2008 Annual School Report
Cundletown Public School

NSW Public Schools – Leading the way
Our school at a glance

Students

Cundletown Public School has interested, motivated students who have a strong commitment to the school and the community it serves.

Staff

Cundletown Public School has experienced, dedicated, professional teachers who strive to bring out the best in each student in their care. A true family atmosphere is fostered and makes true the school’s reputation as “The Caring School”.

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

Principal’s message

Once again Cundletown Public School has enjoyed a year full of success. The focus of the school is on learning and ensuring that all students are encouraged and supported to achieve their full potential. Our school environment is calm, warm and welcoming. In order to help all students, staff and parent volunteers support each other in achieving their best.

The new Technology Learning Centre has 29 computers so that each student has the opportunity to have their own computer. It also has an interactive whiteboard which will further enhance the teaching and learning that occurs. Our incredible facility was built with money from a Federal Government Grant. Technology is the key to student engagement and an important tool to make learning easier. Our students are hugely advantaged by the technology available to support their learning at Cundletown.

I would like to take this opportunity to thank the school community for their commitment in 2008. Congratulations to our students for their fine achievements in the classroom, in the arts and on the sporting fields and their endeavours as students of our school and citizens of the community.

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.

Bruce Coote

P&C and/or School Council message

As P&C President for 2008, I think we can be proud of what we have achieved, both as a school and a P&C. The P&C contributed to resources in both numeracy and literacy, and as a school we watched our canteen go from strength to strength with the introduction of many healthy additions to the menu for the children.

An upgrade to our computer room was a major undertaking with wonderful results for both staff and students. All of our fundraising events again proved to be a success, with many families, friends and community members giving their time for the benefit of our school.

We now have our new president David Aarons at the helm, and we look forward to an even better 2009.

Danielle Volkers

President Cundletown Public School P&C Association

School context

Student information

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

Student enrolment profile

Student Numbers have remained steady on 260 for 2008. A slight decrease is expected for 2009 due to a larger Year 6 group entering high school.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>159</td>
<td>134</td>
</tr>
<tr>
<td>2005</td>
<td>146</td>
<td>142</td>
</tr>
<tr>
<td>2006</td>
<td>128</td>
<td>122</td>
</tr>
<tr>
<td>2007</td>
<td>134</td>
<td>125</td>
</tr>
<tr>
<td>2008</td>
<td>134</td>
<td>126</td>
</tr>
</tbody>
</table>

Student attendance profile

The attendance rates of our students was 93.8% which was 1 per cent above the regional average of 92.8% and slightly lower than the state average of 94.1.
Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<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>K/C</td>
<td>K</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>1-A</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1-2G</td>
<td>1</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>2-BE</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>3/4C</td>
<td>3</td>
<td>13</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>3-4P</td>
<td>3</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>5-6C</td>
<td>5</td>
<td>15</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>5/6H</td>
<td>5</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>5/6I</td>
<td>5</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes
There are 10 classes at Cundletown Public School. All except one are multi-age classes. This is due to both age/grade distribution and the school utilising stage based classes.

Staff establishment

Our students are supported by:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</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 Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Part Time RFF</td>
<td>0.82</td>
</tr>
<tr>
<td>Assistant Principal Hearing</td>
<td>1</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Hearing Disabilities</td>
<td>2.6</td>
</tr>
<tr>
<td>Primary Student Support Executive Release</td>
<td>0.336</td>
</tr>
<tr>
<td>Total</td>
<td>17.456</td>
</tr>
</tbody>
</table>

Staff retention
Despite a slight fall in enrolments, all staff were retained in 2008. It is anticipated that all staff will be retained in 2009.

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.0%.

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></td>
</tr>
</tbody>
</table>

Our new computer lab
Financial summary

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

Date of financial summary: 30/11/2008

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>88,576.63</td>
</tr>
<tr>
<td>Global funds</td>
<td>128,151.35</td>
</tr>
<tr>
<td>Tied funds</td>
<td>82,266.51</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>55,263.71</td>
</tr>
<tr>
<td>Interest</td>
<td>8,990.71</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,148.90</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>364,397.81</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>26,335.89</td>
</tr>
<tr>
<td>Excursions</td>
<td>21,811.78</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>9,862.69</td>
</tr>
<tr>
<td>Library</td>
<td>4,603.43</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>754.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>86,558.65</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>39,413.86</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>33,594.73</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>25,129.40</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5,487.44</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1,158.90</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16,743.34</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>271,454.62</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>92,943.19</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 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 2008

Achievements

Arts

Students are involved in all aspects of Creative and Practical Arts. This has resulted in improved learning outcomes as evidenced by the high number of entrants at the local show. Our school foyer is an ever-changing exposé of students’ work.

Opportunities have been made available for students to participate in exhibitions and performances including:

- Two choirs entered in the Taree Eisteddfod with the senior choir receiving a highly commended. The Junior Choir winning the Sister Gonzaga trophy and their section.
- The whole school performed in the end of year presentation night which, once again, was a sell-out night.
- Participation in the Taree Show with a large number of awards being received by students.
- Alexander Eden winning first place in the Sundowners Bush Poetry Competition.

Sport

Students in all grades had the opportunity to participate in specialised sports training, which included gymnastics, basketball and Auskick

In addition to in-school sport and PSSA soccer, students were able to compete in the following external competitions.

- District and Regional Swimming Carnivals.
- District Cross Country Carnivals.
- District and Regional Athletics Carnivals.
- Netball and rugby league knockouts.

Learning all about people who help us
Academic

In the National Assessment Program, the results across the Years 3, 5, literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in the 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

In 2008, 44 Year 3 students sat the NAPLAN tests. The 44 were composed of 18 boys and 26 girls.

- Year 3 students were slightly above the mean score compared to the state results.
- In reading, girls scored better than the boys.
- The school achieved 60% of students in the top two bands for Year 3 BST reading compared to 47% for the state and the school average (2003 - 2007) of 42%.
- An area for development is to assist children to locate information in texts.
• 41% of students placed in the top and 2 bands for spelling compared with 29.5% for the like school group 46% for the state.

• Girls performed better at spelling than boys.

• Students were able to correctly identify the correct personal pronouns in a sentence. 45% of students answered this correctly compared to 37% for the state.

• 45.5% of students were placed in the top two bands compared to 43% across the state and 29.1% in the like school group.

• Boys performed better than girls in maths

• 42.2% of students placed in the top 2 bands for Mathematics compared with 26% for the like school group and 39.7% for the state.

• 11.7% of students placed in the bottom 2 bands for Mathematics compared with 17.8% for the like school group and 10.5% for the state.

• Students did equally well in all aspects of the test
Literacy – NAPLAN Year 5

In 2008, 44 Year 3 students sat the NAPLAN tests. The 44 were composed of 18 boys and 26 girls.

- 50% of students scored in the top two bands compared to 49% of the state.

- Students were not able to interpret the purpose of a sub heading in an information report as well as others in the state. 18% of students answered this correctly compared to 39% for the state.

- Girls performed better than boys in reading.

- No students placed in the lowest band.

- Areas of strength were paragraphing and text structure.

- The school outperformed the state results in the top two bands for spelling - 44.4% compared to 37.1%. It is almost double to like school group score of 22.6%.
• Students answered better than the state average for the 12 most difficult questions. The margins ranged up to 15% higher than the state response.

• Boys performed better than girls in number, patterns and algebra. Results were almost equal in measurement, data, space and geometry.

• 26% of students placed in the top 2 bands for Mathematics compared with 18% for the like school group and 32% for the state.

• Areas for development are calculating perimeter on irregular shapes and converting units of measurement.

Progress in literacy

Pleasing progress has been made in both areas of literacy growth. The students are above state average growth in reading and writing.

Average progress in reading between Year 3 and Year 5

Average progress in writing between Year 3 and Year 5
Progress in numeracy
Above state and like school group results for maths continues a positive trend.

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

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

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>95</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>89</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>96</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Aboriginal education
All teaching staff will be trained in the implementation of the Aboriginal Education Policy. This will include introducing the policy to all stakeholders in 2009.

Aspects of Aboriginal culture are taught across the curriculum. The children have made an Aboriginal reconciliation area and mural.

Multicultural education
Our school continues to promote tolerance and understanding of people from different ethnic or religious backgrounds. This is done as an integral part of each teacher’s HSIE program. Strategies specifically target broadening cultural awareness and increasing racial tolerance. Some grades concentrate on studies of special countries while other grades tend to have a multicultural component as part of an overall theme.

Our school has a trained Anti Racism Officer (ARCO) who are responsible for improvements in school practices to ensure an inclusive school community and a racism-free learning and working environment.

Respect and responsibility
Each Friday, students gather for our whole school assembly. At this time we acknowledge and pay our respect to our Aboriginal community and show our respect to our country by reciting the School Pledge and singing the National Anthem.

During this assembly students who have earned merit awards during the previous week are presented with their certificates. Teachers announce the Value of the Week and one child in each class who, during the previous week, has stood out as a role model is presented with a merit certificate. Values recognised in 2008
included honesty, responsibility, respect, courtesy and reliability.

Progress on 2007 targets

Target 1
To improve each child’s writing skills K-6 with a measure from the national assessment program to show improved writing skills in Year 3 and 5.

Our achievements include:

• Achieving higher than state and regional average student growth in writing;
• Development of a scope and sequence k-6 in writing that includes text types and purposes for writing; and
• Continuing with criteria based marking in class. This gives the children explicit feedback and teacher expectation.

Target 2
To focus on achievement for boys across the school in areas of literacy and numeracy so that the national assessment program demonstrates positive growth.

Our achievements include:

• Providing professional development specifically on boys education. This lead to in-depth professional development over term 3.
• Improving the outcomes of boys in maths and literacy by building confidence and supporting them with the buddy reading program.

Target 3
To further develop the communication of students’ assessment and progress to parents.

Our achievements include:

• Hosting a number of parent information sessions explaining the new national assessment program and how that integrates with a child’s report.
• Seeking feedback on the new reports by way of survey at parent teacher interviews. Survey response was too low to make any judgements from.

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 2008 our school carried out evaluations of school culture and technology.

Educational and management practice – School Culture

Background
Each year the school completes an evaluation of educational practice in one of the following: learning, teaching, planning, management, leadership and culture. In 2008 the school evaluated school culture as part of our cyclic evaluation. All staff, students from Year 4 and up and randomly selected parents responded to the survey about teaching. The department provided the surveys through the SchoolMap package.

Findings and conclusions

• 90% of teachers, students and parents felt that the school knows the parents and community which it serves;
• Teachers and parents felt that the school is able to make important changes when needed. Both groups responded 90% Almost always and usually. Students did not concur with their response being just under 70%;
• A large majority of parents and teachers felt that the school is continually finding ways to improve what it does;
• Over 95% of parent responses indicated that school leaders have a positive influence on school culture. 80% of staff responded that the school leaders usually have a positive influence. The student response of nearly 70% may indicate a confusion in the definition of school leaders (SRC); and
• Nearly 90% of students felt that the school encourages everyone to learn. Parental responses was 100% in this aspect.

Future directions

• The school will continue to build on the positive school culture as indicated by the surveys: and
• The school leadership obtain feedback about how their influence is perceived.

Curriculum - Technology

Background
Technology was selected for evaluation in 2008 following consultation with staff and in light of the work we had done developing our computer lab, interactive whiteboard and full network upgrade. Staff students and parents responded to surveys investigating how technology is implemented in the school.
Findings and conclusions

- All respondents agreed that children enjoy using computers and going to the computer room;
- Parents and teachers agreed that computer skills and learning is not communicated to the home effectively;
- Students identified the blocking of particular sites to be a frustration in their computer use;
- Staff felt that a focus for professional development be based on use of the interactive whiteboard for lesson use;
- Teachers and students responded that most computer work is completed by children individually; and
- All respondents saw the importance of using technology in various ways and that these skills were important for the children to develop if they are to be successful using computers in everyday life.

Future directions

The school will:
- look to include information to parents about the use of technology in newsletters and other avenues.
- promote the use of technology by emailing home newsletters and notes.
- Provide professional learning opportunities to staff to increase skills in use of ICT in their teaching
- Develop a scope and sequence in computer and other information technology skills

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
- All stakeholders responded that the school is an attractive well resourced school.
- A large majority of parents felt that the students are the school main concern; that the school maintains a focus on numeracy and literacy; and The teaches and promotes core values.

Professional learning

Our teachers and support staff participated in a range of learning activities during the year. Emphasis was placed on development at the stage or team level, with fortnightly meetings and team planning time each term. A major focus was the development and implementation of the school writing policy and procedures.

School development 2009 – 2011

Targets for 2009

Target 1

To develop and implement a scope and sequence for computer and ICT skills for students K-6.

Strategies to achieve this target include:
- Development of a K-6 ICT scope and sequence
- Installing a new server, to improve download speeds, internet access reliability and functionality of the school’s intranet.
- The use of interactive technologies for learning, teaching and teacher professional development.
- Class use of classroom computers and computer room
- Professional learning in IWB, Active Studio, and online learning.
- Use of spreadsheets and other online assessment tools.

Our success will be measured by:
The computer skills scope and sequence plan is delivering to students the skills they need for ongoing learning. Teachers feel that they have the skills and knowledge to teach students the appropriate lessons.

Staff, student and parent usage data that indicates the enhanced network is delivering consistent use and access the internet and intranet.

Target 2

We will improve student literacy

Students will show growth in grammar and punctuation in 2009.

Strategies to achieve this target include:
- Staff professional learning in grammar and punctuation
- Term focus for grammar
- Purchase of appropriate resources.
Our success will be measured by:
- Student growth in grammar and punctuation as measured by class assessments showing 80% of students at sound or above.
- 80% of students in top three bands for grammar and punctuation. (Presently Yr 3 - 72%, Yr 5 - 61%).

**Target 3**
We will improve student numeracy

Students will show growth in number in 2009

Strategies to achieve this target include:
- The integration of elements of quality teaching into targeted maths lessons K-6
- Use of technology based programs as a tool to learn and assess number - eg SmartKiddies and That Quiz.
- To develop programs that aim at making maths a meaningful experience for all students
- Audit and purchase of new maths resources.

Our success will be measured by:
- Student growth in number as measured by class assessments showing 80% of students at sound or above. (Presently 63%)
- 80% of students in top three bands for number. (Presently Yr 3 - 68%, Yr 5 -53%)
- Student enthusiasm and participation in maths based activities.

**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.

Bruce Coote - Principal
Jenny Cohen Assistant Principal
Danielle Volkers – P&C President

**School contact information**
Cundletown Public School
High Street Cundletown NSW 2430
Ph: 02 6553 9911
Fax: 02 6553 9055
Email: cundletown-p.school@det.nsw.edu.au
School Code: 1708

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: