

2023 Annual Report

Culburra Public School



4485

Introduction

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

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

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School vision

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

OUR STUDENTS WILL BE SUCCESSFUL LIFELONG LEARNERS WHO:

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

OUR STUDENTS WILL BE CONFIDENT AND CREATIVE INDIVIDUALS WHO:

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

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

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

School context

Culburra Public School was founded in 1976, and is built on the foundation of educational equity and parity for both Indigenous and non-indigenous students. Our school continues to be, a beacon of societal change and inclusivity, based on shaping the hearts and minds of young learners. The school has 177 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. 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 177 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 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. Strong relationships with our local feeder pre-schools 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	2023 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 growth and performance	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

Socio-economic background

QTSS release

AP Curriculum & Instruction

Professional learning

English language proficiency

Aboriginal background

Summary of progress

What did we do?

A SOLO Taxonomy for feedback has been collaboratively developed and introduced into classrooms in Term 2, teachers are currently familiarising themselves with the levels and application to student work product.

Quality Teaching Instructional rounds began in Term 2, a focus on number talks led by APCI/PMSTI.

Data collection - digital data wall and tracking wall in the front office remain on track. Data used to develop class literacy and numeracy goals which have been shared with parent/carers.

Consistent covid tutor lessons support the literacy and numeracy needs of students in grades 3-6 students, tracked via PPlan2 v3.

Assistant Principals and APCI actively collaborate to share current progress of new K-2 English and Mathematics syllabi and plan a collective approach to the new 3-6 English and Mathematics syllabi.

How well did we do it?

SOLO taxonomy is in the early stage of introduction and use, with students in Stage 2 and 3 predominately engaging with the taxonomy levels. More time and planning is required to deeply embed the taxonomy into a whole school way of doing.

QTIR and Data collection activities have had a significant impact on teacher professional growth and accurate planning for individual and cohort learning growth.

Covid tutoring has provided specialised, targeted support in literacy and numeracy for students who require a small group approach to learning.

What was the impact of this activity?

Growth in student achievement as measured through A-E reporting.

Continued commitment from teachers to develop their capacity to implement new syllabi.

Increased use of feedback to inform next steps used at all levels.

How did this activity contribute to the progress measure?

A number of key activities within the strategic direction have contributed to student growth and attainment. Teaching staff have indicated that the QTIR and data collection and analysis processes have had the greatest impact on their professional growth and development and have contributed to improvement in student learning performance.

Where to next:

Assessment tasks and schedules K-6 to be reviewed and updated, informed by the new English and Mathematics syllabus outcomes.

Scope and sequences developed for new 3-6 English and Mathematics syllabi.

Quality Teaching Rounds continued, albeit modified due to funding constraint.

Implementation of new 3-6 English and Mathematics syllabus and units of work in 2024.

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
<p>Internal measures 2023 - Reading</p> <p>Increase % of students achieving growth in reading in grades 1-6 based on A-E reporting Semester 2 2022 as a baseline measurement for each grade. Kindergarten 2023 reading growth will be measured using a digital data wall (Semester 1 and Semester 2 comparison of progress).</p>	<p>KINDERGARTEN</p> <p>2022 Semester 2 baseline:</p> <p>Reading fluency: 3.5% of students achieving working beyond, 61% of students achieving working at, and 36% of students working below grade expectations.</p> <p>2023 Semester 2 results:</p> <p>Reading fluency: 18.5% of students achieving working beyond, 48% of students achieving working at, and 33% of students working below expectations.</p> <p>YEAR ONE</p> <p>2022 Semester 2 baseline:</p> <p>Reading fluency: 11.5% of students achieving the grade of outstanding, 5.7% of students achieving the grade of high, 68.5% of students achieving the grade satisfactory and 5.7% of students working below grade expectations.</p> <p>2023 Semester 2 results:</p> <p>Reading fluency: 4% of students achieving the grade of outstanding, 33% of students achieving the grade of high, 20% of students achieving the grade satisfactory and 41% of students working below grade expectations.</p> <p>YEAR TWO</p> <p>2022 Semester 2 baseline:</p> <p>Reading fluency: 3% of students achieving the grade of outstanding, 25% of students achieving the grade of high, 40% of students achieving a satisfactory grade and 32% of students working below grade expectations.</p>

Internal measures 2023 - Reading

Increase % of students achieving growth in reading in grades 1-6 based on A-E reporting Semester 2 2022 as a baseline measurement for each grade. Kindergarten 2023 reading growth will be measured using a digital data wall (Semester 1 and Semester 2 comparison of progress).

2023 Semester 2 results:

Reading fluency: 23% of students achieving the grade of outstanding, 30% of students achieving the grade of high, 37% of students achieving a satisfactory grade and 11% of students working below grade expectations.

YEAR THREE

2022 Semester 2 baseline:

Reading: 0% of students achieving the grade of outstanding, 12.5% of students achieving the grade of high, 62.5% of students achieving a satisfactory grade and 25% of students working below grade expectations.

2023 Semester 2 results:

Reading: 0% of students achieving a grade of outstanding, 45.8% of students achieving a grade of high, 37.5% of students achieving a satisfactory grade and 16% of students working below grade expectations.

YEAR FOUR

2022 Semester 2 baseline:

Reading: 7% of students achieving a grade of outstanding, 21.4% of students achieving a grade of high, 64% of students achieving a satisfactory grade and 28.5% of students achieving below grade expectations.

2023 Semester 2 results:

Reading: 4.35% of students achieving a grade of outstanding, 30.43% of students achieving a grade of high, 34.78% of students achieving a satisfactory grade and 30% of students achieving below grade expectations.

YEAR FIVE

2022 Semester 2 baseline:

Reading: 13% of students achieving a grade of outstanding, 17.3% of students achieving a grade of high, 52% of students achieving a satisfactory grade and 17% of students achieving below grade expectations.

2023 Semester 2 results:

Reading: 0% of students achieving a grade of outstanding, 22% of students achieving a grade of high, 55% of students achieving a satisfactory grade, and 16% of students achieving below grade expectations.

YEAR SIX

2022 Semester 2 baseline:

Reading: 14% of students achieving a grade of outstanding, 28.5% of students achieving a grade of high, 47.6% of students achieving a satisfactory grade and 9.5% of students achieving below grade expectations.

2023 Semester 2 results:

Reading: 16.67% of students achieving a grade of outstanding, 16.67% of students achieving a grade of high, 45.83% of students achieving a satisfactory grade and 20% of students achieving below grade expectations.

These results are being analysed for cohort growth over the course of one year based on A-E reporting.

From Kindergarten to Year 1 students there has been growth in students achieving in the higher bands and an increase in students working below

<p>Internal measures 2023 - Reading</p> <p>Increase % of students achieving growth in reading in grades 1-6 based on A-E reporting Semester 2 2022 as a baseline measurement for each grade. Kindergarten 2023 reading growth will be measured using a digital data wall (Semester 1 and Semester 2 comparison of progress).</p>	<p>grade expectations.</p> <p>From Year 1 to Year 2, there has been an increase in students performing in the top two bands, and an increase in students working below expectations.</p> <p>From Year 2 to Year 3, there has been significant growth in students achieving the second highest band, a decrease of students achieving a satisfactory grade (due to growth in the second highest band) and a decrease in students working below grade expectations.</p> <p>From Year 3 to Year 4, there has been growth in students achieving the highest band, and an increase in students achieving in the lowest bands.</p> <p>From Year 4 to Year 5, there has been an increase in students achieving the highest grade, and a decrease in the number of students achieving in the lowest band.</p> <p>From Year 5 to Year 6 there has been an increase in students achieving in the highest band, and a decrease in students achieving in the lowest band.</p>
<p>Internal measures 2023 - Numeracy</p> <p>Increase % of students achieving growth in numeracy in grades 1-6 based on A-E reporting Semester 2 2022 as a baseline measurement for each grade.</p> <p>Kindergarten 2023 numeracy growth will be measured using a digital data wall (Semester 1 and Semester 2 comparison of progress).</p>	<p>These results are being analysed for cohort growth over the course of one year based on A-E reporting.</p> <p>KINDERGARTEN</p> <p>2022 Semester 2 baseline:</p> <p>Numeracy: 3.5% of students achieving working beyond, 78.5% of students achieving working at, and 17.% of students working below grade expectations.</p> <p>2023 Semester 2 results:</p> <p>33% of students achieving working beyond, 52% of students achieving working at, and 15% of students working below grade expectations.</p> <p>YEAR ONE</p> <p>2022 Semester 2 baseline:</p> <p>11% of students achieving a grade of outstanding, 5.7% of students achieving a grade of high, 77% of students achieving a satisfactory grade and 5.7% of students working below grade expectations.</p> <p>2023 Semester 2 results:</p> <p>4% of students achieving a grade of outstanding, 16% of students achieving a grade of high, 50% of students achieving a satisfactory grade and 29% of students working below grade expectations.</p> <p>YEAR TWO</p> <p>2022 Semester 2 baseline:</p> <p>3.5% of students achieving a grade of outstanding, 25% of students achieving a grade of high, 25% of students achieving a satisfactory grade and 32% of students working below grade expectations.</p> <p>2023 Semester 2 results:</p> <p>11% of students achieving a grade of outstanding, 39% of students achieving a grade of high, 44% of students achieving a satisfactory grade and 2.7% of students working below grade expectations.</p> <p>YEAR THREE</p> <p>2022 Semester 2 baseline:</p>

Internal measures 2023 - Numeracy

Increase % of students achieving growth in numeracy in grades 1-6 based on A-E reporting Semester 2 2022 as a baseline measurement for each grade.

Kindergarten 2023 numeracy growth will be measured using a digital data wall (Semester 1 and Semester 2 comparison of progress).

0% of students achieving a grade of outstanding, 12.5% of students achieving a grade of high, 62.5% of students achieving a satisfactory grade and 25% of students working below grade average.

2023 Semester 2 results:

0% of students achieving a grade of outstanding, 16% of students achieving a grade of high, 50% of students achieving a satisfactory grade and 33% of students working below grade expectations.

YEAR FOUR

2022 Semester 2 baseline:

14% of students achieving a grade of outstanding, 7% of students achieving a grade of high, 57% of students achieving a satisfactory grade and 21% of students achieving below grade expectations.

2023 Semester 2 results:

0% of students achieving a grade of outstanding, 17% of students achieving a grade of high, 65% of students achieving a satisfactory grade, and 17% of students achieving below grade expectations.

YEAR FIVE

2022 Semester 2 baseline:

13% of students achieving the grade of outstanding, 17% of students achieving a grade of high, 52% of students achieving a satisfactory grade and 17% of students achieving below grade expectations.

2023 Semester 2 results:

0% of students achieving a grade of outstanding, 28% of students achieving a grade of high, 50% of students achieving a satisfactory grade and 16% of students achieving below grade expectations.

YEAR SIX

2022 Semester 2 baseline:

14% of students achieving the grade of outstanding, 14% of students achieving a grade of high, 49% of students achieving a satisfactory grade and 28% of students working below grade standards.

2023 Semester 2 results:

12.5% of students achieving a grade of outstanding, 8% of students achieving a grade of high, 58% of students achieving a satisfactory grade and 21% of students achieving below grade expectations.

These results are being analysed for cohort growth over the course of one year based on A-E reporting.

From Kindergarten to Year 1, there has been a decrease in students working at a satisfactory level due to the number of students working at the high band that is not a band used in Kindergarten. There has also been an increase in students working below grade expectations.

From Year 1 to Year 2 there has been a significant increase in students achieving in the band of high and a decrease in the number of students working below grade expectations. The decrease in students working at a satisfactory level is due to the increase of students performing in the higher bands.

From Year 2 to Year 3 there has been a decrease in the number of students

Internal measures 2023 - Numeracy

Increase % of students achieving growth in numeracy in grades 1-6 based on A-E reporting Semester 2 2022 as a baseline measurement for each grade.

Kindergarten 2023 numeracy growth will be measured using a digital data wall (Semester 1 and Semester 2 comparison of progress).

achieving the grades of outstanding and high, a doubling of the amount of students achieving a satisfactory grade and a sustained level of students working below grade expectations.

From Year 3 to Year 4 there has been an increase in students achieving a grade of high and a decrease by nearly one half of students working below grade expectations.

From Year 4 to Year 5 there is a decrease in the number of students achieving a grade of outstanding, a tripling of the amount of students achieving a grade of high and a decrease in the number of students working below grade expectations.

From Year 5 to Year 6, there has been an increase in the number of students achieving a grade of outstanding, an increase in the number of students achieving a satisfactory grade and an increase in the number of students working below grade expectations.

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

Integration funding support
Low level adjustment for disability
Aboriginal background
Location
Per capita

Summary of progress

What did we do?

SMS text messaging (Term 2) for attendance explanations from parent/carers (Attendance and Caring for Students).

Early and regular attendance monitoring from staff to engage with parent/carers (letter 1 and meetings).

Constructive professional relationship with HSLO to support positive attendance and manage attendance concerns.

Peer Support Program (Term 1).

Smiling Minds and Friendly Schools (Terms 1-4).

PLP, IEP, Model Farms planning for student success.

External specialists - Occupational Therapist & Speech Pathology employed.

Extra curricula activities - sporting and cultural events.

Stage 3 school camp to Canberra.

Burra Reward system.

Commendation letters.

Citizenship awards each term.

How well did we do it?

74.2% of students attendance is greater than 90%. The lower bound target of 73..9% students attending greater than 90% has been met.

72% of students surveyed reported high belonging and high expectations (the optimal quadrant). This, whilst a slight increase from the baseline of 71.9% has resulted in the target being met. This result is 11% above the SSG (like school) average and 16% above the State average.

What was the impact of this activity?

Parents have provided positive feedback regarding the implementation of Compass. Since the implementation of daily absence messaging to parents the number of unexplained absences has reduced by 50%. Culburra Public School's attendance rate is above State (3%), Network (4.5%) and SSG. (2.3%). The percentage of students attending greater than 90% is significantly above State (13.3%), Network (12%) and SSG (14%).

Peer Support - 78% of students felt good about getting to know other students.

60.7% are excited to be a peer leader.

32.1% are keen to lead but are nervous/anxious.

83.3% of Peer Leaders reported that their skills and confidence got better as the program progressed.

91.7% of Peer Leaders reported the positive impact of weekly teacher feedback after each session (highly valued).

91.7% would recommend the program for 2024 leaders, within this group 41.7% indicated that they would like to change some aspects of the program (types of activities).

A good opportunity for Kindergarten Buddies to work with new students during their first term of schooling.

General comments from Peer Leaders relate their enjoyment of the opportunity.

TTFM / class surveys.

How did this activity contribute to the progress measure?

Each of the activities within the strategic direction provide a wholistic approach to supporting student wellbeing and engagement.

Where to next:

Revise Learning and Support CRT checklist.

Examine areas for focus based on the TTFM themes (2023 survey results).

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%.	<p>Term 4 2023</p> <p>Attendance rate - 90.7% (State - 87.8%, Network- 86.3%, SSG - 88.4%)</p> <p>The lower bound target has been met.</p>
Increase the overall status of positive wellbeing for students from a baseline of 71.9% (TTFM student survey),	<p>72% of students surveyed reported high belonging and high expectations (the optimal quadrant). This, whilst a slight increase from the baseline of 71.9% has resulted in the target being met. This result is 11% above the SSG (like school) average and 16% above the State average.</p> <p>A summary of the TTFM student survey is below.</p> <p>Student Outcomes and School Climate Report</p> <p>Strengths {close to or above the NSW Govt Norm}</p> <p>Social Engagement - 3% above NSW Govt Norm in student participation in school sports and clubs.</p> <p>Drivers of Student Engagement: closer to the NSW Govt Norm (0.5) in the</p>

Increase the overall status of positive wellbeing for students from a baseline of 71.9% (TTFM student survey),

area of quality instruction.

Student Outcomes and School Climate

Student participation in school sports - 2% above the NSW Govt Norm.

Effective learning time (Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. - 0.1% above the NSW Govt Norm.

Significantly close to NSW Govt Norm

Advocacy at school - Students feel they have someone at school who consistently provides encouragement and can be turned to for advice). School Mean - 7.6 & NSW Govt Norm - 7.7.

Positive teacher- student relations - Students feel teachers are responsive to their needs and encourage independence with a democratic approach. School Mean 7.8 & NSW Govt Norm - 8.4

Positive learning climate - Students understand there are clear rules and expectations for classroom behaviour. School Mean 6.4 & NSW Govt Norm 7.2

Expectations for success - School staff emphasis skills and hold high expectations for all students to succeed. School Mean 7.8 & NSW Govt Norm 8.7

Areas of focus & improvement {significantly below the NSW Govt Norm}

Institutional Engagement - Significantly under NSW Govt Norm (43 points) in the area of students with positive homework behaviours.

Intellectual Engagement - Significantly under NSW Govt Norm for students who are interested and motivated (23 points).

Students with a growth orientation (20 points difference).

Social-Emotional Outcomes

54% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt Norm for this category is 53%.

16% of students were confident in their skills but did not find the classes challenging. The NSW Govt Norm for this category is 26%.

22% of students were not confident in their skills and found English or Mathematics challenging. The NSW Govt Norm for this category is 14%.

8% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt Norm for this category is 7%.

Student Engagement Report

Strengths

Student participation in school sports and clubs 92%, the NSW Govt Norm 89%.

Significantly close to NSW Govt Norm

Quality Instruction (0.5%). Positive teacher-student relationships (0.6%). Positive learning climate (0.8%) and Expectation for Success (0.9%)

Areas of focus & improvement {significantly below the NSW Govt Norm}

Increase the overall status of positive wellbeing for students from a baseline of 71.9% (TTFM student survey),

Students that value schooling outcomes - 86% compared to the NSW Govt Norm of 96%.

Students with positive homework behaviours - 20% compared to the NSW Govt Norm of 63%.

Students who are interested and motivated - 55% compared to the NSW Govt Norm of 78%.

Percentage of students displaying early signs of disengagement across all grades involved in the survey is higher than the NSW Govt Mean. Year 4 students 21% (mean of 16%), Year 5 students 31% (mean of 18%) and Year 6 students 30% (mean of 20%).

Suggestions from the report

Provision of an advocate for each student (each student has two adult advocates which they identify at the start of each school year - this has been implemented for several years at Culburra PS).

Addressing disengaged students who typically have poor literacy and numeracy skills. Early intervention programs examining the sustainability of the covid tutoring program will be examined to support students who require specialist instruction.

The report notes that a number of students who are disengaged suffer anxiety. A robust learning and support team along with research-based and quality assured social skills programs continue to support anxious students. Positive school-home relationships underpin individual support.

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

Socio-economic background
QTSS release
Professional learning

Summary of progress

What did we do?

WWB in Practice Toolkit used to inform 2023 PDP goals (L&D).

Quality Teaching Rounds (L&D and CP).

New curriculum professional learning (L&D).

Regular staff Professional Learning sessions on Monday afternoons (L&D).

Mathematics committee meetings (L&D and CP).

Coaching and mentoring (APCI).

How well did we do it?

Survey the team at the end of Term 2.

WWB in Practice process linked to PDP is supporting staff to develop identified areas (assessment). Staff are seeking collaborative support for the development of assessment strategies and processes in line with the new curriculum.

Week 5 Term 2 review of PDP progress.

What was the impact of this activity

Staff: collaboration practice based on student need (improved accuracy of focus area/s).

Planned for collaboration (SEF - Teaching - Learning and Development).

Greater coaching and mentoring opportunities with curriculum focus.

How did this activity contribute to the progress measure?

The What Works Best in Practice Toolkit is an evidence and research-based list of themes of effective practices, and whilst it is not an exhaustive list, the focus on the eight themes continues to strongly enable teaching staff to reflect on their professional practice and to support the learning outcomes of students.

Where to next:

WWB Toolkit reflection process refined and maintained in 2024.

Examine the new SEF v3 excelling statements.

Analysing QTF codes to identify future focus of lesson planning using the Quality Teaching Framework.

Examining the 5 HIPL (high impact professional learning) elements to inform future planning.

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.	Staff completed a survey in Term 2 with questions linked to the focus areas of this strategic focus. Using a likert scale of 1-5, 83.3% of staff rated the usefulness of linking the What Works Best Toolkit as the starting point to develop their professional learning goals at a 4. 16.7% of staff rated the usefulness of linking the What Works Best Toolkit as the starting point to develop their professional learning goals at a 5. The high rating given by staff to this process is in alignment with verbal feedback provided to stage supervisors by team members.
Teachers develop PDP goals that contribute to student growth and attainment.	<p>The eight themes that are evidence-based and provide a whole school approach to improvement in student outcomes. The practical strategies are not an exhaustive list, they do provide a practical starting point to begin the discussion with teaching staff to turn theory into practice.</p> <p>Staff have indicated through team surveys the high degree of psychological safety they feel in using the toolkit to reflect on areas of practice that they can commit to developing and improving with support from their peers and supervisors.</p> <p>Staff were surveyed on their suggestions and contribution to shaping high impact professional learning activities, 80% of staff were strongly committed to professional learning related to curriculum reform.</p>
Teachers develop and agreed system to track their individual coding results used to provide feedback during the Quality Teaching Instructional Rounds.	<p>Staff have used the coding sheet to track their own practice based on the feedback provided using the Quality Teaching Framework. The coding sheet is a tracking tool to support reflective practice. The process of the instructional rounds has had a positive impact on the team. The following responses below are from individual reflection on the impact of QTR:</p> <p>It has given me confidence in my current teaching practice. I enjoy the feedback, it has built my confidence to hear areas of strength, I'd appreciate more constructive criticism. It has given my confidence in my own teaching practice, it has built relationships that are high in trust and given time to watch other colleagues model good practice which I highly value. I enjoy watching other teacher's practice, they are great role-models around the school. The honest feedback has helped to improve my practice. It has strengthened a positive school culture of improving together and improved my confidence in my own teaching ability. I have learnt new approaches for my own practice as well as giving me the confidence to try them. It has given me the opportunity to reflect on my own practice and developed</p>

Teachers develop and agreed system to track their individual coding results used to provide feedback during the Quality Teaching Instructional Rounds.

trusting relationships with colleagues.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$38,566.00</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"> • Caring for Students <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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] <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>\$121,451.36</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"> • Literacy and Numeracy Focus • Collaborative Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <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 the continued implementation of small group tuition in 2024, supporting transition to permanent positions for teaching and non-teaching staff as well as the provision of resources for students from low-socio-economic backgrounds.</p>
<p>Aboriginal background</p> <p>\$89,991.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Culburra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$89,991.00</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy Focus • Caring for Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact:</p> <p>40% of Aboriginal students performed in the second top band proficiency (Strong) in Year 3 NAPLAN reading.</p> <p>100% of Aboriginal students performed in the second top proficiency band (Strong) in Year 3 NAPLAN writing.</p> <p>60% of Aboriginal students performed in the second top proficiency band (Strong) in Year 3 NAPLAN Grammar and Punctuation.</p> <p>60% of Aboriginal students performed in the second top proficiency band (Strong) in Year 5 NAPLAN Spelling.</p> <p>40% of Aboriginal students performed in the second top proficiency band (Strong) for Year 5 NAPLAN Writing and Numeracy.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>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"> • Literacy and Numeracy Focus <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p> <p>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:</p> <p>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</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$122,701.99</p>	<p>Low level adjustment for disability equity loading provides support for students at Culburra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Caring for Students <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <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>\$8,182.98</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"> • Caring for Students <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 <p>The allocation of this funding has resulted in the following impact: Ensuring that every student irrespective of background is able to access curricula and extra-curricula activities equitably.</p> <p>After evaluation, the next steps to support our students will be: Continue with current activities to maximise student opportunities.</p>
<p>Professional learning</p> <p>\$22,232.09</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"> • Literacy and Numeracy Focus • Collaborative Practice <p>Overview of activities partially or fully funded with this initiative</p>

<p>Professional learning</p> <p>\$22,232.09</p>	<p>funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>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.</p> <p>Linking the 8 What Works Best themes to identify areas of improvement used to inform staff Performance and Development Plan.</p> <p>Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.</p> <p>The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.</p> <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, based on student need identified through the use of data to inform practice.</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. Teachers co-develop a shared approach to regular professional learning time to dedicate to their own learning based on student need.</p>
<p>QTSS release</p> <p>\$37,996.13</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Culburra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy Focus • Collaborative Practice <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. • Staffing release to align professional learning to the Strategic Development Plan and develop the capacity of staff. • Engage in and further develop new syllabus materials such as scope and sequences and units of work for both English and Mathematics K-2 syllabi. <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: Continue with current deployment of QTSS funding.</p>

COVID ILSP

\$73,123.40

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.

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]

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.

Year 4 cohort performed 3% above SSG (like school group) in the Semester 2 vocabulary sub-strand of the check-in assessment.

Year 5 cohort performed 4% above SSG (like school group) in the Semester 2 vocabulary sub-strand of the check-in assessment.

Year 6 cohort performed 9% above SSG (like school group), and 1% above state% in the Semester 2 vocabulary sub-strand of the check-in assessment.

The Year 4 and year 6 cohort group performed slightly above the SSG (like school group) in the Semester 2 processes sub-strand of the check- in assessment.

All cohort groups 3-6 performed above the SSG (like school group) in the Semester 2 comprehension sub-strand of the check-in assessment (Year 4, Year 5 and Year 6 were also above state average).

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. 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	100	110	110	105
Girls	86	75	64	72

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.4	91.1	85.5	92.6
1	94.1	92.1	88.5	91.7
2	85.8	92.5	90.3	91.0
3	92.9	89.8	87.3	93.7
4	91.4	91.2	84.3	87.3
5	90.3	89.9	85.5	87.8
6	91.8	88.9	80.5	88.2
All Years	91.4	91.0	86.3	90.5
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

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.



K-6 and Staff 2023

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	9.13
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	5.02

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	86,547.81
Revenue	3,164,825.76
Appropriation	3,058,709.49
Grants and contributions	101,997.20
Investment income	3,919.07
Other revenue	200.00
Expenses	-3,092,523.80
Employee related	-2,705,889.34
Operating expenses	-386,634.46
Surplus / deficit for the year	72,301.96
Closing Balance	158,849.77

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.

	2023 SBAR Adjustments (\$)
Targeted Total	38,566
Equity Total	336,544
Equity - Aboriginal	89,991
Equity - Socio-economic	121,451
Equity - Language	2,400
Equity - Disability	122,702
Base Total	2,076,556
Base - Per Capita	47,300
Base - Location	8,183
Base - Other	2,021,073
Other Total	361,684
Grand Total	2,813,350

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.



His Excellency, General the Honourable David Hurley AC DSC (Retd) during our excursion to Government House.

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 to access the school data.

From 2023, students' results will be reported against 4 proficiency standards - replacing the previous 10 bands and national minimum standard.

There are 4 proficiency levels for each assessment area at each year level:

- Exceeding: the student's result exceeds expectations at the time of testing.
- Strong: the student's result meets the challenging but reasonable expectations at the time of testing.
- Developing: the student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: the student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

In 2023, 22 students in year three sat for the NAPLAN test in literacy. Of the 22 students, 13 students were boys and 9 were girls, 5 of these students identify as Aboriginal. In reading, CPS has 45% achieving a proficiency standard of strong / exceeding. Boys 46% and girls had 44% within the strong/ exceeding proficiency levels. 40% of Aboriginal students achieved strong / exceeding.

In writing, CPS achieved 68% of students achieving a proficiency standard of strong / exceeding. 54% boys, 89% girls and 100% Aboriginal.

Spelling has 27% of students achieving a proficiency standard of strong / exceeding. Boys achieved 31% and 22% of girls achieved within the same proficiency standards, 60% of Aboriginal students achieving a proficiency standard of strong / exceeding.

In Grammar and Punctuation 32% of students achieving a proficiency standard of strong / exceeding, 38% of boys and 22% of girls achieved in the same standards. 20% of Aboriginal students achieved proficiency standards of strong / exceeding.

In Numeracy, CPS has 46% of students achieving a proficiency standard of strong / exceeding, 46% of boys and 44% of girls. 20% of Aboriginal students achieved in the same standards.

In 2023, 16 students in year five sat for the NAPLAN test in Literacy. Of the 16 students, 10 students were boys and 6 were girls, 5 students identify as Aboriginal. In reading, 57% achieving a proficiency standard of strong / exceeding. 60% of boys and 50% of girls. Aboriginal students achieved 20% in the same standards.

In writing, CPS has 38% of students achieving a proficiency standard of strong / exceeding, 40% of boys and 33% of girls. 40% of Aboriginal students achieved in the same proficiency standards.

Spelling has 63% of students achieving a proficiency standard of strong / exceeding, 70% boys and 50% of girls. 60% of Aboriginal students achieving a proficiency standard of strong / exceeding.

Grammar and Punctuation has 69% of students achieving a proficiency standard of strong / exceeding, 60% of boys and 84% of girls. 60% of Aboriginal students achieved in the same proficiency standards.

In Numeracy, 63% of students achieving a proficiency standard of strong / exceeding, 70% of boys, 50% of girls and 40% of Aboriginal students.

Parent/caregiver, student, teacher satisfaction

SWOT Analysis - School Community

A SWOT analysis conducted with all students as a class group in Term 4 indicate the following:

What strengths does our school have?

- The Peer Support program.
- Opportunities to make friends.
- Sports equipment.
- Space of the playground to play in.
- Kindness and teamwork.
- Computers and technology.

What can be done better?

- Playground equipment upgrade.
- A school canteen.
- Taking care of sport equipment - flat balls, equipment left on the field at the end of play.
- More extra-curricular clubs - such as art club.
- Keeping our grounds tidy.
- Sports representative opportunities.

What are our opportunities?

- Lots of space at our school to do activities in.
- Visiting special places in our local area.
- A bigger veggie garden/ garden club.
- School choir.
- Excursions.

What are the challenges?

- Homework
- Versing other school in sport and other activities
- NAPLAN

A SWOT analysis conducted with all staff in Term 4 indicate the following:

What strengths does our school have?

- Supportive leadership team and staff collaboration and support
- Planning time to support explicit teaching practices.
- Strong staff connection to students/wellbeing initiatives.
- Sporting activities.
- SLSO's and a whole school approach to learning and support.
- Behaviour management.

What can be done better?

- Extension programs/opportunities for high-performing students.
- SOLO taxonomy being used across the K-6.
- Behaviour system - transition to online processes.
- Staff input into professional learning.

What are our opportunities?

- Quality teaching instructional rounds.
- Professional learning.
- Parental involvement and engagement with our community.
- Extra-curricular activities - technology and creative arts.
- Leadership development of the team.

What are the challenges?

- Maintaining systems for regular attendance tracking.
- Professional learning time versus teaching time, ensuring the balance.
- Ensuring the needs of all students are being met.

A SWOT analysis conducted with all parent/carers in Term 4 indicate the following:

What strengths does our school have?

A positive environment.

What can be done better?

More targeted extension programs.

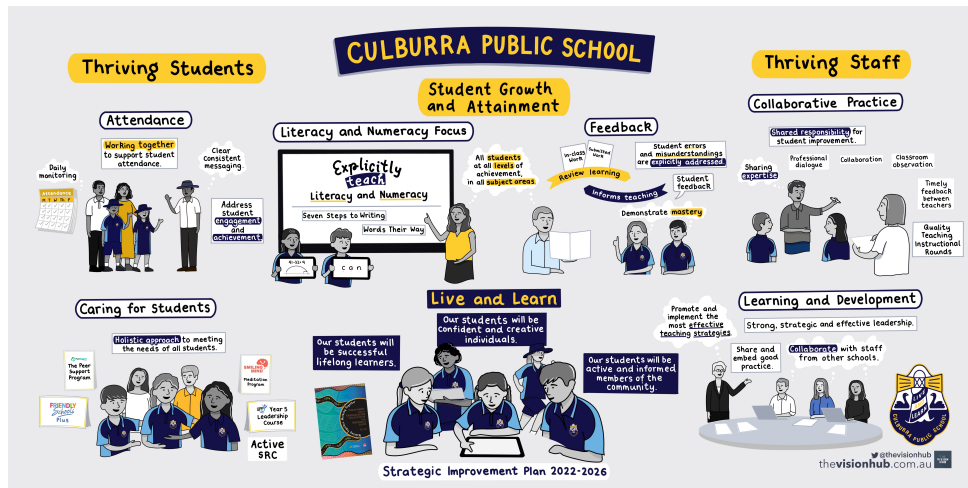
What are our opportunities?

Reopening the canteen.

More sporting opportunities.

What are the challenges?

Current economic and political landscape.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.