands five to eight, 79% boys and 80% of girls. 100% of Aboriginal students achieved in bands five to eight.

Improved results were achieved in Grammar and Punctuation with 80% of students in bands five and above, 79% of boys, 2 boys achieving band 9 and 80% of girls, 100% of Aboriginal students, achieved in these bands, 1 boy achieving band 9.

In Numeracy, 83% of students achieved in bands five to eight, 86% of boys, 75% of girls and 100% of Aboriginal students.

Parent/caregiver, student, teacher satisfaction

Student Feedback

Students in grades 1- 6 provided feedback at the end of Term 4 using the Parking Lot thinking tool. Their responses are collated below:

What is going well?

Assemblies (3 classes)

School Reward System (2 classes)

Excursions (2 classes)

The playground (4 classes)

Having work experience students

Concert

School schedule of activities (assembly, scripture etc)

Our teachers

Walk and Talk & Peer Support

What needs improvement?

Play equipment (2 classes)

Cricket pitch

Lines in the oval for mini soccer

Returning sport equipment to the storage cart

Lost property

More teachers

More bins

What are the questions you have?

Can we have more sport?

Why don't we have swings?

Can we have canteen day?

Can we have more Lego competitions?

Why do we have so many trees?

Why can't we use the netball courts?

What are your ideas for the future?

Adventure playground

Return of canteen (2 classes)

More opportunities for performing (singing and dancing)

Gymnastics program

Christmas tree in the hall

Clubs during playtime

More out of school activities (2 classes)

What are your ideas for the future?

Parent/carer completed the Parking Lot thinking tool collectively at the end-of year P&C meeting as well as individual parking lots provided to all parents in Term 4 (included with student's end of year reports). Their responses are collated below:

What is going well?

A return to most pre-covid activities, especially school excursions which have been missed by children.

What needs improvement?

Some physical areas of the school environment.

What are the questions you have?

No response to this question.

What are your ideas for the future?

Getting new softfall and playground equipment for the playground.

Staff Feedback

All staff completed the Parking Lot thinking tool at the end of Term 4. Their responses are collated below:

What is going well?

Staff morale and teamwork

K-2 curriculum on track with new syllabi

Our SLSO's and there amazing support of our students (noted several times)

The support classes and their work with students in achieving schooling success

Overall school improvement in literacy and numeracy with high levels of reading in the early years

Resourcing: literacy, technology, reading decodables

Aboriginal Perspectives in the curriculum

Senior class mathematics groupings

Consistent, school-wide expectations for student behaviour (noted several times)

School concert

Orientations - Kindergarten and the buddy system

What needs improvement?

Numeracy resourcing

Ensuring that all teachers are aware and use the Aboriginal Perspectives

Staff following LST processes and protocols

Review student absenteeism and the Burra process

What are the questions you have?

Can we rotate technology/robotics into the classroom?

How will the new syllabus look in future?

How can we best use an experienced Elder?

What are your ideas for the future?

Game changer program

Reading with buddies

Natural play areas

Planning for all staff to engage further in extra-curricular activities such as music, drama and dance

Revisit administration and communication meetings

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

Culburra Public School continually strives to close the educational gap between Indigenous and non-Indigenous students and embed culturally rich perspectives into all classrooms. Staff actively participate in cultural awareness training provided by local Elders led by our school's Aboriginal Education Officer.

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.