School context statement

Cundletown Public School is situated in Cundletown, which is to the north of Taree, approx. three and a half hours north of Sydney. The school is the oldest in the district, opening in 1857. In 2014 there were 11 classes with the numbers for an extra teacher being reached in Term 4. This extra teacher was used to team teach in all classes. These classes were supported by a full time Learning and Support Teacher, a part time librarian and Relief from Face to Face Teacher. The school enjoys a supportive and caring community who have a great interest and pride in the school. Many parents of the children enrolled attended the school as children themselves and this adds to the strong community feeling at Cundletown PS.

Principal’s message

2014 saw some staff changes at CPS. Again, thanks to the children, community and current staff, they all fitted in smoothly and the Cundletown ship sailed on without a hitch. To Mr. Gillogly, Mr. Bevitt, Miss Imrie, Miss Tomlins, Ms. Andrews I hope you have enjoyed your year with the Cundletown Family and hope that we have given you some wonderful memories.

Sadly for us and happily for her, Mrs. Nelson retired in September this year making this the first time in many years that her quiet presence and organisation at the back of the stage at presentation night was missing. Her retirement was done in much the same manner – with little fuss, quietly but finished the job. I am sure you will join me in wish Mrs. Nelson a long and prosperous retirement and thanks her for role over the years at Cundletown.

I would like to thank the parents and caregivers of the children who attend our school. When we had a number of teachers who had taught here for a long time started to retire, I was a little concerned that a big part and ethos of our school may change as well. I’m glad to report that the great culture of CPS thrives today – almost in spite of whatever teachers we have at the school, it is your belief in the school and your positive outlook on the school that is translated to your children. We are known as the caring school and your children, through your influence reflect that every day.

I would finally like to thank the teachers and support staff at the school for their never-ending efforts to bring out the best in your children. Their tireless devotion to ensuring that your child excels at school is something to behold. If you could only see what goes on behind the scenes – The hours of meetings, the spirited discussion, the tears from trying everything and seeing a small gain. The camaraderie and laughter that is evident everyday. You all make working here a privilege and I am proud to lead each and every one of you.

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

Bruce Coote
Principal

P&C Message.

As another year draws to a close, I would like to take a few minutes to update on the P&C Committee’s involvement with our school for 2014.

Firstly, before I do, I would like to say a HUGE thank you to the members of the P&C, volunteers of the canteen & the school community for all your continued support this year. Without your support & generous time, we would not have been able to have to raise much need funds for the school or have had the canteen operating for the children.

This year we once again held successful Mother’s Day & Father’s Day stalls with some lovely gifts on offer. The P&C committee decided that we would try something different this year as our major fundraiser & are currently selling raffle tickets for a family holiday to Sydney with other inclusions included like Captain Cookcruise, a visit to Taronga Zoo, Sydney Sea Life Aquarium & a Caltex cash card. There are also other fantastic prizes on offer as well. Tickets are selling well & the raffle will be drawn at the annual presentation evening. I would also like to take the opportunity to thank Tammy Whyte for her
tireless efforts as fundraising co-ordinator for the past couple of years.

Unfortunately Tammy will be unable to continue in this role next year & I am sure that you will agree with the committee that she will be a great loss to this role. Thank you Tammy.

Through our fundraising efforts this year, we have been able to purchase new sport socks for children representing our school, school banner flags to be used at school carnivals etc, the re-lining of the basketball court just to name a few.

Not only do the P&C fundraise, we also support the school in other ways. As many of you would remember, during Term 2 & Term 3, High St became the main thoroughfare due to road works on Main St. When these road works were announced, there were no provisions in place for the safety of our children & the community especially during school drop off & pick up times. This was a concern to the P&C. Therefore, council was contacted by the P&C outlining our concerns & I'm happy to say that we were able to help with the installation of a 'lollypop man' at the school during the school drop off & pick up times for the duration of the road works. Thank you also to other community members who also contacted council regarding these road works outlining their concerns. It is nice to know that people power still does work.

The P&C continues to oversee the running of our school canteen & although there were a few days through the year where unfortunately it was closed, we have been able to maintain our canteen operating on a daily basis. However, we still need volunteers so if you can spare a few hours or one day a month that would be fantastic. Thank you to all our canteen volunteers.

On behalf of the P&C committee, I would like to wish everyone a safe & very Merry Christmas & we are all looking forward to your continued support in 2015.

Claire Woollard
P&C President 2014.

Student representative’s message

What a wonderful experience 2014 has been for me.

I have learnt so much from being School Captain. I have become more confident in many ways.

Early in the year the School Leaders, with Mr Coote, travelled to Forster for the "Leadership Day". This was a great day and we all learned many things about becoming good role models. We also travelled to Newcastle University and had some insight into what University life is all about. Some thoughts for the future!

Myuna Bay Camp was such an action-packed week. I learnt skills like rock-climbing, and sailing. It was fantastic to have this week with all my peers.

I am a singer in the School's "Triple C Band". This band, along with the very talented Mr Bourke, has travelled to many schools and venues. What wonderful memories I will have.

Many of our sportspeople have excelled this year. In particular, Kye has represented at State level and Hayley has been to many zone carnivals.

In closing I would like to thank the teaching staff, the support staff, the ladies in the office, the canteen workers, and all the wonderful parents who help to make Cundletown Public School the great school it is today!

Thank you to my fellow SRC members and my friends for making 2014 such a wonderful year for me.

Shaelee Mobbs
School Captain
**Student information**

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

**Student enrolment profile**

![Enrolments graph]

**Student attendance profile**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<td>K</td>
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<td>93.0</td>
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**Class sizes**

<table>
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<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
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<tbody>
<tr>
<td>KB</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
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</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>1/2B</td>
<td>1</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>1/2G</td>
<td>1</td>
<td>11</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>1/2H</td>
<td>1</td>
<td>11</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>3/4D</td>
<td>3</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4/ST</td>
<td>4</td>
<td>17</td>
<td>27</td>
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<td></td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5/6B</td>
<td>5</td>
<td>11</td>
<td>28</td>
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<tr>
<td></td>
<td>6</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>5/6N</td>
<td>5</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Attendance at school is monitored closely at Cundletown Public School. The following is in place to ensure optimum attendance.

- Rolls marked daily.
- Unexplained absences are flagged and a letter asking for an explanation is sent after 2 weeks of the absence. These include a tear off slip to return to the office. Return rates are positive.
- Monitoring by the Home School Liaison Officer and LAST teacher. Where required, meetings are held with students and parents to support improve attendance.
- Each family was given a booklet of tear off absence notes to make the writing of absence notes easier for parents. This has been well received and they are in use in the majority of families.
Workforce information

Workforce composition

Cundletown PS again has a number of temporary staff members in 2014 following the retirement of some long serving members of staff. In time, these positions will be filled via the school staffing system.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>9.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Itinerant Primary AP Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Hearing</td>
<td>3.6</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.504</td>
</tr>
<tr>
<td>Primary Student Support Exec. Release</td>
<td>0.336</td>
</tr>
<tr>
<td>Primary Part Time</td>
<td>0.5</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.622</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23.782</td>
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</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The teaching staff is supported by a School Administration Manager, a School Administration Officer and a General Assistant.

There are no indigenous staff members at CPS.

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>
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</table>

Professional learning and teacher accreditation

Cundletown Public School prides itself on the provision of first class, effective Professional learning that is developed and delivered by the Executive of the school. The professional learning is guided by systemic as well as school and teacher needs. Where possible, whole stage and school activities are developed.

In 2014 a total of $16,194.93 was spent on professional learning. This funding came from as a tied grants from the NSW Department of Education and Communities.

Professional learning included the following areas:

- The staff participated in the following courses:
  - STLA meetings
  - Reading Recovery
  - Emergency Care
  - ASCIA - Anaphylaxis training
  - Disability framework
  - PLAN updates
  - Junior and Senior Choir
  - Premier’s Sporting Challenge
  - Premier’s Dancesport Challenge
  - Child
  - Sentral training
  - Australian curriculum including:
    - NSW Syllabuses for the Australian Curriculum
    - English:
      - Creative and Critical thinking
      - Mathematics: Understanding the New Curriculum
    - Making connections with the Syllabus Science:
      - Overview / Getting started

Beginning Teachers

Cundletown Public School currently has one permanent and 3 temporary teachers who are working towards their accreditation. In addition the school has another one permanent and two temporary teachers who have received their accreditation.
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>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
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<tr>
<td>Balance brought forward</td>
<td>58614.51</td>
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<tr>
<td>Global funds</td>
<td>216324.24</td>
</tr>
<tr>
<td>Tied funds</td>
<td>208623.32</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>56244.28</td>
</tr>
<tr>
<td>Interest</td>
<td>3493.84</td>
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<tr>
<td>Trust receipts</td>
<td>5946.40</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td><strong>Total income</strong></td>
<td>549246.59</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 27128.29   |
| Excursions                 | 35649.12   |
| Extracurricular dissections| 15678.53   |
| Library                    | 2314.66    |
| Training & development     | 976.85     |
| Tied funds                 | 174268.39  |
| Casual relief teachers     | 92330.23   |
| Administration & office    | 51016.18   |
| School-operated canteen    | 0.00       |
| Utilities                  | 33996.64   |
| Maintenance                | 9605.84    |
| Trust accounts             | 5958.20    |
| Capital programs           | 2953.50    |
| **Total expenditure**      | 451876.43  |
| **Balance carried forward**| 97370.16   |

A full copy of the school’s 2014 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 2014**

**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)

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)
Percentage in bands:

Year 3 Reading

Year 3 Spelling

Year 3 Writing

Year 3 Grammar & Punctuation
NAPLAN Year 3 - Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
Relative performance comparison (growth)

Average progress in Reading between Year 3 and 5*

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<tbody>
<tr>
<td>School</td>
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<td>75.4</td>
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<td>90.9</td>
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<tr>
<td>SSG</td>
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<td>80.5</td>
<td>78.1</td>
<td>87.5</td>
<td>79.9</td>
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<tr>
<td>State DEC</td>
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<td>74.0</td>
<td>79.2</td>
<td>85.7</td>
<td>78.8</td>
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Average progress in Spelling between Year 3 and 5*

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<tr>
<td>State DEC</td>
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<td>75.4</td>
<td>95.4</td>
<td>84.9</td>
<td>80.6</td>
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</table>

Average progress in Grammar & Punctuation between Year 3 and 5*

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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>65.3</td>
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<td>78.5</td>
<td>71.3</td>
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<td>81.0</td>
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<td>78.3</td>
</tr>
<tr>
<td>State DEC</td>
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<td>82.7</td>
<td>81.3</td>
<td>79.4</td>
<td>79.5</td>
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</table>
Significant programs and initiatives – policy

Aboriginal education

There has been an ongoing commitment to Aboriginal Education throughout 2014. This year we have had a strong focus on further developing and fostering the communication between the school, parents and the wider community. The teaching staff and parents gathered together on a regular basis to have discussions about NAIDOC week, external programs that were available and collaboration with other schools. These gatherings were well represented by teaching staff and parents. At these gatherings we also had community members attend and offer their ongoing support to the school and its students. The focus of many of the meetings was to further the understanding of the Aboriginal culture in ALL of Cundletown P.S students.

Other achievements

Sport

What a great year 2014 has been for Cundletown public school in sport. With our Ngamba Captains -Cassandra Crittenden and Zach Power; Worimi captains -Carissa Sowter and Fletcher Bramble; and Biripi Captains – Samuel Webber and Keira Basher.

At our swimming carnival we had many lucky representatives make it zone and at zone Keira and Jared made it to regionals. Keep it up guys!

Next up came our school cross country all the children were tired but were determined to finish the race and just kept trying. Some of us made it in but unfortunately not all of us could make it in. Good try!

Then came the athletics carnival were we had long jump, discus, shot-put and our running races. We had so many records broken and so many red faces. Everyone whether they won or lost they still showed team spirit. Keep up the team spirit!

Then we had the girls’ soccer gala day with our wonderful coach Mr Bevitt. We won, drew and lost a few games but it was worth the fun. Great effort girls!

Then we had our zone touch football gala day with Mr Bourke our coach training us to perfection. Great job!

A huge thanks to all the sports captains for doing their best and their great effort.

Have a very safe and happy holiday and remember when you play sport be a sport.

Keira Basher Carissa Sowter
House Captains
Chatham H.S was able to bring some of their Aboriginal students along to Cundletown P.S. The high school students were chosen by Uncle Matt Mitchell because he felt they would be positive role models in schooling, sport and leadership. The aim of this gathering was so the younger students could meet these older students, ask them questions and will be able to have some familiar faces when they move onto high school.

There was a large turnover of teaching staff at Cundletown P.S in 2014. This enabled us to revisit programs and policies that had been delivered in the past and also allowed for new ideas and perspectives to be presented by new staff members.

Teachers, parents and students completed student PLP’s and this enabled the parents to discuss, with the class teacher, the goals and aspirations they had for their child. All teaching / learning programs that are written and delivered by current teachers have the Aboriginal perspective as a part of them. A number of staff members have used ‘The 8 Ways of Aboriginal Learning’ to assess teaching / learning programs that have previously been and currently being developed.

Multicultural education and anti-racism

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. All staff completed professional learning to ensure that Global Perspectives were a part of each teaching and learning sequence.

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.

Significant programs and initiatives – equity funding

Aboriginal background

The school received an amount of $9156.06 to support Aboriginal Education in 2014. This funding was used in conjunction with other equity funding to support Aboriginal families in the following ways:

- Providing refreshments for after school parent meetings. This allowed parents to be more involved in developing our NAIDOC Week activities as the meetings were held at a time more convenient for them. This resulted in more families being involved.
- Identified students were given extra support in small group teaching for specific programs.
- Funds were utilized to provide a community BBQ to encourage greater participation from the Aboriginal parents and families. This was held outside of school time and away from school at a local site so that the families would feel more comfortable attending. A number of families attended a school planned event for the first time.
- NAIDOC Week resources and planning were secured using this funding source. This promoted the ATSI culture in the school and allowed each child to become more aware of ATSI art and craft.
- Remaining funds will be disbursed in 2015 after consultation with ATSI parents/caregivers.

Socio-economic background

The school received $54 846.15 in 2014 in socio-economic funding. This was used in conjunction with other funding in the following ways. A focus on building the capacity of teachers is evident.
• High level professional learning to improve teacher’s delivery of curriculum and content.

• Provision of time to teachers to develop corporate planning and assessments throughout the year. This allowed for a consistency in their approach and content. In addition, it gave all stakeholders a common language to discuss teaching and learning.

• Purchasing of targeted maths resources to ensure each class had a core set of resources. In addition, time was purchased to allow for the collation and distribution of these and other maths resources. A budget of $6 000 was allocated to this task.

• Developed a range of authentic assessment tasks across the year

• Two kindergarten teachers commenced training in L3.

• A total of $18 000 was allocated for the purchase of new and needed English resources. This was to complement the Kindergarten L3 resources previously purchased as well as replace worn resources and IWB resources.

• Develop in teachers an understanding of the new syllabus – Your School and the New Syllabus – Mathematics K-10

• Develop in teachers and understanding of programing for quality teaching and assessing

• Develop in teachers an understanding of the process for planning a unit of work

• Collaboratively plan, teach and evaluate a trial unit of work using outcomes and content from Mathematic K-10

Learning and Support

The school receipted $21 821.90 in funding for learning and Support in 2014. This is in addition to a 1.0 (full time) staffing allocation. The funding is coordinated and used to pay for the appointment of School Learning and Support Officers (SLSO) who work on designated programs with identified students.

These students are identified by the class teacher, the learning support team, LAST teacher and some parent referrals. The SLSOs are employed until recess each day to utilize the prime learning time for the children. This also allows the funds to last longer though out the year. In addition, some funds are utilized to assist these children at whole school events such as carnivals and end of year concert.

In 2014, the SLSOs ran the following programs with small groups (up to 5) of children.

• Targeted maths program for infants students to ensure that they were more able to demonstrate SENA 2 skills for moving into primary classes

• SLSOs assisted the LAST in a primary maths group. This allowed both to closely monitor and individualise the maths program for identified at risk students.

• SLSO provided support to identified students who required assistance with writing. This program was school developed and complemented class and school planning.
Literacy and Numeracy National Partnership (LNNP)

Cundletown P.S. received $25,373 in funding for 2014. The program consolidated efforts made in 2013 and continued to provide high quality professional learning for teachers and improved outcomes for students.

At the beginning of the partnership at the end of term one 2013, the following data in reading and comprehension K-6 was collected with the assistance of the Local Measures scale:

- 29% of students K-6 were achieving at expectation in reading & comprehension
- 28% of students K-6 were achieving below expectation in reading & comprehension
- 25% of students K-6 were achieving well below expectation in reading & comprehension
- 18% of students K-6 were achieving above or well above expectation in reading & comprehension

After reviewing the above data and fully assessing our needs at the time, the school chose to focus on improving literacy outcomes for students K-6.

In 2013, the first phase of this program, the school has used the resources to develop teachers’ ability to fully implement the teaching and assessment strategies that form part of the DEC Literacy Continuum K-10 in an effort to lift literacy performance of the bottom 49% of all students in K-6 (124 students).

As a result of this funding the school has been able to achieve the following outcomes:

- The development of a whole school approach to literacy with a particular focus on the teaching of reading and comprehension.
- All teachers K-6 completed a number of professional development modules which focused on the teaching of comprehension strategies and quality literacy teaching. Teachers have gained a deeper understanding of the super six comprehension strategies. These strategies are becoming an integral part of all reading programs implemented at Cundletown P.S.
- Stage one teachers, including the LAST teacher were involved in professional training in the departmental initiative ‘L3 for stage 1’. This has enabled teachers to participate in professional learning to enhance & develop reading and writing programs that utilise strategies to enable differentiation and individualisation of the curriculum. These sessions focused on collaboration and professional dialogue to enrich quality literacy programs in stage one classrooms.
- All teachers K-6 actively participated in collaborative planning and programing that deepened their understanding of the Literacy Continuum as a tool for planning, programing and assessment. Teachers
revisited the Teaching Learning Cycle and its implication for the use of assessment to drive teaching practice.

In November 2014 the following data in reading and comprehension K-6 was collected with the assistance of the Local Measures scale. The results are testament to the dedication and professionalism and commitment to learning of all involved.

- 34% of students K-6 were achieving at expectation in reading & comprehension
- 15.9% of students K-6 were achieving below expectation in reading & comprehension
- 9.3% of students K-6 were achieving well below expectation in reading & comprehension
- 40.6% of students K-6 were achieving above or well above expectation in reading & comprehension

As a school we will continue to refine and consolidate teaching / learning practices K-6.

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:

- Review by the school executive and teaching staff.
- Comparing management plan targets and strategies to practices in the school.
- Comparing management plan targets to school and national based assessments.

School planning 2012-2014:

School priority 1

Literacy - Reading

Outcomes from 2012–2014

- Increase the percentage of students achieving Best Start reading cluster 4 or beyond in Kindergarten from 60% in 2011 to 95% in 2014.
- Increase the percentage of year 2 students working at Cluster 8 or beyond in Reading from 69% in 2012 to 85% in 2014.
- Increase the percentage of year 2 students working at Cluster 8 or beyond in Comprehension from 47% in 2012 to 75% in 2014.
- Increase the percentage of Year 3 students achieving in bands 4, 5 & 6 in NAPLAN reading from 72% in 2012 to 80% in 2014.
- Increase the percentage of Year 5 students achieving bands 6, 7 & 8 in NAPLAN reading from 65% in 2012 to 75% by 2014.
- Increase the percentage of Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN reading from 76% in 2012 to 83% by 2014.
- Reduce the percentage of Year 3 students in bands 1 & 2 in NAPLAN reading from 76% in 2012 to 60% in 2014.
Evidence of achievement of outcomes in 2014:

- 33.3% of Y3 students reached bands 5 and 6 compared to 31.1% in 2014
- Higher than state average growth for Y5 students in writing, spelling and reading.
- In NAPLAN writing, CPS students averaged a score of 70.2, which is much higher than the state average of 49.3.
- No students in the lowest NAPLAN band
- 41.9% of year five students placed in the top two bands for reading compared to 35.2% for the state.
- Y5 students are above the similar school group in reading, writing, spelling.

Strategies to achieve these outcomes in 2014:

- Intensive professional development on reading and comprehension strategies as part of the Super Six comprehension process. This was ongoing with a high opt in by all stakeholders. Funded via the Literacy and Numeracy national partnership.
- Students at risk identified and provided with targeted, small group, intensive instruction.
- Continued commitment to the L3 training and program in the infants grades. To this end, 2 kindergarten teachers were trained to ensure that we were recognized as an L3 school.
- Ongoing professional learning about implementing the new Australian English curriculum resulted in teachers who were familiar with and able to plan and teach under the new content.
- Collaborative planning and assessment was an integral part of the improvements made this year. Teachers increased the expectations, made the children aware of what was required and ensured the lessons and

School priority 2

Maths - Number

Outcomes from 2012–2014

- Increase from 62% in 2012 to 75% in 2014 the number of Kindergarten students achieving Level 2 (Figurative) in Early Arithmetic Strategies
- Increase from 58% in 2012 to 75% in 2014 the number of year 1 students achieving Level 3 (Counting on and back) in Early Arithmetic Strategies
- Increase from 47% in 2012 to 70% in 2014 the number of year2 students achieving Level 4 (Facile) in Early Arithmetic Strategies
- Increase the percentage of Year 5 students from 89% to 93% performing above Band 3 and from 53% to 60% performing above Band 5 in 2011
- Increase the percentage of Year 3 students from 79% to 86% performing above Band 2 and from 18% to 23% performing above Band 4 in 2011
• Increase from 50% to 65% the number of Kindergarten students identifying numerals to 100 in 2011
• Improve the 95% of students counting on and back by the end of Year 2

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:
• An increase in the number of Y3 students achieving in the top band for numeracy – 6.1% in 2014 compared to 0% in 2013.
• Continued downward trend in students scoring in the lowest band in y5 numeracy. Down from 12.5% in 2012 to 6.7% in 2014
• In number, patterns and algebra 45.3% of Y5 and 51.5 of Y3 students and were in the top 3 bands compared to 36.3% (Y5) and 45.7% (Y3) for 2013

Strategies to achieve these outcomes in 2014:
• Graded maths groups across the infants grades allows the teacher to sharpen the focus of lesson due o more homogenous grouping
• Corporate planning and assessment by primary grades allowed the teachers to speak of common goals and strategies throughout the year.
• Targeted maths program for infants students to ensure that they were more able to demonstrate SENA 2 skills for moving into primary classes

School priority 3
Aboriginal Education

Outcomes from 2012–2014
• Increase the number of Individual learning from 66% to 100% in 2014
• Increase teacher understanding of Aboriginal culture and its place in all KLAs K-6

Outcomes from 2012–2014

Evidence of achievement of outcomes in 2014:
• Greater parental involvement throughout the year especially for NAIDOC planning where we had 6 families represented.

• Greater involvement and opportunities to be a part of school activities for ATSI families
• Continued involvement and attendance at Taree AEGC.

Strategies to achieve these outcomes in 2014:
• More regular meeting were hel with parents at times that were more suitable for them
• Supported a Aboriginal parents BBQ using equity funds to buy the food. This allowed the families to speak freely in a place they were familiar with.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students
The students took part in the Tell them From Me survey. In all, 89% of Year 4-6 students completed the survey which showed the following:

• 82% of students in this school had a high sense of belonging; the NSW pilot norm for these years is 84%
• 83% of the girls and 81% of the boys in this school had a high sense of belonging. The NSW pilot norm for girls is 86% and for boys is 84%.
• In this school, 89% of students had positive relationships; the NSW pilot norm for these years is 82%.
• 93% of the girls and 84% of the boys in this school had positive relationships. The NSW pilot norm for girls is 85% and for boys is 80%.

• Positive Teacher-Student Relations
Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

In this school, Positive Teacher-Student Relations were rated 8.5 out of 10; the NSW pilot norm for these years is 8.1.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

In this school, students rated Disciplinary Climate of the Classroom 7.9 out of 10; the NSW pilot norm for these years is 7.6.

Expectations for Success

The school staff emphasises academic skills and hold high expectations for all students to succeed.

In this school, students rated Teachers' Expectations for Academic Success 9 out of 10; the NSW pilot norm for these years is 8.6.

Parents:

99.45% of parent agreed or strongly agreed that the school was well resourced and attractive

13.64% of parents felt that they somewhat disagreed or disagreed with the statement that Parents are encouraged to contact the school to discuss concerns relating to their child

Some comments included: “Parents are encouraged to contact the school to discuss concerns relating to their child”.

“My daughter loves CPS School”

“Doing a great job keep up the good work. My child is happy at the school.”.

2 comments indicated that the school needs to improve communication between the school and parents.

Teachers

All respondents felt that the school was focus on Literacy and Numeracy

All respondents felt that the school promoted its uniform policy

All respondents felt that the school promotes core values and there is good students access to computers and other resources offered.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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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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: