Our school at a glance

Students

Our general school population draws from Culburra Beach, Orient Point, Crookhaven Park and the Jerrinja Community. Our enrolment at the 25th March 2010 was 222. Our school experiences a little student mobility and our enrolment at the end of the 2010 school year was 227.

Staff

During 2010 we had a total staff allocation of 17.02. This included one non teaching principal, two teaching executive, nine classroom teachers, 0.4 part time teacher, 0.378 release from face to face teacher, 0.8 Support Teacher Learning, 0.6 teacher librarian, 0.42 reading recovery teacher, one district school counsellor (0.25 actual), one Aboriginal Education Officer, 1.022 office assistant, one office manager, 0.4 general assistant and an average of 3 teacher aides.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

Culburra Public School conducted a number of programs that provided students with extra educational support throughout 2010. These were: Reading Recovery, Learning Support Teacher Reading, Student Welfare Program, Munch Crunch and Read Program, Drop Everything and Read (DEAR), Early Intervention Aboriginal Literacy Kindergarten DET funded, Norta Norta Aboriginal In Class Tuition Program DET funded, Vegetable Garden Program. In 2010 we focused on the early intervention of our Aboriginal students and the support of students experiencing difficulty developing reading skills. We also ran our Peer Assisted Fluency Program for students from years 2-6.

Student achievement in 2010

In 2010, 28 students in Year 5 and 38 students in Year 3 sat for the NAPLAN test in Literacy. 0 students from Year 5 and 1 student from Year 3 had partial absences. This assessment replaced the Basic Skills Test in 2008. The students from Year 5 and above participating this year, are the first group that will be correlated using a consistent criteria and reporting format. The Year 5 NAPLAN test is a Band 3-8 ranking. In reading, the average scaled score growth for State was 83.8 and Culburra Public School [CPS] 85.6. The expected growth from Year 3 to Year 5: CPS had 34.6% students with less than expected growth and 65.4% of students who were greater than or equal to expected growth. The students were in the following percentile ranges- 30.8% of children were in the less than 25th range, 26.9% of children were in the 75th and above range, more children were in the 25th to 75th range 42.3%. Year 3 Students are reported using a Band 1-6 ranking. In reading CPS had, 3% [1 child] Band 1, 37% [14 children] Band 2, 21% [8 children] Band 3, both Band 4 and Band 5 had 18% [7 children] with only 3% [1 child] in Band 6. Compared to State, Band 1 - 4%, Band 2 - 10%, Band 3 - 15%, Band 4 - 24%, Band 5 - 20% and 28% in Band 6. In 2010, 28 students in Year 5 and 38 students in Year 3 were present for the NAPLAN test. No students from Year 5 and 1 student from Year 3 were absent. Year 5 In Numeracy, the average scaled score growth for State was 89.1 and CPS was 80.4. The expected growth from Year 3 to Year 5: CPS had 56% students with less than expected growth and 44% of students who were greater than or equal to expected growth. The students were in the following percentile ranges- 36% of children were in the less than 25th range, 12% of children were in the 75th and above range, more children were in the 25th to 75th range 52%.

Messages

Principal’s message

I am pleased to present the 2010 Annual School Report. Our team of dedicated teachers strive to present a dynamic and caring educational environment that allows students to meet their academic, cultural, social and physical potential. It is a happy, safe school where the individual learning and welfare needs of all our students are being met, and where high achievement is expected and celebrated daily. Our School Values are Safety, Respect and Responsibility. These values are incorporated in all aspects of school life for all students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Ron Letters
**P & C and/or School Council message**

This year has been a great experience being my first year as president and having the pleasure of working with our small but dedicated committee. P&C continues to operate after school care or OOSH as we know it providing not only after school care but vacation care as well providing a safe and fun caring environment. Other things P&C operate throughout the year are the canteen which provides healthy hearty meals and snacks for our students and staff, the uniform shop supplies excellent quality clothing for the children and staff also.

I would also like to thank our outgoing President, Chris Kelly, for her time and effort over the past years. She has been a dedicated member and will be missed by all. As her youngest son, Blake, is now entering high school she was willing to hand her position over. Also special thanks to Larissa Witt for her efforts as Secretary who also has a son moving onto high school along with Shane Kimber for all his input over the years and who also has a son starting high school next year. Special thanks go out to Heidi DeLuca for a wonderful effort with our Great Fete which certainly was a big success.

**INCOME:**
- Uniform sales
- Easter raffle
- Mother’s Day stall
- Family portraits
- Father’s Day stall
- Spring raffle
- Great Fete
- Interest

**EXPENSES:**
- Uniform shop
- Library resources
- Garden
- Easter eggs
- Mother’s Day stall
- Insurance
- Audit
- Father’s Day stall
With continued support, the P&C will be able to maintain its high standard for our Public School.

Brett McIntyre
P&C President

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**Student representative’s message**

2010 has been an exciting year with fun events such as mufti days, Premier’s Reading Challenge, gala days and sausage sizzles. The year has been great. We have handled having the construction of our new buildings without too many interruptions.

Jade Melville and Blake Kelly
School Captains

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**School context**

**Student information**

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
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<tr>
<td>2010</td>
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School enrolments have remained stable over the past seven years with an even balance of male and female students.
Student attendance profile

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<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
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Management of non-attendance

We continue to monitor attendance. Generally students have a regular appropriate attendance record. However there are a number of students with an unacceptable attendance rate. This lowers our overall attendance rate. Parents and guardians of children who have poor attendance are contacted for an explanation of attendance patterns. If no or an unacceptable explanation is given the Home School Liaison Officer is contacted.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

Structure of classes

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>56G</td>
<td>5</td>
<td>11</td>
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<tr>
<td>56G</td>
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<td>14</td>
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<td>6</td>
<td>14</td>
<td>24</td>
</tr>
<tr>
<td>K1D</td>
<td>K</td>
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</tr>
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</tr>
<tr>
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<td>K</td>
<td>14</td>
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</tr>
<tr>
<td>K1W</td>
<td>1</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>12M</td>
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<td>11</td>
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</tr>
<tr>
<td>12M</td>
<td>2</td>
<td>14</td>
<td>25</td>
</tr>
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<td>2B</td>
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</tr>
<tr>
<td>34K</td>
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</tr>
<tr>
<td>45H</td>
<td>5</td>
<td>6</td>
<td>25</td>
</tr>
</tbody>
</table>

Generally classes were made up across the school in composite formats. This is with the exception of one year two class. Classes consisted of parallel ability.

Dance Team 2010
Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
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<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8.578</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.422</td>
</tr>
<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

The indigenous composition of our school workforce includes; 0.8 classroom/Release From Face to Face Teacher, 1 Aboriginal Education Officer and a number of Support Learning Officers that are employed on a casual basis to run several special programs.

Staff retention

Three classroom teachers retired this year, one classroom teacher and one Assistant Principal relinquished their positions. These teachers were replaced by permanent staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Enter text here

Qualifications % of staff
Degree or Diploma 100
Postgraduate 70

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2010

Income
Balance brought forward $93609.78
Global funds $128289.64
Tied funds $159063.96
School & community sources $66283.77
Interest $5683.61
Trust receipts $11979.00
Canteen $0.00
Total income $464909.76

Expenditure
Teaching & learning
- Key learning areas $29294.16
- Excursions $18165.84
- Extracurricular dissections $29962.14
Library $8103.52
Training & development $14885.11
Tied funds $124307.38
Casual relief teachers $41345.63
Administration & office $26167.63
School-operated canteen $0.00
Utilities $24062.23
Maintenance $13392.08
Trust accounts $11582.96
Capital programs $9651.48
Total expenditure $350920.16
Balance carried forward $113989.60

A full copy of the school’s 2010 financial statement is tabled at the P&C annual general meeting. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

Our school continues to foster a love of the Creative and Performing Arts and creates numerous opportunities for the students to display and develop their skills.

The highlight of our year was a visit from the Australian Ballet Company. Stage 3 enjoyed lessons conducted by the dancers and the other stages enjoyed a peek at the costumes of dance and question time about dance matters. As a school, we were treated to a performance by the company members, who showed us how easy it
looks but just how much technique and practice is involved.

Once again, The Bundanon Art Trust treated our Stage 3 students to lessons based upon a Movement Theme. The individual pieces were stapled in a cylinder effect and piled upon each other like cans upon the shelf for display purposes in the administration block.

Our School Dance Team once again performed at The Illawarra and South Coast Dance Festival in Wollongong. Thirty students from Year 3 to Year 6 participated, including nine boys. Our theme for the routine was “Mark Time for The Boys” based upon war efforts. Once again a huge parent involvement ensured the success of their efforts.

Our School Choir continues to grow in strength and reputation. They performed at a number of school functions including ANZAC Day, Education Week and Presentation Day. They sang for the local senior citizens at Christmas Functions.

In our school, we foster creative arts skills through our ‘Doing Things Together’ days. Our Year 6 student leaders help the younger students to perform their best at making Hats at Easter, Aboriginal Art for NAIDOC week and making their favourite thing at Education Week.

Our foyer area in the administration block, continues to display the amazing art work produced by our students, term tasks and photographs of excursions and major events throughout the year.

This year for Book Week, our Stage 3 students performed a song and dance item for the Book Parade – “Gotta Keep Reading.”

All classes have performed on a regular basis at weekly assemblies to the delight of parents and friends of the community concerned.

The Creative and Performing Arts are “Alive And Well” at Culburra Public School.

**Sport**

Sport and fitness continues to play a very prominent role in the life of our school. In 2010 our school:

- Conducted inter house sporting competition in swimming, cross country and athletics. The winning house groups were Baranga in swimming, Yawarra in cross country and Baranga in athletics. Baranga were the overall winners.
- Performed with credit in all Primary School Sports Associations (PSSA) carnivals. We had pupils represent our district in swimming, cross country and athletics.
- Participated in state PSSA knockouts in boys and girls basketball, rugby league as well as boys and girls soccer.
- Had students selected in district representative teams in rugby league, touch, soccer, basketball and AFL.
- Had representatives to area level in boys and girls soccer and basketball.
- Hosted clinics with visiting development officers in AFL and rugby league.
- Participated in a two week Intensive Swimming Program.
- Hosted and participated in the Shoalhaven PSSA Summer and Winter Gala Days
- Continued to implement a regular Fundamental Movement Skill program for the earlier stages.
- Was involved in a ten-week gymnastics program conducted by the Australian School of Gymnastics.
- Implemented a regular dance and aerobics program across all stages.
- Recognised sporting achievements in newsletters and awards at assemblies.

I congratulate all students on their fine efforts this year and look forward to 2011.

Shannon Evans

**Library**

Our Library supports an inquiry-based learning environment, where collaboration between the Librarian and classroom teachers continues to provide opportunities for concurrence of learner goals between the Library and the
classroom. Collaborative planning exists between classroom teachers and the Teacher Librarian. This integrates COGs outcomes and specific Text types with Information Literacy by planning, delivering and assessing learning activities that link Information Literacy, Technology and KLA outcomes to improve student learning outcomes. Co-operative teaching sessions in the Library also provide opportunity for up-skilling of teachers in the use of ICT and Interactive Whiteboards. Evaluation is provided in student reports on Library skills and integrated assessment tasks. The computer network was expanded to ensure a strong focus on digital literacy, integrated with Information Literacy, and the use of the Internet as a Library resource. We offer students the opportunity to extend their learning through use of a variety of information sources and formats. The school’s Intranet provides a central place for links to be shared, and for staff and students to save files. The intranet is also used to share Notebook files collected and constructed by other staff for general use. The installation of the Connected Classroom facility, consisting of Interactive Whiteboard and Video Conferencing equipment, into the Library has increased the range of learning activities available to all teachers and students. Further Professional Development on the use of this facility will enhance its potential to provide innovative and engaging learning activities, including collaborative projects with students in other schools. Information and Communication technologies (ICT) need to be explored further so they are used to engage students in the use of a variety of Web 2.0 tools and digital stories and projects, social networking tools such as Blog Ed. Further planning and development is needed in consultation with the Computer Co-ordinators and Executive. The Teacher Librarian maintains a school Library website providing guidance and links, Pathfinders for research tasks and learning resources that can be accessed at school and at home. 131 students completed the 2010 Premier’s Reading Challenge, an initiative we support as it encourages reading, love of reading and experience of a wide range of book titles. It also encourages their responsibility of keeping a record and meeting a deadline. To promote and encourage student’s interest in reading and literature, students are given the chance to purchase books from Scholastic Book Club and the Library’s Scholastic Book Fairs. Two successful Book Fairs were held and these both provided bonus books to the value of $1400 to supplement the Library resource collection, particularly in Fiction and Junior Fiction. In August, our school community participated enthusiastically in Book Week celebrations for the ‘Across the Story Bridge’ theme, including competitions, voting for best book. A dress-up parade featured a different book for each class theme and this was enjoyed by all students, with many of the teachers also joining in the dress-up. There is regular communication and promotion of the school Library to the community through school Newsletters and school Assembly announcements. The Culburra Public School website has information and announcements which are regularly updated. Also a Parent Information pamphlet for new parents and students is provided to introduce them to the Library and how it operates. The Library literacy strategies were enhanced by the participation of Stage 3 students in workshops by Thoby Riddle. Valuable insights were gained into the writing and illustrating skills of popular authors. The Library collection of print and media resources is carefully selected and aligned with the school’s curriculum. The collection is continuously monitored for currency and relevance to meet the informational and recreational needs of the school community. Our aim continues to be improvement of the Library environment and to enhance student learning and achievement – all targets are driven by this.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3

Students are reported using a Band 1-6 ranking. In reading CPS had, 3% [1 child] Band 1, 37% [14 children] Band 2, 21% [8 children] Band 3, both
Band 4 and Band 5 had 18% [7 children] with only 3% [1 child] in Band 6. Compared to State, Band 1 - 4%, Band 2 - 10%, Band 3 - 15%, Band 4 - 24%, Band 5 - 20% and 28% in Band 6. Students at CPS performed well in Interpreting motivation/character’s actions in a narrative and locating directly stated information in a paragraph of a short narrative. Areas that need revisiting include a number of criteria within a simple information text [locating directly stated information, identifying a conditional statement, making a synonymous match to information in a table and comparing information across cells, linking information across two sections], summarises events that led to the conclusion of a short narrative, infers character’s actions in a fable and recognising a question is directed at the reader in a narrative. In spelling, areas that need revision include identifying error/correcting one-syllable word with the phonogram -alk / ould, diphthong digraph -ai / -ye, short vowel digraph -ea, long vowel digraph -ui, silent initial consonant k-, correctly spell a two-syllable word with the consonant-x representing two phonemes, correctly spells a three-syllable word with the consonant blend -nd at the syllable juncture and identify/ correct two-syllable with double consonant -dd at the syllable juncture. In Grammar and Punctuation, areas that are to be developed further include- in a simple sentence [Identifying a missing comma in a sequence, select correct verb indicating future tense, recognising correct use of an apostrophe of contraction, identify an adjective, identify correct capitalisation of a compound proper noun and an adjective], identifying the correct closing punctuation for a question, identify correct relative pronoun and identify the proper noun requiring a capital letter in a complex sentence and interpret the combination of two simple sentences into one. Areas of consistent weakness during the last three years were - In Reading, locating information directly stated in a short simple narrative, interpreting the purpose of character behaviour and inferring the nature of a character. In Spelling, correctly spelling one-syllable words containing ‘ea,’ a silent letter or containing a long vowel. In Grammar and Punctuation, identify/ correct use of adverbs [phrasal], identify correct pronoun, identify correct use of capital letter for proper nouns and sentences, identify correct conjunction and identify correct verb form.

Stage 1 at Shoalhaven Entertainment Centre
Numeracy – NAPLAN Year 3

In Numeracy, CPS had, 3% [1 child] Band 1, 29% [11 children] Band 2, 34% [13 children] Band 3, Band 4 had 21% [8 children] and Band 5 had 13% [5 children], there were no children in Band 6. Students in Year 3 have a sound understanding in solving problems involving face value of coins and amounts remaining, identifying the closest estimate to length of a common object, recognising 2D shapes with four sides and selecting the most likely outcome in a chance event involving a spinner. Concepts that need to be consolidated include identifying a triangular prism, reading analog time to the quarter-hour, identifying next term in increasing number pattern, identifying solution to a problem requiring the interpretation of a column graph, solving a single-step problem involving addition, interpreting a simple timetable and identifying an event at a given time, identifying a geometric design after a quarter turn, identifying a solution to single-step word problem involving multiplication and rounding, solving a reasoning problem involving sharing, identifying a cylinder from a 2D representation, solving a problem involving multiplication and addition, identifies division expression as a solution to a word problem and identifying number of quarters given whole and half objects.

Areas of consistent weakness during the last three years were locating the position of an object using more than one descriptor, identifying common 3-D objects within a composite, visualise/match/determine different perspectives and details in a 3-D model, locate/interpret/solve problems with data from a graph.
**Literacy – NAPLAN Year 5**

The NAPLAN test is a Band 3-8 ranking. In reading, the average scaled score growth for State was 83.8 and Culburra Public School [CPS] 85.6. The expected growth from Year 3 to Year 5: CPS had 34.6% students with less than expected growth and 65.4% of students who were greater than or equal to expected growth. The students were in the following percentile ranges: 30.8% of children were in the less than 25th range, 26.9% of children were in the 75th and above range, more children were in the 25th to 75th range. 42.3% of students at CPS exhibited strengths in linking information, identifying a persuasive strategy, using background knowledge to infer a character’s age and gender in a narrative and identifying a synonymous match to directly stated information in an information text. Areas that need revisiting: identifying a common point of view, identifying a reason for a character’s reaction, generalising about a character and making links. In spelling, the average scaled score growth for State was 82.6 and CPS was 69.5. The expected growth: 53.8% had less than expected growth and 46.2% had greater than or equal to expected growth. The students were in the following percentile ranges: 38.5% of children were in the less than 25th range, 19.2% children were in the 75th and above range, more children were in the 25th to 75th range. 42.3% of the students exhibited strengths in identifying an error then correctly spell one-syllable word with silent k, correctly spell one syllable word with the consonant cluster nch and identify the error then correctly spell one-syllable words with the phonogram ould. Areas to revisit include correctly spelling a three-syllable word with letter repetition, identifying error then correctly spell four-syllable word with etymological elements -bio and -graph and ending y, identify error then correctly spell two-syllable word with unaccented ending or. In grammar/punctuation, the average scaled score growth for the State was 95.4 and CPS was 70.4. The expected growth: 69.2% had less than expected growth and 30.8% had greater than or equal to expected growth. The students were in the following percentile ranges 50% of children were in the less than 25th range, 19.2% children were in the 75th and above range, the remaining children were in the 25th to 75th range. 42.3%. The students showed strengths in identifying the correct determiner in a complex sentence and identifying a missing comma in a sequence in a simple sentence. Challenging areas included identifying post-modifier, identifying modal verb, identifying correct use of an apostrophe, identifying conjunctions, identifying placement of delineating commas and identifying comparative form of an adverb. In writing, the average scaled score growth for State was 66.56 and CPS was 51.58. The expected growth: 61.5% had less than expected growth and 38.5% had greater than or equal to expected growth. The students were in the following percentile ranges 19.2% of children were in the less than 25th range, 7.7% of children were in the 75th and above range, more children were in the 25th to 75th range 73.1%. The students need to revisit the following concepts: simple written content, predictable ideas, sustained use of precise words, correct formation of sentences, correct use of punctuation and conventional spelling. Areas of consistent weakness during the last three years were in Reading, interpreting/inferring a characters’ behaviour/motivation/mood/attitude in a narrative, synthesis ideas to interpret a characters’ misconception/assumption/thoughts, recognising/linking/connect ideas in narratives. In Spelling, identify/correct one-syllable word with a long vowel sound, correctly spell two-syllable word with ‘le’ ending. In Grammar and Punctuation, identify correct use of punctuation in direct speech, identify use of capital letter for proper nouns, identify correct conjunction in a sentence, identifying correct subject-verb agreement.
In Numeracy, the average scaled score growth for State was 89.1 and CPS was 80.4. The expected growth from Year 3 to Year 5: CPS had 56% of students with less than expected growth and 44% of students who were greater than or equal to expected growth. The students were in the following percentile ranges; 36% of children were in the less than 25th range, 12% of children were in the 75th and above range, more children were in the 25th to 75th range. 52% of students at CPS exhibited strengths in problem solving involving face value of coins and amount remaining, estimating the solution to a multiplication problem, identifies expanded form of a 3-digit number, identifying a date on a simple timeline and completing an array to find a total. Areas that need revising include multiplying two digit by a single digit, quarter hour on analogue clock, interpreting directions on a plan in position, interpreting data on a sector graph, number sentences greater than, convert units in time/ subtract and expanded notation/ decimals fractions and decimals.

Areas of consistent weakness during the last three years were solving multi-step problems, comparing angles to determine greatest/largest.
Progress in literacy

Average progress in reading for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>75.7</td>
<td>86.0</td>
<td>87.7</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>80.6</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>67.8</td>
<td>49.9</td>
<td>46.7</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>69.3</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Average progress in spelling for matched students*

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>66.8</td>
</tr>
<tr>
<td>SSG</td>
<td>84.6</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
</tr>
</tbody>
</table>
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>97</td>
<td>95</td>
<td>84</td>
<td>89</td>
<td>97</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>84.6</td>
</tr>
<tr>
<td>State DET</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Punctuation and grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>82</td>
<td>96</td>
<td>93</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>State DET</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Aboriginal education**

All Aboriginal children are supported by our Aboriginal Education Officer (AEO). We have supported Aboriginal Kindergarten children with an early intervention program that has focused child centred learning in the areas of listening and talking skills, reading, recount and numeracy skills. This project was funded by the Illawarra & South Coast Region 2010 Aboriginal Programs (SRA). Children in this program showed significant growth in reading readiness and reading ability. The Norta Norta Program supported Year 5 Aboriginal children who fell below benchmark in their NAPLAN results in 2009 and identified children in Year 4 who were at reading risk. The
Norta Norta Program commenced early in term 3 2010. This program focused on literacy and numeracy skills. Children who were supported by this program showed significant growth in reading confidence, reading skills and attitude towards class participation. The Jerrinja Aboriginal Educational Consultative Group (AECG) is active in the great support they show to our school and has contributed to the consultation process and submissions made for special programs. The Jerrinja AECG were represented on all merit selection panels that were conducted in 2010. The school has maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. Other cultures were studied across the school to develop an understanding and appreciation of people from different backgrounds. NAIDOC week was celebrated with a special assembly, reading of dreamtime legends, a vertical grouping day, cultural day and a special focus in all activities throughout this week.

**Multicultural education**

We have maintained a focus on multicultural education in all areas of the curriculum by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. We have studied other cultures across the school to develop an understanding and appreciation of people from different backgrounds. Stage 2 children studied different religions which included a visit to the Nan Tien Temple in Wollongong.

**Respect and responsibility**

Throughout 2010 all students participated in acknowledging our core values through our weekly assemblies and class lessons. The core values presented are set out by the Federal and State Governments. Our Student Code of Conduct delivers a structure that supports these Core Values. The students’ development of emotional intelligence in the areas of Safety, Respect and Responsibility was also supported by our across school Anti-bullying Program, Student Leadership Group that supported a number of targeted charities, student participation in ANZAC and Remembrance Day ceremonies and community Christmas celebrations. Our School Core Values are Safety, Respect and Responsibility. This year we started our Positive Behaviour for Success (PBS) program. This journey was very well accepted by students and teachers. The complete journey should take about four years.

**National partnership programs**

At the end of 2010 we were informed that we would be included in the 2011 National Partnership Low SES School Communities Reform Extension Program. This is a two year project where we will receive approximately $200 per child per year for the next two years to spend specifically on literacy and numeracy initiatives. We will also receive an extra staffing position called a “Highly Accomplished Teacher” over the two years. This position will be shared with Greenwell Point Public School.

**Connected learning**

Our Connected Learning facilities have been installed in the Library. This allows library lessons to access the internet and us the interactive aspect of the Connected Learning hardware and software. We have used the conference aspect of the Connected Learning equipment for teacher learning and development.

**Progress on 2010 targets**

**Target 1**

Increase of students by 6 % in grades 3 & 5 in top 3 bands of NAPLAN in Writing strand compared to 2009 results.

Our achievements include:

- Implemented the Best Start program and developed programs to introduce and consolidate Writing learning in Kindergarten.
There was a decrease of students in the top three NAPLAN bands by year 3 2% and year 5 12%.

**Target 2**

Increase of students by 6% in grades 3 & 5 in top 3 bands of NAPLAN in Space & Measurement strands compared to 2009 results.

Our achievements include:

- Due to a re-examination of 2009 results by regional support staff a decision was made to focus on Data, Space and Geometry and Measurement.
- Implement Best Start and develop programs to introduce and consolidate Numeracy learning in Kindergarten.
- Participate in the Focus School Support Project that will allow the staff to develop their understanding in Space & Measurement.
- There was a decrease of students in the top three NAPLAN bands by year 3 18% and year 5 22%.

**Target 3**

All Aboriginal students achieving at or above minimum standard in NAPLAN literacy & numeracy.

Our achievements include:

- Facilitate Support programs which include Early Intervention in Literacy and Numeracy
- Run specific programs to remediate & consolidate student outcomes in Literacy & Numeracy.
- Develop and apply Personal Learning Plans to all Aboriginal students.
- All Aboriginal students achieved above minimum in Numeracy. One child in year 3 and one child in year one achieved below minimum standard in Reading.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Planning and Reading.

**Education and management practice**

**Planning**

**Background**

The evaluation team decided to survey Planning. The area of Planning was chosen as the executive would benefit from feedback for future planning. We surveyed all parents, all teachers and Stage 2 & 3 students. We had a sound response from parents, with 52 parent surveys returned.

**Findings and conclusions**

Parents, students and teachers expressed that:

- Most parents read the Annual School Report.
- Most parents believe that the Annual School Report identifies relevant school targets.
- Children’s learning is well planned.
- Activities at school are well planned.
- Planning is responsive to emerging needs.

**Future directions**

As a result of the survey, we felt that our School Planning has many positive aspects. However, the current planning structure must be constantly evaluated and strengthened.
would benefit from feedback for future planning. We surveyed all parents, all teachers and Stage 2 & 3 students. We had a sound response from parents, with 52 parent surveys returned.

Findings and conclusions
Parents, students and teachers expressed that:

- Learning to read is an important part of a child’s development
- At school children develop new understandings and knowledge in reading.
- Most children enjoy reading
- Some parents wanted to be informed more often about their child’s reading development
- Their child usually understands what they read
- Our school has ample reading resources

Future directions
As a result of this survey we are reviewing how we deliver Reading experiences to all students, how we encourage children to develop knowledge, skills and a positive attitude towards Reading. We are also reviewing how we support teachers in their professional learning.

Parent, student and teacher satisfaction
In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A formal survey focusing on Reading and Planning indicated that in general parents, students and teachers were happy with the direction in which our school is heading. Anecdotal evidence also indicates that the parent, student and teacher bodies are generally satisfied with the directions our school is heading.

Professional learning
Professional learning is related directly to our 2010 School Management Plan. Formal professional learning is delivered in a number of modes. These include professional courses, staff development days, staff meetings, teachers working directly with consultants, teacher self directed research and teacher self initiated further learning. In 2010 $24903.71 was dedicated to professional learning. This was made up of a tied grant of $10018.60 and a global budget allocation of $14885.11. The majority of this amount was directed towards improving student understanding in Space, Measurement and Geometry and Data. Other areas of focus included teacher understanding in the areas of technology, Drug Education, Student Welfare, Human Society and its Environment, PE Health PD, Science and Technology and the Creative and Practical Arts.

School development 2009 – 2011
Professional learning continued to be directly linked to the School Management Plan 2009-2011. This plan was revised and adjusted at the end of 2010. 2011 will be the final stage of this plan. The focus continues to be student improvement in numeracy and literacy.

Targets for 2011
Target 1
To improve student performance across the school in Literacy with a focus in Comprehension

Strategies to achieve this target include:
- Review Accelerated Literacy Program and existing resources. Conduct professional development sessions.
- Investigate standardised testing across the school to measure growth and areas of strength and weaknesses.
- Investigate L3 for future implementation.
Our success will be measured by:

- Increase by 6% the performance of students in Year 3 in Bands 2 and 3, and Year 5 in bands 4 and 5 in Reading and Writing.

**Target 2**

*To improve student performance across the school in Numeracy with a focus in Number.*

Strategies to achieve this target include:

- Facilitate staff training and development in Count Me in Too and TEN
- Review and evaluate what we are doing best in Mathematics. Review Across School Scope & Sequence. Introduce consistent programming to meet the learning needs of all students; using Backward Design Programming.
- Professional Learning to build teacher capacity to implement targets. Plan for consistent programming, use of Backward Design Programming.
- Implement Best start and develop programs (TEN) to introduce and consolidate Numeracy learning in Kindergarten.

Our success will be measured by:

- Increase by 6% the performance of students in Year 3 in Bands 2 and 3, and Year 5 in bands 4 and 5 in Numeracy.

**Target 3**

*To improve Aboriginal student performance across the school in Numeracy and Literacy.*

Strategies to achieve this target include:

- Facilitate Support programs which include Early Intervention in Literacy and Numeracy. Run specific programs to remediate & consolidate student outcomes in Literacy & Numeracy. Employ Aboriginal community members as tutors to support these programs.
- Develop leadership opportunities for senior Aboriginal students. Women’s Business program for primary Aboriginal girls.
- Develop and apply PLPs to all Aboriginal students. Indigenous consultancy to support staff in best practice.

Our success will be measured by:

- All Aboriginal students achieving at or above minimum standard in NAPLAN literacy & numeracy.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Ron Letters - Principal
Fran Pike Assistant - Principal
Shannon Evans - Classroom Teacher
Jade Melville - School Captain
Lisa Johnson - SLST
Brett McIntyre - P&C President
Corrine Wright-Smith - Classroom teacher
Lynne Bradshaw - School Administration Officer
Blake Kelly - School Captain
Judi Nethery - Librarian

**School contact information**

Culburra Public School
Carlton Crescent Culburra Beach 2540
Ph: 02 4447 2010
Fax: 02 4447 3651
Email: Culburra-p.school@det.nsw.edu.au
Web: www.culburra-p.schools.nsw.edu.au
School Code: 4485

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: