Culburra Public School
Annual School Report 2013
School context
Culburra Public School provides students with a warm, supportive engaging environment facilitated by a highly motivated, experienced and highly qualified staff. Individual needs of students are met through the implementation of an innovative curriculum that encourages the development of life-long learning. Our core values focus on Safety, Respect and Responsibility. Our primary focus is Literacy and Numeracy. Strong links to our wider community has developed close relationships and bonds that develop a feeling of belonging. We have a focus on sporting programs that are balanced by our tradition of performing arts. At Culburra Public School children are given opportunities to extend their learning through our excellent environmental, performing and creative arts and sports programs. Parents are welcome to be active participants in school activities and their input is highly valued. We are a welcoming and friendly school, we pride ourselves in our tolerance and understanding of cultural diversity. We have strong bonds with our local Jerrinj Community and celebrate indigenous culture.

Principal’s message
It is with pleasure that I present the 2013 Annual School Report. Our team of dedicated teachers and support staff strive to present a dynamic and caring educational environment that allows students to meet their academic, cultural, social and physical potential. We are supported by a hardworking and enthusiastic P&C with strong community ties. We have a spacious school which is a foundation of our friendly, quality educational environment.

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
Principal

P & C and/or School Council message
2013 has been another busy year for our dedicated P & C members with planning well underway for next year’s fundraising activities. We have continued to work hard on the fundraising trail in 2013 enabling our school to purchase resources for our children. Our music trivia night was again a great success with everyone enjoying themselves thoroughly. We look forward to seeing more families supporting this event next year.

<table>
<thead>
<tr>
<th></th>
<th>Income</th>
<th>Expense</th>
<th>Profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easter Raffle</td>
<td>$1,166.00</td>
<td>$34.00</td>
<td>$1,132.00</td>
</tr>
<tr>
<td>Mothers’ Day</td>
<td>$1,012.05</td>
<td>$775.90</td>
<td>$236.15</td>
</tr>
<tr>
<td>Tea Towels</td>
<td>$1,530.00</td>
<td>$1,307.50</td>
<td>$222.50</td>
</tr>
<tr>
<td>Fathers’ Day</td>
<td>$718.20</td>
<td>$435.50</td>
<td>$282.70</td>
</tr>
<tr>
<td>Music Trivia Night</td>
<td>$1,371.20</td>
<td>$170.00</td>
<td>$1,231.20</td>
</tr>
<tr>
<td>Photos</td>
<td>$360.00</td>
<td>$360.00</td>
<td>$360.00</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$6,157.45</strong></td>
<td><strong>$2,722.90</strong></td>
<td><strong>$3,464.00</strong></td>
</tr>
</tbody>
</table>

The “Burra Uniform Shop” continues to provide a great service for our school community with both new and second hand clothing as does our “School Canteen” although this year, unfortunately, has seen the closure of our canteen 3 days a week due to a lack of volunteers. Hopefully this can be rectified next year and we can continue to provide fresh and healthy food choices for our children.

Jacinta and the OOSHC team have continued to provide an amazing array of activities and excursions, during vacation periods, and if the
photos around the walls in the hall are any indication, the children attending appear to be having the time of their lives and creating some fantastic works of art.

Once again I would like to take this opportunity to thank Ron and his team for their support throughout 2013. A big thank you to our hard working P & C members and volunteers, all of whom do such a fantastic job within our school. We look forward to some more exciting fundraising activities in 2014 and hopefully to some new members joining our P & C, learning together and supporting our school community.

Brett McIntyre

P&C President

Student representative’s message

2013, where to start? It was such an exquisite year. Our SRC came up with some great ideas for fundraisers, like Footy Colours Day, Kids Wish and Downs Syndrome Day. Journey of Awareness happens every year but this year was amazing, all the teachers should win a prize. They really did great recapping for us all the rules of the school. We thought that Movember was fun, but we don’t think that Mr Letters and Mr Evans did. Everyone helped the fight against Prostate Cancer by donating money. The two classes who raised the most money got to shave Mr Letters’ and Mr Evans’ mo off. Those lucky classes were 5/6E and K/1S. China Day was a very amusing and delicious day. Stage three had fun doing traditional Chinese arts and games. Then they were lucky enough to have some Chinese Food for lunch. Overall this past year has been entertaining and educational in all grades.

Tamsyn McPhail and Brody Organ

School Captains 2013

Student information

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

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</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 Teacher(s)</td>
<td>6.636</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1(0.2 actual)</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>3.42</td>
</tr>
<tr>
<td>Total</td>
<td>16.058</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Culburra Public School has two teachers and one Aboriginal Education Officer who are permanent employees and identify as being Aboriginal.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>66%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>53%</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>156275.83</td>
</tr>
<tr>
<td>Global funds</td>
<td>151941.66</td>
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<tr>
<td>Tied funds</td>
<td>171850.76</td>
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<tr>
<td>School &amp; community sources</td>
<td>58213.10</td>
</tr>
<tr>
<td>Interest</td>
<td>4718.91</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>10834.05</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>553834.31</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>23188.42</td>
</tr>
<tr>
<td>Excursions</td>
<td>22759.46</td>
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<tr>
<td>Extracurricular dissections</td>
<td>28116.44</td>
</tr>
<tr>
<td>Library</td>
<td>7378.36</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>7145.04</td>
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<tr>
<td>Tied funds</td>
<td>182477.99</td>
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<tr>
<td>Casual relief teachers</td>
<td>55808.28</td>
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<tr>
<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>29143.32</td>
</tr>
<tr>
<td>Maintenance</td>
<td>18083.94</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10761.23</td>
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<tr>
<td>Capital programs</td>
<td>345</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>409440.03</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>144394.28</td>
</tr>
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</table>

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)
The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).
Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy

### NAPLAN Year 3 Reading

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>13.6</td>
<td>4.5</td>
<td>22.7</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>18.2</td>
<td>20.8</td>
<td>15.7</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>23.3</td>
<td>19.3</td>
<td>24.5</td>
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<tr>
<td>3</td>
<td>4</td>
<td>23.3</td>
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<td>24.5</td>
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<td>5</td>
<td>23.3</td>
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<td>24.5</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>23.3</td>
<td>19.3</td>
<td>24.5</td>
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</table>

### NAPLAN Year 3 Spelling

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
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<td>22.7</td>
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<td>22.7</td>
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<td>4</td>
<td>5</td>
<td>23.3</td>
<td>23.3</td>
<td>23.3</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
<td>23.3</td>
<td>23.3</td>
<td>23.3</td>
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<tr>
<td>6</td>
<td>4</td>
<td>18.2</td>
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<td>18.2</td>
</tr>
</tbody>
</table>

### NAPLAN Year 3 Grammar & Punctuation

<table>
<thead>
<tr>
<th>Band</th>
<th>Percentage in Bands</th>
<th>School Average 2009-2013</th>
<th>SSG % in Bands 2013</th>
<th>State DEC % in Bands 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
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<td>10</td>
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<td>4</td>
<td>2</td>
<td>13.6</td>
<td>4.5</td>
<td>22.7</td>
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<td>5</td>
<td>3</td>
<td>18.2</td>
<td>20.8</td>
<td>15.7</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>23.3</td>
<td>19.3</td>
<td>24.5</td>
</tr>
<tr>
<td>10</td>
<td>5</td>
<td>45.5</td>
<td>45.5</td>
<td>45.5</td>
</tr>
</tbody>
</table>

### NAPLAN Year 3 Average score, 2013

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>459.8</td>
<td>382.2</td>
<td>418.1</td>
</tr>
</tbody>
</table>

### NAPLAN Year 3 Spelling Average score, 2013

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>409.0</td>
<td>382.4</td>
<td>418.1</td>
</tr>
</tbody>
</table>

### NAPLAN Year 3 Grammar & Punctuation Average score, 2013

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>459.8</td>
<td>382.2</td>
<td>418.1</td>
</tr>
</tbody>
</table>
Students are reported using a Band 1-6 ranking. In reading CPS had, 0% [0 children] Band 1, 13.6% [3 children] Band 2, 4.5% [1 children] Band 3, 22.7% [5 children] Band 4, 13.6% [3 children] Band 5 and 45.5% [10 children] in Band 6. Compared to State, Band 1 – 2.8%, Band 2 – 9.7%, Band 3 – 16.3%, Band 4 – 24.6%, Band 5 – 18.7% and 27.9% in Band 6. Students at CPS performed well in connecting information in a narrative to identify evidence of an emotional state, identifying the reason for a character’s action or reaction in a narrative and identifying layout, text elements and rhetorical device used in an advertisement. Areas that need revisiting include locating directly stated information in a simple information text, interpreting detail and inferring an opinion in an interview. In spelling, students were strong in correctly spelling a two or three-syllable word with the ending –ar, -ow and identifying an error and correctly spelling a four-syllable word with the element tech. Areas that need revision include correctly spelling a one or two-syllable homophone, identify and correctly spell a one or two-syllable word with short or long vowel digraph –ea or -ow, diphthong –ai and identify then correctly spell a one-syllable word with consonant digraph –wh. In Grammar and Punctuation, areas the students performed well in were identifying the correct auxiliary verb or present participle of an irregular verb in a simple sentence, identifying the correct pronoun and word order for a compound subject in a simple sentence and identifying an adverb of time in a complex sentence. Areas that need to be developed further include- identifying and correct use of an apostrophe of contraction in a simple sentence, identifying the noun or correct indefinite article in a simple sentence, correct placement of speech marks for speech with an attribution. In writing, the students scored well in the following elements of the criteria areas - Audience: use features and structures of persuasive texts to compose texts to persuade, engage and support an audience, identifies the audience of text and adjusts writing accordingly / Text Structure : demonstrate awareness of the organisational structure of persuasive texts / Ideas :
develops ideas using language choices and devices to engage and persuade the reader. Persuasive devices: ineffective use of simple devices to persuade the reader, effective but not sustained use of persuasive devices that enhance the writer’s position. Vocabulary: demonstrates the use of some authoritative words, technical words and modality to influence the reader. Cohesion: demonstrates awareness and controlled use of word relationships in a text and uses a variety of conjunctions and connectives. Paragraphing: structures texts in appropriate stages particularly within the body. Sentence Structure: produces text using mostly accurate simple and compound sentences, some complex sentences and uses most common punctuation marks. Elements that need to be further developed in persuasive devices involved writing elementary persuasive texts and consistently make informed attempts at spelling using a multi-strategy approach.

Areas of consistent weakness during the last three years were - In Reading, directly stated information in a simple information text and simple discussion text. In Spelling, one and two-syllable words containing –ai and identify then correctly spell a two-syllable word with suffix -ly. In Grammar and Punctuation, identifying use of an apostrophe of contraction, identifying correct adverb in a simple sentence, identifying a simple sentence and correct use of capitalisation of proper nouns in a simple sentence.

Stage 3 Electoral Centre Canberra

### NAPLAN Year 3 - Numeracy

<table>
<thead>
<tr>
<th>Percentage in bands: Year 3 Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

**Year 3 NAPLAN Numeracy**

**Average score, 2013**

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>415.5</td>
<td>363.4</td>
<td>399.7</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

- Band 1: 5.1, 21.5, 24.1, 29.1, 13.9, 6.3%
- Band 2: 6.1, 17.6, 32.2, 26.6, 14.0, 3.4%
- Band 3: 3.5, 9.7, 22.7, 27.8, 23.0, 13.3%

In Numeracy, CPS had, 0% [0 children] Band 1, 9.1% [2 children] Band 2, 13.6% [3 children] Band 3, Band 4 had 40.9% [9 children], Band 5 had 18.2% [4 child] and Band 6 had 18.2% [4 children]. Compared to State, Band 1 – 2.8%, Band 2 – 8.3%, Band 3 – 21.5%, Band 4 – 28.7%, Band 5 – 24.8% and 14% in Band 6. Students in Year 3 have a sound understanding in 2D symmetry, number sentences, comparing and ordering heights in length and identifying faces of a solid in different orientations. Concepts that need to be consolidated include determining likelihood of an event, adding and subtracting with carrying, additions with money in fractions and decimals and the edges/properties of prisms.

Areas of consistent weakness during the last three years were identifying aspects in 2D,
working mathematically in multi-step problems and elements of time.

**NAPLAN Year 5 - Literacy**

**Year 5 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>463.1</td>
<td>469.7</td>
<td>500.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
</tr>
</tbody>
</table>

**Year 5 NAPLAN Spelling**

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>466.0</td>
<td>467.2</td>
<td>499.7</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band</td>
</tr>
<tr>
<td>Number in Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
</tr>
<tr>
<td>SSG % in Bands 2013</td>
</tr>
<tr>
<td>State DEC % in Bands 2013</td>
</tr>
</tbody>
</table>

**Stage 1 Robotic Farm**
The NAPLAN test is a Band 3-8 ranking. In reading, the average scaled score growth for State was 83.2 and Culburra Public School [CPS] 96.9. The expected growth from Year 3 to Year 5: CPS had 54.1% students with less than expected growth and 45.9% of students who were greater than or equal to expected growth. The students were in the following percentile ranges- 35.1% of children were in the less than 25th range, 21.6% of children were in the 75th and above range, more children were in the 25th to 75th range 43.2%. Students at CPS exhibited strengths in locating directly stated information in the first paragraph of an information text. Areas that need revisiting –inferring an opinion, information and reasoning, recognising character motivations and interpreting detail in poetry, directly locating stated information/ detail in an information text. In spelling, the average scaled score growth for State was 84.0 and CPS was 104.6. The expected growth: 32.4% had less than expected growth and 67.6% had greater than or equal to expected growth. The students were in the following percentile ranges- 16.2% of children were in the less than 25th range, 37.8% children were in the 75th and above range, more children were in the 25th to 75th range 45.9%. The students exhibited strengths in vowel sounds / consonant blends – identifying an error, correctly spelling a four syllable word with the medial fricative –z. Areas to revisit include identifying an error and correctly spelling a two syllable word with the inflectional ending –es, elided syllable –er, diphthong digraph –ia and –ai, r-influenced long vowel –i, syllable juncture – tt, ending –et and ending –le, identify an error and correctly spell a three-syllable word with suffix –ful, two-syllable words with derivational ending –ly with and without change to the base word. In grammar/punctuation, the average scaled score growth for State was 77.7 and CPS was 113.8. The expected growth: 45.9% had less than expected growth and 54.1% had greater than or equal to expected growth. The students were in the following percentile ranges- 21.6% of children were in the less than 25th range, 32.4% of children were in the 75th and above range, the remaining children were in the 25th to 75th range 45.9%. Strengths were
identifying the correct possessive pronoun in a simple sentence and identifying the correct sentence boundary punctuation between two simple sentences. Challenging areas included identifying the correct simple past tense of irregular verbs in short or simple sentences, identifying adjectives in a complex sentence and correct use of a list comma in a simple sentence. In writing, the average scaled score growth for State was 55.3 and CPS was 78.2. 30.6% had less than expected growth and 69.4% had greater than or equal to expected growth. The students were in the following percentile ranges – 13.9% were in the less than 25% range, 27.8% were in the 75th and above range, more children were in the 25th to 75th range – 58.3%. The students had strengths in – Audience: uses features and structures of persuasive texts to compose texts to persuade, engage and support an audience, in Cohesion/ Ideas: writing elementary persuasive texts, Vocabulary: use of authoritative words, technical words and modality to influence the reader, Punctuation: using capital letters and full stops. Students need to revisit the following concepts: identifying the audience of a text and adjusting writing accordingly, demonstrating an awareness of the organisational structure of persuasive texts and the structure to engage / convince the reader, developing ideas using language choices and devices to engage and persuade the reader, paragraphing within the body of text and in sentence structure – producing texts demonstrating a more controlled use of elaborating clauses/ phrases in simple, compound and complex sentences using correct basic punctuation, accurately spelling difficult words and informed attempts at spelling using a multi strategy approach.

Areas of consistent weakness during the last three years were in Reading, locating directly stated information/ recognise, infer and interpret a character’s motivations, personality, attitude and point of view/ connecting information across paragraphs, sentences and between texts or graphics. In Spelling, identifying and correctly spelling one, two or four-syllable words with soft consonant –c and three or four-syllable words with inflectional ending –ed, -able, -es requiring change to the base word [y to i]. In Grammar and Punctuation, correct capitalisation of proper word, identifying the correct relative pronoun and identify correct use of list commas.
In Numeracy, the average scaled score growth for State was 88.5 and CPS was 85.8. The expected growth from Year 3 to Year 5: CPS had 52.8% students with less than expected growth and 47.2% of students who were greater than or equal to expected growth. The students were in the following percentile ranges - 25% of children were in the less than 25th range, 11.1% of children were in the 75th and above range, more children were in the 25th to 75th range 63.9%. Students at CPS exhibited strengths in reading scale marks and calculating in mass, addition/subtraction – determine combinations possible using notes when given total and number of notes. Areas that need revising include determining the side
view of stacked objects shown in an isometric drawing and determining number of edges of a prism given the cross-section in 3D, interpreting data – column and picture graphs, P&A – number sentences of the form $?-a=b$ and identifying the repeating part in a pattern, fractions & decimals – matching a model of a whole given a fraction, completing a number sentence involving division, using inverse operations to solve a multi-step problem, adding and subtracting mixed numerals involving simple denominators.

Areas of consistent weakness during the last three years were 3D – determine views of an object, visualise shape from a net or given face, interpreting data on a column and picture graph, P&A – solve number sentences with multi-step problems and identifying repeating pattern, estimating in fractions and decimals, angles and symmetry in 2D, using strategies to solve multi-step problems in multiplication/ division.

### Other school based assessments

#### L3

L3 is a literacy based program that is run in classes from Kindergarten to Year 2. The following pie graphs display the growth of reading development of children in Kindergarten in relation to the L3 program.
LEGEND - READING LEVELS

- RR 1-2
- RR 3-5
- RR 6-8
- RR 9-11
- RR 12 and above

RR refers to Reading Recovery reader levels.
Other achievements

**Significant programs and initiatives**

**Accelerated Literacy (AL)** In 2013, all 3-6 teachers implemented, explicit teaching pedagogy and sequential teaching strategies for reading, writing and spelling.

**Targeted Early Numeracy Intervention Program (TEN)** Teachers new to Stage 1 were trained in the TEN assessment and implementation of TEN in the classroom. The SLSO's were also trained in TEN strategies/activities and given a basic understanding of the numeracy continuum for use with lower achieving Stage 2 and 3 students.

**Stage Planning Days** Teachers from each stage were released together for planning. They have developed: a K-6 approach to teaching strategies; an assessment overview for each stage; common assessment tasks for each strand in English and Maths and for each of the other Key Learning Areas for each term; rubrics for the common assessment tasks to promote consistent teacher judgement and report comments based on common assessment tasks from COGS units.

**The Writing Team**

A team approach to Writing was initiated in 2012 and continued in 2013. This allowed for a team of teachers and support staff to go into classrooms in programmed times and focus on specific aspects of text types. This was with great success.

**Data collection, assessment and tracking of students** K-2 teachers used individual student tracking sheets developed from the K-2 literacy continuum to track student progress. Students in Stages 2 and 3 were assessed using the online testing provided by the Educational Measurement and School Accountability Directorate (EMSAD) as a diagnostic tool.

**Library**

Our Library continues to support an inquiry-based learning environment with collaborative planning and teaching existing between classroom teachers and the Teacher Librarian. This ensures the integration of 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.

The computer network is utilised to ensure a strong focus on digital literacy, integrated with Information Literacy as a Library resource. The Connected Classroom facility increases the range of learning activities available to all teachers and students. This facility provides innovative and engaging learning activities, including the option for collaborative projects with students in other schools. Information and Communication Technologies (ICT) are available 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, Edmodo, Glogster and other online digital tools. Students learn skills and are introduced to online resources so they can further explore online learning activities at home. The Teacher Librarian maintains a school library website providing guidance and links for research tasks and learning resources that can be accessed at school and at home.

167 students completed the 2013 Premier’s Reading Challenge, the highest ever amount completed. This is an initiative we support as it encourages reading, love of reading and experience of a wide range of book titles. To promote and encourage student’s interest in reading and literature, we offer Scholastic Book Club and the Library’s Scholastic Book Fair. Two book fairs were held this year; the first in term 1, books were purchased to the value of $2,544 and the second in term 3, books were purchased to the value of $2,669 with a total amount to the school of $1,489.

National Simultaneous Storytime is an important annual campaign that aims to encourage more young Australians to read and enjoy books. This was a fun event that aims to promote the value of reading and literacy using an Australian children’s book that explores age appropriate
themes and addresses key learning areas of the National Curriculum for Grades 1 to 6. The book focused on this year was 'The Wrong Book' by Nick Bland. The staff performed a reader's theatre for the students at a special assembly.

Book Week 2013 – Each year, many schools and public libraries from all over Australia spend a week celebrating books and Australian authors and illustrators. Activities, competitions and stories related to the theme to highlight the importance of reading. This year’s theme was ‘Read Across the Universe’ and the library was filled with space related decorations, units of work related to ‘universal’ topics and two classes participated in NASA’s Exploration Design Challenge. The goal of the Exploration Design Challenge was for students to research and design ways to protect astronauts from space radiation. Students participated in this scientific experiment and designed and constructed their own spaceship. The students’ names will now be placed on the Exploration Flight Test-1 of Orion as virtual crew.

Emily Williams  Relieving Teacher Librarian

Creative Arts

Our school encourages all students to participate in the Creative Arts. During the year students had many opportunities to experience the Arts in many ways.

Talented and interested Stage 3 students had an opportunity to visit Bundanon where they met Author and Illustrator, Jo Oliver. The students were able to learn about the different forms of print making and the story behind ‘The Light’. They were fortunate to have a copy of ‘The Light’ signed by Jo Oliver which is in our school library.

The Australian Ballet and Bundanon artists visited our school in Term 3, where students attended two sessions during the day. The drawing of Australian animals with charcoal gave the students an insight into sketching and tone from the Bundanon artists. The Australian ballet encouraged the students to learn new techniques in the movement workshops. At the end of the day students were treated to a performance by the Australian Ballet.

Our School Art Show was held during Term 3 and this allowed all students to be involved in the designing and making of a piece of art. Each class chose their individual art design and class canvas and worked on their creations over several weeks. We had a range of Artworks on display for our evening Art show, these included pottery pencil holders, paper mache pigs, water colour paintings, pillowcase printing and many more. The evening was very enjoyable with an entertaining auction of all the class canvases.

Mrs Sarah Rakow/ Art Co-ordinator

Reading Recovery

Reading Recovery is a program to help accelerate literacy learning for those students in the bottom 20% of Year 1. Reading Recovery students catch up to their peers within 12 – 20 weeks and continue on with their progress from the classroom.

At our school during 2013 Reading Recovery showed the following:

Positives:

* Students successfully discontinued from the program
* Parental support for the RR program
* All Year 2 & 3 students that were monitored by RR teacher, have shown progress.

Concerns:

* Some parental support diminished as the program progressed
* Monitoring of Year 2/3 students discontinued from RR in year 1 needs to be performed by the class teacher.

Recommendations:

* Teachers of years 2 and 3 students to commit to involvement in ongoing monitoring.
* Look at some support for students going into Years 3 and 4 who may need further encouragement to keep progressing.
Aboriginal education
Our positive relationship and support from the Jerrinja Local AECG continues. We continued our Early Intervention Literacy and Numeracy Program for Aboriginal students in kindergarten and year 1. The Norta Norta program continued. Primary Aboriginal girls were involved in a Womens’ Business Program run by Waminda. This was our second year of providing the Yarning Up Program. This program targeted Aboriginal preschoolers starting school in 2014. This is a very successful program that will be run in 2014. The AMS ran a very successful and popular Koori Well Being Program. Our school was also involved in the Anglicare Child Focussed Play Therapy counseling service. This is a very successful program. We continue to celebrate and recognise NAIDOC Week. This year we held an extremely successful NAIDOC Day which saw many Jerrinja Community members run a number of workshops. Our school based curriculum has Aboriginal Perspective embedded in its content.

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.

National partnerships and significant Commonwealth initiatives (participating schools only)
Improving Literacy and Numeracy National Partnership Program - ILNNP
Culburra received funding as part of the Improving Literacy and Numeracy National Partnership Program – ILNNP which focused on achieving sustainable improvements in Reading Comprehension. This program supported training and extension of teacher learning in L3, Accelerated Literacy and ISER Spelling.

School planning and evaluation 2012—2014
School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluation of Mathematics and Planning.

Writing
Background
2015 sees an introduction of a new NSW Mathematics Syllabus. To help with the introduction of this syllabus; feedback and opinion relating to the teaching of Mathematics was thought relevant and important.

Findings and conclusions
Mathematics
Parents
The majority of parents stated;
- Were happy with their child’s development in Mathematics.
- Their child had stage appropriate knowledge of multiplication, addition, division and subtraction.
- Their child had a sound knowledge of tables and number facts.
- Their child enjoys mathematics activity.
- Their child is being challenged in mathematics.
- Using a textbook is appropriate (students at C.P.S. do not use text books)
- Homework related to mathematics is appropriate.
- Mathematics when set in homework is relevant.
- Their child usually does not need assistance when completing mathematics homework.
- The school’s reporting of mathematics achievement to parents is appropriate.

Staff
The majority of teachers stated;
- Ensure that student’s knowledge and recall of number combinations and facts are drilled and revised often.
- Ensure students in their class have appropriate skills in addition, subtraction, multiplication and division.
Teach using concrete materials for concept development
Ensure all children experience success in mathematics.
Maintain a balance between the strands in mathematics.
Don’t believe that using a text book is a valuable way of teaching all students.
Assess achievements in mathematics by observation, problem solving and pen and paper tests.

**Students**
The majority of students;

- Enjoyed mathematics.
- Thought they were good at mathematics.
- Find mathematics challenging.
- Thought they were good at addition, subtraction, multiplication, and division.
- Enjoyed working in measurement.
- Enjoyed working with shapes and solids
- Enjoyed working in area, perimeter and volume.
- Enjoyed mathematics when using hands in materials.
- Can use a protractor.
- Can use a pair of scissors.
- Are able to draw a graph to represents results of a survey.

**Future Directions**

- Continue Teacher Professional learning in current mathematics programs e.g Count Me In Too and TEN.
- Prepare and plan for the implementation of the new NSW Mathematics Syllabus to be implemented in 2015.
- Review and audit resources to aid with the teaching of mathematics.

**Planning**

**Background**
With many changes in education underway, it was thought important that we reflect on how we plan.

**Findings and conclusions**

**Parents**
The majority of parents stated;

- Didn’t read the Annual School Report.
- Those that read the Annual School Report thought that it reflected relevant school targets.
- Didn’t visit the school website.
- School planning documents are usually developed with support of staff and P&C.
- I understand that the school has a Management Plan.
- Their child’s learning seemed well planned.
- The purchasing of resources seemed well planned.
- Activities at school seemed well planned.

**Staff**
The majority of Staff stated;

- The school involved staff in decisions about the School Plan.
- The School Plan was responsive to changing needs.
- The statement of School Plan guides school activity.
- School priorities and targets to improve school performance are identified through planned evaluation.
- The main purpose of school targets was to improve student learning outcomes.
- The planning processes are responsive to emerging needs.
- The processes used to allocate resources are open and understood.
- Staff doesn’t need a greater role in overall planning of the school.

**Students**
The majority of students stated;

- Class lessons are planned.
- Their day at school seemed planned.
- What they are doing at school makes sense.
• They were told what the outcomes of a lesson was before it started.
• Worksheets handed out at school match the lesson.
• The school makes changes to improve what it does.

Future Directions
• Review website to make it more relevant to everyday needs of families. This might include such things as including excursion notes and other relevant notes.
• Parents will be informed through the weekly newsletter regarding the purchasing of new resources and how they will impact on learning.
• Parents will be informed about the professional learning of teachers and how this will impact on the school.

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014
2013; Increase by 3% the number of Year 5 students who achieved their expected growth in Reading, Spelling and Grammar and Punctuation in NAPLAN 2013.

Evidence of progress towards outcomes in 2013:
• In 2013 45% of students achieved their expected growth in Reading. In 2012 65% of students reached their expected growth.
• In 2013 69% of students reached their expected growth in Writing. It is not possible to compare expected growth compared to 2012 as there was a change in Writing Text Types in 2011.
• In 2013 67% of students achieved their expected growth in Spelling. In 2012 59% of students reached their expected growth.

• In 2013 54% of students achieved their expected growth in Language Conventions. In 2012 50% of students reached their expected growth.

Strategies to achieve these outcomes in 2014
• Continue the implementation of the Reading Recovery program to support identified students in year 1. Review and replace RR resources and support teacher learning.
• Use Best Start results and develop programs to explicitly teach writing and comprehension in Kindergarten-year 2.
• Review and implement across-school approach to teaching Text Types. Introduce and support consistent programming to meet the learning needs of all students; using Backward Design Programming.
• Participate in L3 in Kindergarten Year 1 & 2. Includes teacher training. Review and purchase resources.
• Analyse performance in 2012 & 2013 NAPLAN Literacy years 3, 5 & 7 to identify areas for further development. Analyse data from other sources. I.E. AL, spelling ages PAF Reading.
• Continue implementation of Focus on Reading year 3-year 6.
• All teachers use Continuum Tracker to track students and make informed judgments in aspects of Reading texts and comprehension.
• Implement and consolidate across-school spelling planning framework and explicit strategies so all spelling outcomes are experienced in a scope and sequence.
• Consolidate the National Curriculum NSW Syllabus.
• Review & Implement Multi Lit program for targeted children.

School priority 2

Numeracy

Outcomes from 2012–2014
2013; Increase by 3% the number of Year 5 students who achieved their expected growth in Numeracy in NAPLAN 2013.
Evidence of progress towards outcomes in 2013:

- In 2013 47% of students achieved their expected growth in Reading. In 2012 61% of students reached their expected growth.

Strategies to achieve these outcomes in 2014:

- 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 and sequence.
- Introduce consistent programming to meet the learning needs of all students; using Backward Design programming.
- Implement Best Start and develop programs (TEN) to introduce and consolidate numeracy and learning in Kindergarten.
- Implement Remedial Maths program for targeted children.

School priority 3

Aboriginal Education

Outcomes from 2012–2014

2013; Increase by 3% the number of Aboriginal Year 5 students who achieved their expected growth Numeracy, Reading and Writing NAPLAN 2012 to 2013.

Evidence of progress towards outcomes in 2013:

- In 2013 27% of students achieved their expected growth in Reading. In 2012 60% of students reached their expected growth.
- In 2013 54% of students achieved their expected growth in Writing. It is not possible to compare expected growth compared to 2012 as there was a change in Writing Text Types in 2011.
- In 2013 64% of students achieved their expected growth in Spelling. In 2012 80% of students reached their expected growth.
- In 2013 36% of students achieved their expected growth in Language Conventions. In 2012 60% of students reached their expected growth.
- In 2013 45% of students achieved their expected growth in Numeracy. In 2012 50% of students reached their expected growth.

Strategies to achieve these outcomes in 2014:

- Review all KLAs (especially COGs) to ensure Aboriginal perspective is embedded. Implement DEC Aboriginal Policy and Cultural Awareness training, i.e. No Gap No Excuse.
- Facilitate NAIDOC week celebrations and special programs such as visiting dance troupes.
- Facilitate support programs which include Early Intervention in Literacy and Numeracy. Run specific programs to remediate & consolidate student outcomes in literacy & numeracy for Kindergarten & year 1. 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, Waminda Women’s Business.
- Develop and apply PLPs to all Aboriginal students. Indigenous consultancy to support staff in best practice.
- Implement the various phases of Norta Norta.
- Implement Yarning Up for transition to Kindergarten Aboriginal Children.
- Participate in Child Centred Play Therapy Koori Well Being Programs.

Professional learning

Professional Learning is related to our School Management Plan. This year professional learning has included;
training of Kindergarten and Year 1 teachers in L3
• all primary teachers consolidated their learning in Accelerated Literacy
• all teachers consolidated their training in the Illawarra South East Region Spelling Program
• Child Protection
• Leadership roles with the Shoalhaven River Learning Community at combined Network Meetings.
• Combined Staff Development Day at Callala Public School for the introduction of the New NSW English Curriculum.
• CPR, Emergency Care & Anaphylaxis training
• Continuum Tracking
• Writing text types
• School leadership
• No Gap No Excuse Modules 2 & 3.
• Weekly professional learning meetings took place.
• Every Student Every School Module 2 & 3.
• Reading Recovery Training
• National Disability Standards Training

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

A formal survey focusing on Mathematics 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. During meetings with our P&C and the Jerrinna Local AECG positive feedback and support has been given.

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.

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Fran Pike, Assistant Principal
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Lisa Johnson, SLST
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: