Culburra Public School
Annual School Report
2011
Our school at a glance

Students

Our school population draws from Culburra Beach, Orient Point, Crookhaven Park and the Jerrinna Community.

Staff

During 2011 we had a total staff allocation of 17.1. This included one non teaching principal, two teaching executive, one HAT(National Partnership), seven classroom teachers, 0.4 specialist support teachers, 1 support teacher learning, 0.6 teacher librarian, 0.5 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 2011.

These were:

- National Partnership Low Socio-Economic School Reform Initiative.
- Reading Recovery.
- Student Welfare Program.
- L3 Literacy
- Accelerated Literacy
- Leading Mathematics Learning Project 2011
- Munch Crunch and Read Program.
- Early Intervention Aboriginal Literacy Kindergarten National Partnership Funded.
- Norta Norta Aboriginal In class Tuition Program DET funded.
- Vegetable Garden Program.
- Live Life Well Program.
- Positive Behaviour For Success.

2011 saw our inclusion in the National Partnership Low Socio Economic Reform program.

This program saw a focus in the areas of Literacy and Numeracy.

Student achievement in 2011

This year our Year 3 and 5 students participated in the NAPLAN set of tests. Students were also given the opportunity to participate in the University of NSW Global Competition (ICAS) in the areas of English, Mathematics, Science and Computers.

Messages

Principal’s message

I am pleased to present the 2011 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.

We are supported by a hardworking and enthusiastic P&C with strong community ties. We have spacious school grounds which are 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.

P&C PRESIDENT’S REPORT:

My second year as P&C President has flown by very quickly and the pleasure of working with our very dedicated team committed to seeing that goals are achieved for our great school has been wonderful.

We were able to assist with the cost of having air conditioning placed into our new classrooms which were completed earlier this year.

We had staff changes with OOSH and I would like to take this opportunity to thank our new coordinator, Jacinta Pink, who has provided a wonderful After-School Program as well as School Holiday Program; the proof is in the numbers attending!
Our canteen has, at the end of 2011, seen the resignation of Candice and I would also like to thank her for her dedication over the past 5 years. The P&C are currently looking at new staff for 2012 and, of course, there are plenty of volunteers willing to give their time. New ideas from the canteen next year are more home-cooked meals which I think will be a success. The idea of a second-hand uniform shop is still underway which is a great way of recycling good quality school uniforms at a reasonable price. Our school was involved in the first “Love Culburra Festival” and our Spring Carnival was a success thanks to Heidi Deluca and P&C members and volunteers.

I would just like to thank all of the P&C Committee members, old and new, for their continued support. I know we are only a small group, but together we can achieve some great things for our school. Also thank you to Ron and all the staff as, without such wonderful teachers, your school would not have that welcoming feel that it has.

**INCOME:**
- Uniform sales: $8941.60
- Easter Raffle: $1389.40
- Mother’s Day Stall: $1290.25
- Father’s Day Stall: $1168.00
- Spring Carnival: $1780.30
- Election Day Plant Sale: $957.75
- Spring Bulb fundraiser: $394.25
- Music Trivia Night: $1504.25
- Art Show Raffle: $706.25
- Lipstick fundraiser: $90.00
- “Love Culburra” Festival stall: $718.70
- Garden Club Show: $471.00
- Misc: $14.00 – Interest: $21.98

**EXPENSES:**
- Uniforms: $7335.55
- Bank Fees $26.75
- Mother’s Day Stall items: $719.76
- Father’s Day Stall items: $660.24
- Donation to School: $300.00
- Insurance: $779.00
- Garden Club: $500.00
- Easter Eggs for Kids: $141.55
- Audit: $800.00
- Canteen Freezer $990.00
- “Love Culburra” Festival $27.95
- Donations for Sporting Achievements $300.00

Brett McIntyre
P&C President

**Student representative’s message**
2011 has been a great year with our new classrooms, new sports shed and new experiences. This includes new teachers, different fund raisers and sporting competitions. 2011 has been a great and exciting year for us.

Mae Gould and Tye Martin School Captains.

2011 School Captains Mae Gould and Tye Martin with NRL stars including Jack Buchanan past C.P.S. student.

**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.
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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
Structure of classes

Class Sizes

<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>KD</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1/2R</td>
<td>1</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>1/2RM</td>
<td>1</td>
<td>15</td>
<td>23</td>
</tr>
<tr>
<td>1/2R</td>
<td>2</td>
<td>11</td>
<td>24</td>
</tr>
<tr>
<td>1/2RM</td>
<td>2</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>2/3W</td>
<td>2</td>
<td>5</td>
<td>24</td>
</tr>
<tr>
<td>2/3W</td>
<td>3</td>
<td>19</td>
<td>24</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>12</td>
<td>30</td>
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<tr>
<td>3/4B</td>
<td>4</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>3/4C</td>
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<tr>
<td>5/6E</td>
<td>5</td>
<td>18</td>
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<tr>
<td>5/6P</td>
<td>5</td>
<td>16</td>
<td>31</td>
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<tr>
<td>5/6E</td>
<td>6</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>5/6P</td>
<td>6</td>
<td>15</td>
<td>31</td>
</tr>
</tbody>
</table>

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>
</tr>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Highly Accomplished Teacher</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.5</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1 (0.25 actual)</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>3.422</td>
</tr>
<tr>
<td>Total</td>
<td>18.1</td>
</tr>
</tbody>
</table>

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

At Culburra Public School we have an Aboriginal Education Officer and 1.8 full time teachers who are Aboriginal.

Staff retention

Staff employment is stable. One teacher was appointed full time in 2011. She deferred her entry on duty until the start of 2012 where she will then commence maternity leave for the duration of 2012.

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>70%</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>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$ 545363.07</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>113989.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>153038.82</td>
</tr>
<tr>
<td>Tied funds</td>
<td>174093.84</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>84296.85</td>
</tr>
<tr>
<td>Interest</td>
<td>7667.30</td>
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<tr>
<td>Trust receipts</td>
<td>12276.66</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>131579.50</td>
</tr>
</tbody>
</table>

Expenditure

- Teaching & learning: 14951.14
- Key learning areas: 28275.32
- Extra-curricular dissections: 32502.99
- Library: 4242.44
- Training & development: 14034.16
- Tied funds: 180721.66
- Casual relief teachers: 44705.32
- Administration & office: 27194.28
- School-operated canteen: 0.00
- Utilities: 27366.28
- Maintenance: 16127.52
- Trust accounts: 12699.01
- Capital programs: 10963.45

Total expenditure: 413783.57

Balance carried forward: 131579.50

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

Our school endeavours to encourage all students to participate in the creative and performing arts.

Our Art focus this year was our School Art Show. This allowed all students to be involved in the designing and making of a piece of art. Each class chose an individual art design and class canvas and worked on the creations over several weeks. We had a variety of Artworks on display for our evening Art Show, these included Foil sculptures and dream catchers, vases, long stitch, photography, leaf bowls, tye dyed shirts, wind chimes and colourful paintings. The evening was made enjoyable by a successful auction of all the class canvases. The auction was very entertaining as well as profitable.

Our school choir had a wonderful year and was kept busy with the preparation, practice and lots of hard work that went into the Shoalhaven Music Festival. The festival was a great way for the choir to show its talents in a school performance of ‘Sunshine Medley’. The choir did an amazing job on its own song as well as learning all the words and movements for 9 other songs.

The choir had several other functions and school events to attend this year. These included ANZAC Day Service, Education Week, Remembrance Day Service, School Assemblies, K-2 Christmas Concert, Senior Citizens Christmas Concert, Retirement Village Christmas concert and Presentation Day. The choir has a mix of girls and boys from Years 3-6. They all performed and represented the school with pride.

Sarah Rakow

Sport

Sport and fitness continues to play a very prominent role in the life of our school. In 2011 our school:

- Conducted inter house sporting competition in swimming, cross country and athletics.
- Competed against Callala Public School in the annual cross country challenge.
- Performed with credit in all Primary School Sports Associations (PSSA) carnivals. We had pupils represent our district and region in swimming, cross country and athletics.
- Had students represent the South Coast Area up to state carnival level in cross country, rugby league, basketball and hockey.
- 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.
- Hosted the Dance 2 Be Fit program in Term 3.
- Participated in a two-week Intensive Swimming Program.
- Continued to implement a regular Fundamental Movement Skill program for the earlier stages.
- Participated in the Premier’s Sporting Challenge where every team was awarded with a gold award
- 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 2012.

Shannon Evans Sports Master
Library

Our Library supports 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. Evaluation is provided in student reports on library skills and integrated assessment tasks. There has also been a strong focus on supporting school strategies that are part of the National Partnerships Program. The library’s role is to assist planning, resourcing and implementation of literacy programs aimed at improving student literacy skills.

The computer network is utilised 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 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. 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 and 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. 135 students completed the 2011 Premier’s Reading Challenge, an initiative we support as it encourages reading, love of reading and experience of a wide range of book titles. To promote and encourage students’ interest in reading and literature, students are given the chance to purchase books from Scholastic Book Club and the library’s Scholastic Book Fair. There is regular communication and promotion of the school library to the community through school newsletters and school assembly announcements.

The library collection of print and media resources is carefully chosen, evaluated and aligned with our school’s curriculum. The collection is continuously monitored for currency and relevance to meet the informational and recreational needs of our school community. Our aim continues to be improvement of the library environment and to enhance student learning and Literacy achievement – all targets are driven by this.

Judi Nethery   Teacher Librarian

Academic

In the National Assessment Program, the results across the Years 3 and 5 in 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

Year 3 Students are reported using a Band 1-6 ranking. In reading CPS had, 18% [8 children] Band 1, 20% [9 children] Band 2, 20% [9 children] Band 3, both Band 4 and Band 5 had 16% [7 children] with only 9% [4 children] in Band 6. Compared to State, Band 1 - 4%, Band 2 - 10%, Band 3 - 18%, Band 4 - 21%, Band 5 - 18% and 29% in Band 6. Students at CPS performed well in applying new information to change a given outcome in an instructional text. Areas that need revisiting include inferring a character’s attitude.
from details in a text, interpreting requirements in an instructional text and making an inference, directly locating stated information in simple discussion/information texts, using text conventions to identify a character in a narrative and an event in a text and character motivation. Main Idea criteria - sequencing a summary of events in a descriptive text, summarising a paragraph to indicate main idea and concluding the main idea from details in a narrative. Connecting and categorising information in simple information and instructional texts. In spelling, areas that need revision include identify and/or correctly spell a one-syllable word with diphthong digraph –ai, diphthong phonogram –ear, final soft consonant –ce, phonogram –ight, consonant digraph –ck, inflectional ending –ed, long vowel digraph –ee, initial silent consonant –w, short vowel pattern o-e and short vowel –o. Identify/ spell a word with consonant blend –ng. Identify and/or correct a two-syllable word with inflectional endings –ing/-es/-d, double consonant –ll, short vowel digraph –ui and suffix –ly. Identify and correct a three-syllable word with suffix –er requiring change to the base word [y to i]. In Grammar and Punctuation, areas that need to be developed further include identifying correct capitalisation of proper nouns, identifying a complete sentence, selecting correct location for a contraction apostrophe, selecting a correct adverb or determinator and selecting a correct form of a compound word]. Subordinating and coordinating conjunctions in compound/complex sentences along with selecting the correct adjective or verb forms and in Punctuation-correct selection for an exclamation of admiration and the location for a full stop. Areas of consistent weakness during the last three years were - In Reading; locating information directly stated in a short simple narrative, interpreting character behavior/attitude. In Spelling; correctly spelling one-syllable words containing a silent letter or long vowel digraph. In Grammar and Punctuation, identify correct capitalisation of proper nouns and selecting correct verb form.
Past C.P.S. student and South Sydney NRL star Dylan Farrell is a surprise visitor at our weekly assembly.

Numeracy – NAPLAN Year 3

Year 3 In Numeracy, CPS had, 7% [3 children] Band 1, 30% [13 children] Band 2, 20% [9 children] Band 3, Band 4 had 27% [12 children], Band 5 had 11% [5 child] and Band 6 had 5% [2 children]. Compared to State, Band 1 - 3%, Band 2 - 12%, Band 3 - 20%, Band 4 - 27%, Band 5 - 22% and 18% in Band 6. Students in Year 3 have a sound understanding in using working mathematically processes to determine coins in a
given amount of money, identifying a cylinder in 3D collections and using coordinates in position on a plan. Concepts that need to be consolidated include identifying everyday objects as prisms in 3D, in Data- interpreting a timetable to locate information, using reasoning to solve word problems with tally marks and interpreting a column graph to determine a total. Identifying/ counting triangles in a drawing and using symmetry to determine position on a grid in 2D. Addition/ Subtraction- identifying the operation used and identifying a correct number sentence. Multiplication and Division- using multiplication to solve a multi-step problem and in Fractions and Decimals- finding half of a collection.

Areas of consistent weakness during the last three years were identifying everyday objects in 3D and interpreting information/ using reasoning to problem solve from graphs in Data.

![Percentage in bands: Year 3 Numeracy](chart)

**Year 3 NAPLAN Numeracy**

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>362.7</td>
<td>373.3</td>
<td>400.9</td>
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</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>3</td>
<td>13</td>
<td>9</td>
<td>12</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>6.8</td>
<td>29.5</td>
<td>20.5</td>
<td>27.3</td>
<td>11.4</td>
<td>4.5</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>5.4</td>
<td>23.1</td>
<td>27.9</td>
<td>23.1</td>
<td>16.3</td>
<td>4.1</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>5.9</td>
<td>19.7</td>
<td>26.2</td>
<td>25.5</td>
<td>15.5</td>
<td>7.2</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>3.5</td>
<td>13.6</td>
<td>20.8</td>
<td>25.7</td>
<td>20.0</td>
<td>16.4</td>
</tr>
</tbody>
</table>

**Literacy – NAPLAN Year 5**

**Year 5** The NAPLAN test is a Band 3-8 ranking. In reading, the average scaled score growth for State was 72.2 and Culburra Public School [CPS] 86.9. The expected growth from Year 3 to Year 5: CPS had 48.4% students with less than expected growth and 51.6% of students who were greater than or equal to expected growth. The students were in the following percentile ranges- 29.03% of children were in the less than 25th range, 19.35% of children were in the 75th and above range, more children were in the 25th to 75th range 51.61%. Students at CPS exhibited strengths in applied comprehension- connecting the conclusion to the meaning and recognising the meaning implied by the tone of a sentence in an argument text, inferring- deducing the reason for an event in a descriptive text. Areas that need revisiting –making inferences and linking information across adjacent paragraphs from/ in an instructional text, interpreting imagery and the feelings of the narrator in a poem, applying new information to change a given outcome in an instructional text, interpreting details in text to justify inclusion of information and recognising character’s attitudes and motivations. In spelling, the average scaled score growth for State was 74.22 and CPS was 76.71. The expected growth: 51.6% had less than expected growth and 48.4% had greater than or equal to expected growth. The students were in the following percentile ranges- 38.7% of children were in the less than 25th range, 16.1% children were in the 75th and above range, more children were in the 25th to 75th range 45.2%. The students exhibited strengths in identifying an error then correctly spelling a two-syllable word with the initial silent consonant -k. Areas to revisit include identifying an error, then correctly spelling a three-syllable word with the etymological element tele-, inflectional ending –ed [base word change/ double final consonant], a two-syllable word with the suffix –ful, inflectional –d, short vowel digraph –ui and –ou, a four-syllable word with inflectional ending –es [change y to i], final unaccented syllables –ual and a one-syllable word with long vowel pattern –ure and final soft consonant –ce. In grammar/ punctuation, the average scaled score growth for State was 82.16 and CPS was 56.07. The expected growth: 77.4% had less than expected growth and 22.6% had greater than or equal to expected growth. The
students were in the following percentile ranges- 51.6% of children were in the less than 25th range, 12.9% of children were in the 75th and above range, the remaining children were in the 25th to 75th range 35.5%. Challenging areas included identifying the appropriate punctuation and correct capitalisation in direct speech including proper nouns, selecting a correctly structured complex sentence, selecting correct punctuation for an exclamation of surprise, selecting the correct subordinating and coordinating conjunctions to complete a compound/complex sentence and identifying the correct use of the possessive apostrophe with the relative pronoun. In writing, the students need to revisit the following concepts: in vocabulary- the use of authoritative and technical words, strong modality to influence readers, paragraph structuring in texts, elaborating ideas using language choices/ devices to engage and persuade readers, text structure in persuasive texts, recognising differences between compound and complex sentences also subject, verb, object of a clause and using correct basic punctuation when proofreading writing.

Areas of consistent weakness during the last three years were in Reading, recognising/ interpreting a character’s attitude and motivations. In Spelling, identify/ correct one-syllable word with a long vowel pattern. In Grammar and Punctuation, identify correct/ appropriate use of punctuation in direct speech.

Easter Hat Parade
In Numeracy, the average scaled score growth for State was 94.3 and CPS was 94.2. The expected growth from Year 3 to Year 5: CPS had 66.7% students with less than expected growth and 33.3% of students who were greater than or equal to expected growth. The students were in the following percentile ranges - 33.3% of children were in the less than 25th range, 16.7% of children were in the 75th and above range, more children were in the 25th to 75th range 50%. Students at CPS exhibited strengths in using coordinates to locate position, working mathematically to locate position of a decimal on a number line, converting units to compare length, identifying the operation used in a calculation, identifying a tessellating 2D shape and identifying a shape divided into quarters. Areas that need revising include identifying everyday objects as prisms in 3D, matching digital...
and analogue time, determining how data has been sorted on a table, estimating angles in 2D. In Fractions and Decimals - multi-step problems involving money, locating position of fraction on a number line, estimating a fraction of a whole in tenths. In Position - identifying location in different orientations and using multiplication to solve a multi-step problem.

Areas of consistent weakness during the last three years were estimating/comparing angles in 2D and solving multi-step problems.

**Year 5 NAPLAN Numeracy**

<table>
<thead>
<tr>
<th>Average score, 2011</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>455.2</td>
<td>470.1</td>
<td>495.9</td>
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</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>6</td>
<td>5</td>
<td>10</td>
<td>8</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Band</td>
<td>18.2</td>
<td>15.2</td>
<td>30.3</td>
<td>24.2</td>
<td>9.1</td>
<td>3.0</td>
</tr>
<tr>
<td>School Average 2008-2011</td>
<td>7.8</td>
<td>25.0</td>
<td>34.4</td>
<td>18.8</td>
<td>9.4</td>
<td>4.7</td>
</tr>
<tr>
<td>SSG % in Band 2011</td>
<td>7.3</td>
<td>14.7</td>
<td>36.1</td>
<td>27.1</td>
<td>8.4</td>
<td>6.4</td>
</tr>
<tr>
<td>State DEC % in Band 2011</td>
<td>5.0</td>
<td>11.3</td>
<td>28.8</td>
<td>27.6</td>
<td>12.4</td>
<td>14.8</td>
</tr>
</tbody>
</table>

**Progress in literacy**

**Average progress in Reading between Year 3 and 5**

<table>
<thead>
<tr>
<th>Progress</th>
<th>0</th>
<th>50</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>2009-2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>87.7</td>
<td>97.3</td>
<td></td>
</tr>
<tr>
<td>SSG</td>
<td>78.8</td>
<td>74.5</td>
<td></td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td></td>
</tr>
</tbody>
</table>

**Average progress in Spelling between Year 3 and 5**

<table>
<thead>
<tr>
<th>Progress</th>
<th>0</th>
<th>50</th>
<th>100</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2010</td>
<td>2009-2011</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>87.7</td>
<td>97.3</td>
<td></td>
</tr>
<tr>
<td>SSG</td>
<td>78.8</td>
<td>74.5</td>
<td></td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td></td>
</tr>
</tbody>
</table>
Average progress in Grammar & Punctuation between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>74.4</td>
<td>60.6</td>
</tr>
<tr>
<td>SSG</td>
<td>85.5</td>
<td>81.8</td>
</tr>
<tr>
<td>State DEC</td>
<td>96.6</td>
<td>82.7</td>
</tr>
</tbody>
</table>

Average progress in Spelling between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>66.8</td>
<td>74.0</td>
</tr>
<tr>
<td>SSG</td>
<td>84.1</td>
<td>73.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>84.5</td>
<td>75.4</td>
</tr>
</tbody>
</table>

Progress in numeracy

Average progress in Numeracy between Year 3 and 5

<table>
<thead>
<tr>
<th></th>
<th>2008-2010</th>
<th>2009-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>84.2</td>
<td>95.7</td>
</tr>
<tr>
<td>SSG</td>
<td>82.7</td>
<td>91.2</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
</tr>
</tbody>
</table>

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 achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>81.8</td>
</tr>
<tr>
<td>Writing</td>
<td>88.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>88.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.2</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>79.4</td>
</tr>
<tr>
<td>Writing</td>
<td>79.4</td>
</tr>
<tr>
<td>Spelling</td>
<td>79.4</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>70.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>81.8</td>
</tr>
</tbody>
</table>

All children were encouraged to participate in the 2011 NAPLAN test. No exemptions were sought.

Significant programs and initiatives

Aboriginal education

Our positive relationship and support from the Jerrinna 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. The AMS ran a very successful and popular Koori Well Being Program. We continue to celebrate and recognize NAIDOC Week. Our curriculum has Aboriginal Perspective embedded in its content. We acknowledged country at all formal gatherings.
Koori Well Being Cultural Program

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 at the Nan Tien Temple

National partnership programs

Culburra received funding as part of the Literacy and Numeracy National Partnership which focuses on achieving sustainable improvements in literacy and numeracy, particularly for Aboriginal students and students from low socio-economic backgrounds. A Highly Accomplished Teacher (HAT) was appointed at the end of Term 1 as part of the National Partnerships Project. The HAT position is shared between Culburra and Greenwell Point Public Schools, with Culburra accessing the teacher four days per week until the end of 2012.

We have used the HAT and funding from National Partnerships to support teachers in the following projects:

**Literacy, Language and Learning (L3)** Kindergarten teachers trained in, and implemented, this highly successful reading and writing program in 2011 and Stage 1 teachers will train in 2012.

**Accelerated Literacy (AL)** All 3-6 teachers undertook training in, and implemented, the 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 SLSOs 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.

**Mentoring of New Scheme Teachers** who were supported with Institute of Teachers requirements, programming, lesson planning and team teaching.

**Parent Information Meetings** which were held during Term 3 to assist parents in understanding the teaching and learning that happens in K-2 and 3-6 classrooms during maths, reading, writing and spelling lessons and how they can assist their children at home.

**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.

Professional Learning sessions using the Illawarra and South East Region Reviewing Spelling K-6 package, with a view to implementing the program in Term 1 2012.

Jo Collins HAT

**Progress on 2011 targets**

**Target 1**

To improve student performance across the school in Literacy, with a focus on comprehension.

Our achievements include:

- Implemented Best Start in Kindergarten.
- Kindergarten teachers participated in L3 training and implemented L3 into their classrooms resulting in tremendous growth of literacy.

![Week 10 2011 Text Reading Levels](chart)

- All primary teachers completed training in Accelerated Literacy.
- Year 5 girls are 31 scale scores above the state growth in the test aspect of Reading in 2011 NAPLAN
- 18 Year 5 students are above the state average growth in Reading 2011 NAPLAN.
- An increase of 8.5% of Year 3 students in band 6 in Reading compared to 2010 NAPLAN results.

**Target 2**

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

Our achievements include:

- Teaching staff participated in the Leading Mathematics Learning Project 2011 which

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**Callala/Culburra Cross Country Challenge**

**LEGEND - READING LEVELS**

<table>
<thead>
<tr>
<th>RR 1-2</th>
<th>RR 3-5</th>
<th>RR 6-8</th>
<th>RR 9-11</th>
<th>RR 12 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>29%</td>
</tr>
<tr>
<td>43%</td>
<td>54%</td>
<td>0%</td>
<td>3%</td>
<td></td>
</tr>
</tbody>
</table>

---
refocused the delivery of Count Me In Too and the use of the Numeracy Continuum.

- The number of Year 3 children in band 6 NAPLAN Number increased by 4.5% compared to 2010 results.
- The number of Year 3 children in band 4 NAPLAN Number increased by 6.4% compared to 2010 results.
- Year 5 growth in NAPLAN Numeracy shows 18 children above the state average.

- Increase of Aboriginal Year children in band 7 of Numeracy NAPLAN by 10% compared to 2010 results.
- Increase of Aboriginal Year 5 children in band 8 of Reading NAPLAN by 10% compared to 2010 results.
- Increase of Aboriginal Year 5 children in band 7 of Numeracy NAPLAN by 10% compared to 2010 results.

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 2011 our school carried out evaluations of the areas of Reading and Planning.

Please note that these areas were also evaluated in 2010. A decision was made to continue the evaluations made in 2010 to compare any changes in attitudes as we have invested deeply in these areas.

Educational and management practice

Planning

Background

The Evaluation Team decided to continue the evaluation in planning from 2010 as this is an important aspect of management especially with the impact of our involvement in the National Partnership Project.

Findings and conclusions

Results were similar to 2010 with a notable difference that parents stated that the communication of the content of the School Plan and Annual School Report could be improved upon.

Parents, teachers and students expressed that:

- The School Plan reflects the needs of the students
- School activities match the School Plan
- Parents are able to access the School Plan and Annual School Report
The planning process is responsive to the emerging needs.

The school’s background of all cultural groups is reflected in school planning, practice and activities.

The learning programs are well planned and make sense.

The school makes changes for improvement.

Future directions

Parents will be informed through the school website and newsletter about accessing the School Plan and Annual School report.

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.

Future directions

During 2011 a large amount of resources were directed to the professional learning of teachers, student resources and teacher resources. This commitment will continue in 2012.

Parent, student, and teacher satisfaction

In 2011 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. During meetings with our P&C and the Jerrinna Local AECG positive feedback and support has been given.

Professional learning

Professional Learning is related to our School Management Plan. This year professional learning has included, training of kindergarten teachers in L3, all primary teachers in Accelerated literacy, all teachers in spelling and numeracy developments, writing text types, school leadership, resuscitation and emergency care and a number of conferences have been attended.

Weekly professional learning meetings took place.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.
School priority 1
Outcome for 2012–2014
To improve student performance across the school in Literacy with a focus in Comprehension.

2012 Targets to achieve this outcome include:
Increase by 3% the performance of students in Year 3 in Bands 1, 2 and 3, and Year 5 in bands 3, 4 and 5 in Reading and Writing in NAPLAN 2011 to 2012.

Strategies to achieve these targets include:
- Implement Reading Recovery program.
- Use Best Start results and develop programs to explicitly teach writing in Kindergarten.
- Review across-school scope and sequence for text types.
- Introduce consistent programming to meet the learning needs of all students; using Backward Design Programming.
- Evaluate progress and success of Jolly Phonics in 1-2. Consolidate classroom practice and maximise use of existing resources.
- Investigate L3 for future implementation in Year 1 & 2.
- Analyse performance in 2011 & 2012 NAPLAN Literacy Years 3, 5 & 7 to identify areas for further developments of school priority 2.
- Investigate standardised testing across the school to measure growth and areas of strength and weaknesses. i.e. EMSAD project.
- Review and implement across-school spelling planning framework and explicit strategies so all spelling outcomes are experienced in a scope and sequence.
- SLST implement strategies to improve student outcomes.
- Professional learning to build teacher capacity to implement targets. Plan for consistent programming, use of Backward Design programming.
- Audit resources for literacy activities, purchase to meet needs of programs.
- Review Accelerated Literacy program and existing resources. Conduct professional development sessions (shared school).

Outcome for 2012–2014
To improve student performance across the school in Numeracy with a focus in Number.

2012 Targets to achieve this outcome include:
Increase by 3% the performance of students in Year 3 in Bands 1, 2 and 3, and Year 5 in bands 3, 4 and 5 in Numeracy NAPLAN 2011 to 2012.

Strategies to achieve these targets include:
- Facilitate staff training and development in Count Me in Too and TEN.
- Review and evaluate what we are doing best in Mathematics.
- Renew Mathletics subscription so all students are able to access in class and for homework.
- Review across-school scope and sequence.
- Introduce consistent programming to meet the learning needs of all students; using Backward Design programming.
- Teaching programs demonstrate NAPLAN-type questions as a teaching focus in Yr 2-6 classrooms. Teachers deconstruct NAPLAN Numeracy questions and skills and strategies for these types of questions.
- Investigate standardised testing across the school to measure growth and areas of strength and weaknesses. Purchase resources needed.
- Implement Best Start and develop programs (TEN) to introduce and consolidate numeracy learning in Kindergarten.
• Professional learning to build teacher capacity to implement targets. Plan for consistent programming, use of Backward Design programming.
• Investigate and review elements of the national curriculum in numeracy.
• Audit resources for numeracy activities, purchase to meet needs of programs.

**School priority 3**

**Outcome for 2012–2014**

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

2012 Targets to achieve this outcome include:

All Aboriginal students will achieve at or above minimum standard in NAPLAN Literacy & Numeracy.

• Review all KLAs (especially COGs) to ensure Aboriginal perspective is embedded.
• Implement DET Aboriginal Policy and Cultural Awareness training.
• 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. Employ Aboriginal community members as tutors to support these programs.
• Develop and rejuvenate our Aboriginal garden. Include Koori bush tucker in a focussed garden.
• Develop and apply PLPs to all Aboriginal students. Indigenous consultancy to support staff in best practice.
• Develop leadership opportunities for senior Aboriginal students.
• Aboriginal girls to participate in “Women’s Business program for primary Aboriginal girls” run by Waminda.

**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
Jo Collins HAT
Lisa Johnson SLST
Shannon Evans Teacher
Sarah Rakow Teacher
Judi Nethery Teacher Librarian
Brett McIntyre P&C President
Tye Martin School Captain
Mae Gould School Captain

**School contact information**

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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: