

# 2023 Annual Report

## Culcairn Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Culcairn Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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Culcairn Public School

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## School vision

**At Culcairn Public School we ensure that every student has access to excellence and opportunities in an innovative and caring environment creating successful lifelong learners.**

## School context

Culcairn Public School is a small rural school located 55 kilometres North of Albury towards Wagga Wagga on Wiradjuri land. The school currently has an enrolment of 113 students who come from a range of socio-economic backgrounds with 10% of students identifying as Aboriginal or Torres Strait Islander. The school has a strong relationship with a hard working P&C consisting of parents, caregivers and the wider community. Culcairn Public School is a dynamic school which values and fosters the pursuit of academic, cultural and sporting achievement by providing an environment which is caring and challenging in order to prepare young minds for the dynamic world we live in.

The school has completed a detailed situational analysis that has identified three main areas of focus for this school improvement plan. It is important to note that this builds upon the extensive work undertaken in the previous school planning cycle.

### 1. Student growth and attainment

The considerations drawn from the SEF are also supported by other data sources - in particular current research on educational practice. The school's performance, as indicated by its performance data through SCOUT and internal assessment data, display the need to continue embedding Formative Assessment across the school setting.

The school will focus on student performance, which is driven by research-based whole school approaches to effective teaching in literacy and numeracy. A focus area will aim to increase the number of students achieving expected growth in Numeracy and Literacy NAPLAN through use of data and explicit teaching practices across the school. Data skills and use in planning and teaching will be a focus of this strategic direction, ensuring teachers clearly understand and develop a range of assessment strategies and use them to determine teaching directions and assessing progress and reflecting on teaching practice. The NAPLAN gap analysis indicated the areas of focus include Reading - integrating a range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies and Numeracy - Addition and Subtraction, Multiplication and Division, Whole Number, Fractions and Decimals, Place Value, Time, Mass, Position, Chance and Data, Length, Patterns and Money. We will aim to continue to build teacher confidence in using the Literacy and Numeracy learning progressions to identify students current achievements and develop targeted teaching and learning programs for individual students. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by **What Works Best in Practice**

### 2. Inclusion, Well being and Engagement

A major focus on student engagement, inclusion, high expectations and wellbeing through Strategic Direction 2, is required to improve engagement and achievement for all students. Research, as well as internal school data, indicates that this focus, with consideration of our students and our targets, we should increase student engagement and achievement.

Transition, particularly High School Transition is an area identified across Culcairn Public School and the Morgan Country Learning Community as requiring further improvements. Current transition to high school has been minimal and local schools are working together to improve this area for students and their families.

### 3. Effective Teaching through Collaborative Practices

The school will focus on developing further professional learning opportunities for staff, encouraging collaborative practices for improving effective classroom practices. Professional discussion and collaboration to improve teaching and learning should be facilitated. This will effectively allow the school and its teachers to design, implement and embed explicit systems facilitating this dialogue. Further PL around Quality Teaching Rounds (QTR) and Formative Assessment will be a focus in this Strategic Direction.

## 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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student growth and performance	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes for every student in literacy and numeracy, and build strong foundations for academic success in all key learning areas, all staff will use data to understand students learning needs and inform differentiated teaching for all. Students will become increasingly self directed learners who are acutely aware of their own learning needs and future directions.

### 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.

- Personalised Learning
- Data Skills and Use

### Resources allocated to this strategic direction

**Integration funding support**  
**English language proficiency**  
**Aboriginal background**  
**Low level adjustment for disability**  
**Socio-economic background**

### Summary of progress

A greater focus on Numeracy teaching and learning in 2023 has resulted in improved numeracy results in student assessments. Teachers reviewed and implemented consistent numeracy assessments and used data to support student learning at point of need. Teachers were provided with professional learning on how to effectively use specific data collection resources such as PLAN2, Scout and Essential Assessment.

All staff are using formative assessment to check students understanding of their learning and adjust and individualise students' learning. Teachers regularly gather evidence of student progress through collecting and analysing student work samples. Analysis and evaluation of teaching programs, student work samples, internal and external assessment data and the plotting of students on PLAN 2 is used to monitor student achievement. All Aboriginal and Torres Strait Islander and funding support students have a Personalised Learning Pathway (PLP) that is collaboratively developed with the student, school and parent/ carer and reviewed regularly throughout the year. Each PLP will identify goals, actions and measures of success that have resulted in significant improvements for every student. Every student has learning goals that are revisited and updated regularly throughout the year. Goals are communicated to parents regularly including at parent-teacher interviews. Individualised Learning Plans are written, discussed and reviewed termly.

K-6 teachers were engaged in high impact professional learning to improve knowledge of the new Year 3-6 English and Mathematics syllabus documents in order to support teachers in delivering the new curriculum to all students in 2024. All staff participated in lesson observations and feedback sessions with the executive and colleagues in order to support improved teaching practice in the teaching of literacy and numeracy.

The appointment of an Assistant Principal Curriculum and Instruction (APC&I) will assist teachers by continuing to provide explicit professional learning on how to effectively use specific data collection resources, such as PLAN2, Scout and Essential Assessment. Opportunities for rigorous collegial discussion will be provided throughout 2024 to analyse and triangulate the data. There will be greater focus on reviewing this data in order to discover individual students' areas for improvement to further develop personalised learning goals as well as identify whole school areas for development. Teachers will review PLAN data in 5 weekly intervals, from these individual learning goals will be developed and adjusted as required.

### 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
An increase in Check-in Assessment mean scaled score for numeracy in	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has decreased by 0.5%.

Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 in 2022

An increase in Check-in Assessment mean scaled score for reading in Year 3 and Year 5 for 2023 compared with Year 3 and Year 5 in 2022

The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by 5%.

## Strategic Direction 2: Inclusion, wellbeing and engagement

### Purpose

In order to ensure every student reaches their full potential, there will be a planned approach to developing whole school wellbeing practices that support high levels of inclusion, wellbeing and engagement.

### 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.

- Wellbeing, Engagement and Inclusion
- Trauma Informed Practice

### Resources allocated to this strategic direction

#### Location

#### Socio-economic background

### Summary of progress

The school has a consistent whole school approach to wellbeing, behaviour and attendance. Our approach to student wellbeing across the school is individualised and ensures that every student is known, valued and cared for. Students are identified through LST meetings and assisted at point of need throughout the year. Our special interest groups have a positive impact on school culture and student wellbeing. These actions have resulted in improvements in behaviour, attendance and engagement in the school as identified by analysis of our 'Traffic Light System' which continues to show a decrease in the number of Red Slips and more students attending Green Rewards. Suspensions continue to remain extremely low and attendance continues to improve. Zones of regulation is used consistently throughout the school with students becoming increasingly aware of which zone they are in and are aware of strategies to regulate back to the green.

The Learning and Support Team (LaST) monitors students learning, engagement and wellbeing data and identifies students for system negotiated targeted support. Attendance continues to be a daily focus of the school, with texts sent to parents to justify absences daily. Students were also recognised for outstanding attendance and punctuality. Students identified below 90% attendance and at risk of continued absences, were identified and attendance support plans were collaboratively developed with parents/carers. The Home School Liaison Officer was also involved where required.

In 2024 the school will continue to consolidate the Learning Support Referral Process as well as continue to further consolidate the many initiatives undertaken. Special Interest groups will be extended with a greater variety of activities to interest more students. Attendance will continue to be a focus with students with outstanding attendance recognised each term.

### 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 Tell Them From Me (TTFM) data for advocacy, belonging and expectations for success from 83.8% to at least 90% (lower bound system negotiated target).	Positive wellbeing outcomes have increased by 2% to 87% indicating the school has made progress towards the achievement of the system negotiated target.
The attendance rate for the school is increased from 88.9% to 90%	The number of students attending greater than 90% of the time or more has increased by 6% from 2022.

## Strategic Direction 3: Effective teaching through collaborative practices

### Purpose

Teachers take collective responsibility to improve their teaching in order to improve student outcomes through shared practice and pedagogical change.

### 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
- Quality Teaching Rounds

### Resources allocated to this strategic direction

QTSS release

Professional learning

Socio-economic background

Location

### Summary of progress

All staff were given the opportunity to be involved in Quality Teaching Rounds (QTR). A Professional Learning Community (PLC) was established to participate in the QTR program in order to build individual teacher capacity in a collaborative space. A further two staff participated in the QTR facilitator training to further their leadership opportunities. These staff will be given the opportunity to lead the QTR process in 2024. Opportunity was created for teachers to deliver future-focused, innovative and effective classroom teaching and learning across classes with colleagues. As a result, teachers adopted changed teaching practice within their own classroom settings which supported stronger student engagement across the school.

Teacher capacity has been built to ensure the analysis of student performance data drives the planning for teaching and learning. Regular opportunities were given for classroom teachers to observe the practice of peers, build individual knowledge and engage in quality feedback as part of the performance and development cycle. Learning intentions are used more consistently in the classroom setting. Teachers prioritise the teaching of literacy and numeracy, including evidence based research and teaching strategies gained through professional discussions and data analysis. Collaborative data analysis and planning effective teaching strategies has ensured differentiation in classrooms.

These priority areas will be extended in 2024. The Assistant Principal Curriculum and Instruction (APC&I) will focus on explicit teaching and feedback in the new curriculum. Teaching and learning programs will continue to be collaboratively developed, reviewed and shared in an online platform, ensuring transparency and consistency in planning across the school. Regular time will be planned each term to work collaboratively to discuss, moderate and enter PLAN2 data. The Quality Teaching Program will be extended further in 2024 to include more participants. Two rounds of QTR are planned to enable more facilitators to be involved and extend leadership opportunities.

### 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
In accordance with the School Excellence Framework, the school is Sustaining and Growing in the element of 'Effective Classroom Practice'.	Self-assessment against the School Excellence Framework shows the school currently performing at developing in the element of 'Effective Classroom Practice'.
In accordance with the School Excellence Framework, the school is Sustaining and Growing in 'Collaborative Practice and Feedback' in the element of 'Learning and Development.'	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in 'Collaborative Practice and Feedback' in the element of 'Learning and Development.'



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$207,599.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Culcairn Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• additional staffing to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide support for students with additional learning needs to enable them to continue to improve their learning outcomes. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$80,165.49</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Culcairn Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> <li>• Trauma Informed Practice</li> <li>• Collaborative Practice</li> <li>• Quality Teaching Rounds</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• resourcing to increase equitability of resources and services</li> <li>• Additional staffing to implement intervention programs to support identified students.</li> <li>• Employment of additional staff to implement Quality Teaching Rounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Intervention programs supported all identified students with additional needs. Resources were provided to support equity for all students. Student learning was supported. Teachers collaborative practices developed and teachers supported to build capacity through collegial discussions and sharing of expertise. Students appropriately supported by wellbeing programs.</p>

<p>Socio-economic background</p> <p>\$80,165.49</p>	<p><b>After evaluation, the next steps to support our students will be:</b> To evaluate the programs and identify students to target for 2024 intervention programs, through the analysis of school-based and external data. In consultation with external providers, school processes and DoE policies, professional learning will aim to improve staff capacity in engaging and supporting students for improved wellbeing and learning outcomes.</p>
<p>Aboriginal background</p> <p>\$20,090.13</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Culcairn Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in Aboriginal families engaging in the PLP process and, more importantly, conversations becoming more authentic. An improved sense of belonging, wellbeing and improved cultural engagement for First Nations students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of tracking of student growth and achievement on PLAN 2 and consistent review of PLPs.</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 Culcairn Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are more confident and have demonstrated improved English language proficiency when interacting with peers and teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The employment of a learning and support teacher to continue delivering expert support to students identified as EALD, will continue with the support of these funds in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$58,526.35</p>	<p>Low level adjustment for disability equity loading provides support for students at Culcairn Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Low level adjustment for disability</p> <p>\$58,526.35</p>	<ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• support for students in Life Skills and Individual Learning Plans.</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff gaining and sharing skills and strategies to support students with additional needs in their classroom. More students receiving individualised support from Learning and Support Teachers and SLSOs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to provide additional support for identified students through the ongoing employment of SLSOs and a Learning Support Teacher who are trained in specific literacy and numeracy interventions.</p>
<p>Location</p> <p>\$11,582.65</p>	<p>The location funding allocation is provided to Culcairn Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing, Engagement and Inclusion</li> <li>• Trauma Informed Practice</li> <li>• Quality Teaching Rounds</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• incursion expenses</li> <li>• subsidising student excursions to enable all students to participate</li> <li>• technology resources to increase student engagement</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> providing greater access to incursions and excursions for students across K-6. The school has increased access to technology for all students in the school to access educational platforms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide greater opportunities and activities for student to widen their education and knowledge based on real world experiences.</p>
<p>Professional learning</p> <p>\$13,996.23</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 Culcairn Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> <li>• Quality Teaching Rounds</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Whole staff involvement in Quality Teaching Rounds with teachers working collaboratively in small Professional Learning Communities (PLC),</li> </ul>

<p>Professional learning</p> <p>\$13,996.23</p>	<p>observing each other teach on a rotating basis and discussing and analysing their observations.</p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity in reflective practice allowing teachers to update and expand their professional knowledge base and to improve and revise their practices so as to meet the learning needs of their increasingly diverse students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue implementation of QTR for reflective practice and formally as part of staff Professional Development Framework. This will be increased to two rounds in 2024.. Use data analysis to identify specific target areas in Literacy and Numeracy and source relevant, quality professional learning for staff. To continue to provide additional teacher release to allow for significant professional learning opportunities to develop the capacity of staff.</p>
<p>QTSS release</p> <p>\$21,424.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Culcairn Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• assistant principal provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 in the explicit teaching of numeracy and literacy within their classroom practice. Teachers use assessment to drive teaching and learning.</p> <p>Supervisors oversaw the Performance and Development process and monitored teaching and learning programs to ensure consistency and alignment with school targets and processes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue with additional release for staff to support the implementation of the new syllabuses within their stage. Next steps will also include providing teachers with ongoing professional learning around quality teaching practices so that the new syllabuses can be implemented with great impact. Professional Learning to support Quality Teaching Rounds and the further implementation of the Quality Teaching Framework.</p>
<p>COVID ILSP</p> <p>\$40,783.37</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted</b></p>

COVID ILSP

\$40,783.37

**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 - [focus area]

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

Students identified as working below curriculum benchmarks received intensive learning and support as part of the COVID ILSP program, meeting individualised learning goals and working towards school targets

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

Continue with implementing literacy and numeracy small group tuition using data sources to identify specific student need.

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			
	2020	2021	2022	2023
Boys	70	59	54	49
Girls	43	51	56	47

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.6	93.0	83.0	87.1
1	94.4	92.5	90.6	84.6
2	96.3	91.4	88.6	89.4
3	94.7	95.0	85.2	89.7
4	97.0	93.9	89.7	88.7
5	97.6	95.3	89.6	89.8
6	96.2	94.2	87.5	90.1
All Years	95.9	93.7	87.9	88.9
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	3.62
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.47

\*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 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	29,517.05
<b>Revenue</b>	1,734,120.66
Appropriation	1,690,614.64
Sale of Goods and Services	5,123.22
Grants and contributions	36,973.94
Investment income	1,408.86
<b>Expenses</b>	-1,669,571.03
Employee related	-1,448,760.99
Operating expenses	-220,810.04
<b>Surplus / deficit for the year</b>	64,549.63
<b>Closing Balance</b>	94,066.68

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

## Financial summary - Equity loadings

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	207,599
<b>Equity Total</b>	161,182
Equity - Aboriginal	20,090
Equity - Socio-economic	80,165
Equity - Language	2,400
Equity - Disability	58,526
<b>Base Total</b>	999,763
Base - Per Capita	28,629
Base - Location	11,583
Base - Other	959,551
<b>Other Total</b>	206,612
<b>Grand Total</b>	1,575,156

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Culcairn Public School is committed to building a strong relationship between students, staff, parents and the wider community. The school has put in place practices and processes to continually inform and engage the community about student learning and educational programs. The school actively seeks feedback from the P&C, parents, students and teachers. In 2023 Culcairn Public School used the Tell Them From Me suite of surveys, to gain a deeper insight into how parents, students and teachers feel about the school and to provide comparative data to inform and assist with school development. The survey provides insight into key elements: student engagement, wellbeing and learning, teacher satisfaction and parental perception and involvement in the school. All students in Years 4-6 were invited to participate as were all parents and teachers.

The following were some of the key findings from the surveys.

Student perspectives about Student Engagement at Culcairn Public School were very positive with the following results:

- 85% of students in this school have expectations for success.
- 83% of students have a positive sense of belonging at Culcairn Public School.
- 84% of students believe they have positive relationships with friends who they can trust.
- 74% of students are interested and motivated in their learning.
- 100% of students believe that schooling is useful in their everyday life.
- 85% of students feel that school staff emphasise academic skills and hold high expectations for them to succeed.
- 94% of students believe they have positive behaviour at school. The NSW Government norm is 83%
- 82% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 79% of students understand there are clear rules and expectations for classroom behaviour.
- 85% of students set challenging goals for themselves in their schoolwork and aim to do their best.
- 82% of students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Parent perspectives about Student Engagement at Culcairn Public School were very positive with the following results:

- 92% of parents felt they were welcome at Culcairn Public School.
- 71% of parents felt well informed about their child's progress.
- 83% of parents are informed about their child's behaviour.
- 65% of parents support learning at home.
- 78% of parents feel that Culcairn Public School supports learning.
- 86% of parents feel that Culcairn Public School supports positive behaviour.
- 82% of parents feel that Culcairn Public School is a safe school.
- 86% of parents feel that Culcairn Public School supports children's behaviour.

Staff feedback from the 'People Matter' employee survey indicated continued strength in the following areas - job purpose and enrichment, decision making and accountability, risk and innovation, inclusion and diversity, job satisfaction, employee voice, customer service, ethics and values and feedback and performance managers.

Staff also completed the Tell Them From Me survey with the following teacher perspectives about student learning at Culcairn Public School:

- 95% of teachers believe the school has strong leadership.
- 93% of teachers believe collaboration is strong at Culcairn Public School. 81% of teachers believe the school has a strong learning culture.
- 81% of teachers believe that data informs practice at Culcairn Public School.
- 85% of teachers believe the school has strong teaching strategies.
- 95% of teachers believe the school has good technology.
- 85% of teachers believe Culcairn Public School is an inclusive school.
- 71% of teachers believe the school has good parental involvement.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.