Cundletown Public School

Annual School Report
Principal’s message

2011 showed, once again, what a fantastic group of young people that we have in our school. I am always impressed with the way that the children - of all ages - show real pride in their school, work and uniform. It makes me very proud that whenever our school goes out on an excursion, there are usually positive comments made about the behaviour and manners of our children as well as how wonderful they look in their uniforms. I believe that this helps to identify and build that sense of community and pride and I look forward to this continuing into the future.

I must make mention of the professional, committed and caring staff that are an important part of what makes Cundletown PS what it is. I have worked at many schools and I have to say that the dedication and hard work that is displayed at all times throughout the year is amazing. It doesn't happen everywhere. Not a weekend or evening goes by without up to 4 or 5 teachers on site. Their commitment to ensuring that your children achieve their best is to be commended. In addition, our support staff works above and beyond what is required to ensure that the school runs smoothly. We all work together to ensure the best for you and your children.

2011 saw some great improvements to our school due to the Federal Government’s Building the Education Revolution (BER) program. This program delivered two state of the art classrooms and also made every learning area look brand new with new carpet, paint, lighting and curtains. In addition, most learning spaces now have an interactive whiteboard to deliver lessons in a way that you and I would have though as science fiction when we went to school.

One aspect that our school has focused on in 2011 is learning about the culture of the Biripi people, the first inhabitants of this land. This has involved all students K-6 and has given them some real insight into traditions and way of life for the original inhabitants of this land. This has really raised the cultural awareness of all students and teachers and we hope to continue to develop this course and relationship with our local Aboriginal community further though a greater involvement with our local Aboriginal families and the Taree Aboriginal Education Consultative group (AECG).

In closing, I am sure that you will join with me in wishing Mrs Linda Partlic all the very best in her retirement. Mrs Partlic has been a member of staff at CPS for over 30 years and each year has taught and cared for many students. It is lovely to see her "old" class members come to visit her (some regularly) and other pop in for a visit if they are travelling by. It shows the highest regard that she is held in by her former charges. In addition, the staff at CPS have all benefited from her enthusiasm, professionalism and caring nature. I am sure that you will join me in wishing Mrs Partlic a happy and well deserved retirement.

Thank you for your support throughout the year. The parent and student body of Cundletown PS is second to none and you all play a big part in making Cundletown what it is.

Bruce Coote
Principal
**P & C message**

This has been my first year as President for the P & C of Cundletown School. I would like to thank everyone involved in the P & C for their continued hard work & support of the school.

The P & C has again this year continued to give students who reach a State level of representation be it in sport, academic or the arts a small cash donation to help with the costs of reaching this high level of achievement. Congratulations to those students.

As in previous years, the P & C held several fundraising events including the ever popular Mother’s and Father’s Day stalls. This year a Trivia Night was held in August in aid of the Ruge family. The night was well attended and everyone’s generosity was much appreciated.

Thank you to all involved and to the broader school community who continue to support all our fundraising drives.

The school’s play equipment is in need of repair/updating. The P & C have decided to have this work carried out. However, due to delays because of the inclement weather and finding out what requirements are needed to complete the work safely, tenders are still to be called and the work commenced. It is hoped that the work will be formalised before the end of the year.

Our school canteen continues to be well supported by the children. "Special" days are always popular. However they are still struggling for volunteers. Thank you to our tireless canteen volunteers.

P & C meetings are held in the staffroom on the second Tuesday of the month during the school terms. Everyone is welcome.

The P & C as is the rest of the school community looking forward to the upcoming Annual Presentation Night. It is as always a good night out as well as a great opportunity to see all the children’s achievements.

Thank you once again.

Claire Woolard
P&C President 2011

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**Student representative’s message**

It's hard to believe it is the end of the year already! Being school captain this year has been a wonderful experience. There have been many exciting events throughout the year.

Many of the students were lucky enough to travel to Sydney and watch Keisha sing and dance at the School Spectacular.

In sport we had Jeremy represent the state in football. Our cross country, swimming and athletics carnivals were a lot of fun and everyone tried really hard to do their best. Many people then went on to represent our school at the zone carnivals.

The SRC attended a leadership day at Forster. There we all learnt how to be positive leaders in our school. The disco’s and other fundraising events the SRC held this year were all a huge success.

Thank you, to all the wonderful volunteers who have helped in the canteen, with reading groups, P & C, fundraising, and transport to and from events.

The SRC have done a wonderful job setting up and running the assemblies this year and would like to thank Mr Ireland for all his help.

Well done to all the children who managed to go to the ANZAC march, even though it was so close to Easter. The school captains laid a beautiful wreath in remembrance of the soldiers who died in many wars.

The Easter hat parade and Book Week celebrations were great with many students showing their creativity in the wonderful hats on display, and by dressing as their favourite book character.
The school band Triple C, have again represented the school well. The students have practised hard and performed at many venues throughout the year, including nursing homes, schools and other functions. Thank you. Mr Bourke for all the hard work you put in.

This term the students from Years 5 & 6 went to camp at Canberra. There was something that interested everyone, we visited Parliament House, the Dinosaur Museum, the Australian Institute of Sport, the Mint and everyone’s favourite Questacon, just to name a few. It was great fun and educational at the same time.

Thank you everyone for the wonderful memories that the year six kids will take with them. Good luck to the future SRC, I'm sure you will all do a great job.

Jorja Burke
2011 Girl’s School Captain

This year has been great. Throughout the year I have discovered many new concepts and learnt a lot from being Captain.

One of the great things we did this year was going down to Newcastle University. We learnt about all the courses we could take when we're older and what you actually did there. This was an awesome day and it was completely free.

Another thing Stage Three did was go to Canberra for our annual camp. Of all the things we did I think Questacon was the favourite closely followed by Cockington Green (a miniature village) and the Australian Institute of Sport. I thank the students for acting so sensibly when Mrs Brown bumped her nose and Mr Ireland had to look after all of us for the night.

Keisha, who I'm sure you know of has performed in the School Spectacular. A group of children went down to see her. It truly was a spectacular sight.

This year, along with everything else, Cundle has participated in many zone activities. It is great to see all the kids trying as hard as they can in all of their sport.

We were also lucky enough to have Sam here. If you do not know who Sam is, he is from the Council and he teaches us about Aboriginal culture and traditions. With him we created our own Aboriginal painting and some of us even got to grind up some Ochre, their sacred paint.

I would like to thank all the teachers and staff for their generous support as I’m sure the rest of year 6 will do too. I'd also like to wish all the SRC candidates for 2012 the best and hope they have a great year.

Cam Le Messurier
2011 Boy’s School Captain
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

Cundletown Public School had a total enrolment of 268 with 131 boys and 124 girls. The student profile includes students with emotional and physical learning needs and academic talents.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>134</td>
<td>134</td>
<td>136</td>
<td>138</td>
<td>131</td>
</tr>
<tr>
<td>Female</td>
<td>125</td>
<td>126</td>
<td>133</td>
<td>130</td>
<td>124</td>
</tr>
</tbody>
</table>

Student attendance profile

Attendance rates have been consistent with both the region and state for the past three years. Teachers and executive staff monitor full and partial absences closely.

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.4</td>
<td>92.5</td>
<td>94.7</td>
</tr>
<tr>
<td>1</td>
<td>92.7</td>
<td>93.2</td>
<td>91.7</td>
</tr>
<tr>
<td>2</td>
<td>93.5</td>
<td>92.1</td>
<td>93.3</td>
</tr>
<tr>
<td>3</td>
<td>92.6</td>
<td>93.5</td>
<td>91.6</td>
</tr>
<tr>
<td>4</td>
<td>93.1</td>
<td>93.8</td>
<td>94.0</td>
</tr>
<tr>
<td>5</td>
<td>94.9</td>
<td>94.0</td>
<td>93.3</td>
</tr>
<tr>
<td>6</td>
<td>93.3</td>
<td>92.6</td>
<td>92.8</td>
</tr>
<tr>
<td>Total</td>
<td>93.8</td>
<td>93.6</td>
<td>93.8</td>
</tr>
<tr>
<td>K</td>
<td>92.5</td>
<td>93.4</td>
<td>93.3</td>
</tr>
<tr>
<td>1</td>
<td>92.3</td>
<td>93.2</td>
<td>92.9</td>
</tr>
<tr>
<td>2</td>
<td>92.4</td>
<td>93.3</td>
<td>93.0</td>
</tr>
<tr>
<td>3</td>
<td>92.6</td>
<td>93.2</td>
<td>93.1</td>
</tr>
<tr>
<td>4</td>
<td>92.6</td>
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<td>5</td>
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<td>Total</td>
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<tr>
<td>K</td>
<td>94.3</td>
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<td>1</td>
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<td>6</td>
<td>93.6</td>
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<td>93.8</td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
</tr>
</tbody>
</table>
Management of non-attendance

All children are required to have an explanation given by parents if not at school. Processes are in place to ensure that unexplained absences are followed up promptly and politely. The school’s home school liaison officer addresses any school concerns or continued unexplained absences.

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.

<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/1A</td>
<td>K</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>6</td>
<td>19</td>
</tr>
<tr>
<td>K/1R</td>
<td>K</td>
<td>14</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>1/2G</td>
<td>1</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>10</td>
<td>22</td>
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<tr>
<td>1/2P</td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>11</td>
<td>23</td>
</tr>
<tr>
<td>2/3C</td>
<td>2</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>3/4H</td>
<td>3</td>
<td>14</td>
<td>28</td>
</tr>
<tr>
<td></td>
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<td>14</td>
<td>28</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5/6BE</td>
<td>5</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>5/6C</td>
<td>6</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>5/6I</td>
<td>5</td>
<td>13</td>
<td>28</td>
</tr>
<tr>
<td>5/6I</td>
<td>6</td>
<td>15</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>255</td>
</tr>
</tbody>
</table>

Structure of classes

There were 10 classes in 2011 including nine multi-age classes. These classes were at a maximum size, with a waiting list of students from out of our drawing area. All classes included students with a range of academic abilities.

Staff information

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

The teachers at Cundletown Public School have a wide range of teaching experience. Teachers have a mix of experience, enthusiasm and current knowledge and understanding of all NSW Syllabus and support documents. They are committed to maintaining a professional, compassionate approach to all students. Teachers worked collaboratively to plan quality teaching programs across each stage.

Staff establishment

<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>Primary Part Time Teachers</td>
<td>0.4</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.42</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.6</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Itinerant Primary AP Hearing Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Itinerant Primary Teacher of Hearing</td>
<td>2.6</td>
</tr>
<tr>
<td>Primary Student Support Executive</td>
<td>0.336</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.522</td>
</tr>
<tr>
<td>Total</td>
<td>20.098</td>
</tr>
</tbody>
</table>

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

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

There are no indigenous staff members at CPS.

Staff retention

Stability is high with the majority of teaching staff retained from 2010 to 2011. The reduction in class sizes was managed through the reduction of a temporary teaching staff member. Total number of staff for 2011 was 20.098.
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>11</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: 30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
</tr>
<tr>
<td>Balance brought forward</td>
</tr>
<tr>
<td>Global funds</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>School &amp; community sources</td>
</tr>
<tr>
<td>Interest</td>
</tr>
<tr>
<td>Trust receipts</td>
</tr>
<tr>
<td>Canteen</td>
</tr>
<tr>
<td>Total income</td>
</tr>
</tbody>
</table>

**Expenditure**

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
</tr>
<tr>
<td>Excursions</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
</tr>
<tr>
<td>Library</td>
</tr>
<tr>
<td>Training &amp; development</td>
</tr>
<tr>
<td>Tied funds</td>
</tr>
<tr>
<td>Casual relief teachers</td>
</tr>
<tr>
<td>Administration &amp; office</td>
</tr>
<tr>
<td>School-operated canteen</td>
</tr>
<tr>
<td>Utilities</td>
</tr>
<tr>
<td>Maintenance</td>
</tr>
<tr>
<td>Trust accounts</td>
</tr>
<tr>
<td>Capital programs</td>
</tr>
<tr>
<td>Total expenditure</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 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 2011

Achievements

Arts

Infants, Junior and Senior Choirs

The 3 choirs at CPS are an enthusiastic group of up to 60 students. The Choirs provides children the opportunity to extend their interests in the performing arts. They rehearsed a number of times each week to learn the songs for the Taree and District Eisteddfod with a contrast of styles and vocal parts. The Students performed at the, Taree and District Eisteddfod, Education Week Open Day, and Grandparents Day. In 2011, each of the choirs placed 2nd in the Taree and District Eisteddfod.

Triple C

Our school band – Triple C- guided by Mr Graham Bourke have continued to grow and impress their audiences. They have worked enthusiastically during many rehearsals to develop their musical, singing, dancing and performance skills which has resulted in a highly polished show with a wide repertoire of songs. They performed around 15 at many schools and nursing homes around Taree and were the headline act at the “Wellbeing: Invest in Your Life”.

School Spectacular

Keisha Moy was again a featured soloist in this year’s School’s Spectacular. Being a part if this show requires a great deal of commitment and talent, both of which Keisha has! Over 50 students made the trip down to show their support and enjoy the show.
**Sport**

**Sports Representation**

Once again Cundletown Public School had a large number of students represent the school at a wide variety of sporting events including touch football, 7s rugby league, netball, soccer (girls and boys), hockey. The school also attended a number of gala days which are 1 day round robin tournaments. On every occasion, there was a lot of parent support and the children representing our school did so with dignity, grace and above all good sportsmanship. It was a common occurrence for the school to receive compliments regarding the behaviour, sportsmanship and dress standard of our competitors.

In all, Cundletown sent:

- 79 students to zone carnivals;
- 76 students to gala days;

Special mention must go to Wade Harry for Regionals representation for Hockey, Oscar Carey for Regional Representation for touch and Jeremy Murphy, who in his first year of playing, made both the Region and State team for Rugby League

**Other**

**Public Speaking**

Year 3 to 6 students once again entered the Multicultural Perspectives Public Speaking Competition. Four students were selected to represent the school performing well at Regional level, which was hosted by our school.

**Premier’s Spelling Bee**

The Premier’s Spelling Bee is a fun and educational way for primary students to engage in spelling. The program includes activities that encourage all students to engage in spelling and other literacy tasks. The Premier’s Spelling Challenge is open to all government primary, central and community schools in NSW.

Students in Stage 2 and 3 again entered the Premier’s Spelling Bee. Each class held its own spelling bee which led class winners to compete in stage finals. Four students, two from Stage 2 and two from Stage 3 went on to represent our school at the regional finals

**Premier’s Reading Challenge**

Once again the Premier’s Reading Challenge saw many students participate to win awards, including many awards at “Gold” level. In all, we had 140 children complete the challenge - our largest group ever - with a number completing the challenge up to 3 times in the allotted time. In addition, we had 25 number of gold awards achieved. A gold award is achieved after the children have participated for 4 years consecutively.

**Wrapped with Love**

Cundletown Public School once again was involved with the wrapped with love project. This project involved 51 students learning how to knit – with the assistance of the extremely patient Mrs Nelson – so they could knit a square which was then sewed together to form a blanket. This is the 3rd year we have participated with growing number of student involved in each.
**Academic**

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

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

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

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

NAPLAN testing is only one part of a rigorous teaching and assessment program undertaken at CPS. These results provide a snapshot of one day and do not necessarily reflect the academic achievements of the students.

**Numeracy – NAPLAN Year 3**

**Numeracy – NAPLAN Year 5**
Literacy – NAPLAN Year 3

**Reading**

Percentage in bands:
Year 3 Reading

**Spelling**

Percentage in bands:
Year 3 Spelling

**Writing**

Percentage in bands:
Year 3 Writing

**Grammar and Punctuation**

Percentage in bands:
Year 3 Grammar & Punctuation

- [Band 1]: Percentage in Band
- [Band 2]: School Average 2008-2011
- [Band 3]: SSG % in Band 2011
- [Band 4]: State DEC % in Band 2011
Literacy – NAPLAN Year 5

**Reading**

Percentage in bands: Year 5 Reading

- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011

**Spelling**

Percentage in bands: Year 5 Spelling

- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011

**Writing**

Percentage in bands: Year 5 Writing

- Percentage in Band
- SSG % in Band 2011
- State DEC % in Band 2011

**Grammar and Punctuation**

Percentage in bands: Year 5 Grammar & Punctuation

- Percentage in Band
- School Average 2008-2011
- SSG % in Band 2011
- State DEC % in Band 2011
Progress in literacy

Reading

Grammar and Punctuation

Spelling

Numeracy

Average progress in Reading between Year 3 and 5

Average progress in Grammar & Punctuation between Year 3 and 5

Average progress in Spelling between Year 3 and 5

Average progress in Numeracy between Year 3 and 5
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 following.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
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<td><strong>Spelling</strong></td>
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<td><strong>Grammar &amp; Punctuation</strong></td>
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<td><strong>Numeracy</strong></td>
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Significant programs and initiatives

Aboriginal education

During 2011 staff members were involved in staff development on the implementation of the Aboriginal Education and Training Policy. This staff development was led by the SEO and involved an introduction to the policy as well as information and guidance about PLP’s. As a result individual staff members worked collaboratively as a part of team that actively liaised with community members and parents to improve academic and future achievements of Indigenous students. In line with departmental policy, staff members actively conversed with parents / carers and students, when developing PLPs for Aboriginal students. This has engaged all parties in worthwhile conversations and has led to significant improvement in educational outcomes for our Aboriginal students, especially in literacy and numeracy.

As a part of Cundletown P.S implementing The Aboriginal Education and Training Policy staff, members of the community and AECG, collaboratively developed a school initiative that involved all students in the study of Aboriginal culture. On completion of this program students created their own artwork and a large mural was constructed to be displayed in the school hall. This program encouraged Indigenous students to further connect with their culture and allowed them to experiment with traditional painting techniques.

Multicultural education

The school places significant emphasis on the delivery of programs which promote racial tolerance and harmony, and promotes multicultural perspectives across the curriculum.

The Anti-Racism Contact Officer (ARCO) position is kept filled by a trained staff member. Although the incidence of racism is extremely low the ARCO is accessible at all times.

Progress on 2011 targets

**Target 1**

*Increase the % of Year 3 and Year 5 students achieving in the top 2 bands of reading by 10% (currently at 45.5% Year 3 and 27.7% Year 5)*

Our achievements include:

- Continued training staff in the use of Smart data to guide their class programming
- Ensuring that the Infants grades commenced using the literacy and numeracy continuum to map each student’s progress.

**Target 2**

*Decrease the number of Year 5 students achieving in the lowest band in maths by 10% (currently 10.6%)*

Our achievements include:

- Developing individualized programs for identified students at risk;
• Reducing the number of student in the lowest band. In 2011, there were 9.4% (3 students) in the lowest band compared with 10.6% (or 5 students)

**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 School Management and Best Start/L3

**Educational and management practice**

**Management**

**Background**

Effective management of a school is vital for its long term success. All stakeholders including staff, parents and students must have representation to ensure successful management of the school.

Our school has utilized surveys with parents and teachers and interviews with the SRC.

**Findings and conclusions**

85% of teachers indicated that the school continually makes minor changes to its programs to improve what it does. This compares with 67% of parents;

77% of parents felt that the school was well organized compared with 70% of teachers.

72% of teachers indicated that student interests, needs, abilities and systemic requirements determine the curriculum school organization.

**Future directions**

Overall results of this survey indicate that the management strategies used by our school, while effective could be improved in some instances. An example of this include more effective communication – the school presently has newsletters, a website, twitter and Facebook so improve use of these mediums will be addressed.

All aspects of the survey results will be reviewed by the executive team and presented to staff for action where necessary.

**Curriculum**

Parents were surveyed and staff were involved in ongoing professional conversations to ascertain their opinion of the teaching and learning of the Best Start and L3 (Learning, Literacy and Language) programs.

**Background**

Cundletown Public School was involved in the pilot program for Best Start in 2007. The school commenced L3 for Kindergarten children in 2011.

**Findings and conclusions**

28% of parents had not heard of Best Start training before coming to school

The remaining parents found out from friends (14%), older siblings (28%) and Kindergarten Orientation (28%)

85% of parents indicated that the assessment program well organized or very well organized.

28% of parents indicated the feedback session was too short, while the remaining parents felt it was adequate.

85% of parents felt that the follow up activities were at the right level for their child.

In regards to the L3 program, the Kindergarten teachers indicated:

• That there was an increase in the children’s independence as the L3 program progressed.

• The children’s writing developed at a quicker pace and relative to their reading ability than prior to using L3

• Individual students could be given sharply targeted teaching at their point of need

• The program required a 2 hour block to complete more effectively.
The ongoing training and support was an important facet of the program.

Future directions
Both Kindergarten teachers and parents have indicated the value of the Best Start Assessment program and L3. We will ensure that the future teachers of these children are very familiar with the L3 model and build upon the success of this year’s program.

The Best Start Assessment program and using the continuum associated with it will be implemented K-6 starting in 2012. This will be a carefully staged implementation to ensure all teachers have a deep knowledge of the program, continuum and philosophy of the program.

Parent, student, and teacher satisfaction
Parents, staff and students were consulted on their views about a range of school programs and perceptions regarding the effectiveness of teaching and learning. Surveys were issued to a random sample of parents, several classes of students and to all staff. Their responses are presented below.

Parents
- Parents agreed and strongly agreed that fair discipline exists within the school;
- Parents felt confident to contact the school to discuss concerns relating to their child;
- The majority of respondents strongly agreed that the school has supportive welfare programs;
- The majority of respondents strongly agreed that the school welcomes parent involvement; and
- A small minority of respondents felt that the school did not promote its uniform policy.

Students
- 75% of students indicated that school is a place that they like to be;
- 73% of students felt that the teachers were helping them to do their best;
- 3% reported that they were unable to cope with the work presented to them; and
- 68% regularly felt a success as a student

Teachers
- 77% of teachers indicated that the school’s welfare practices are reflected in the school’s policies, practices and procedures;
- A large majority of teachers felt that the school made changes to programs to improve what we do.

Professional learning
During 2011 all teachers attended professional learning through staff development days, staff meetings and by attending inservices, workshops and conferences. Staff meetings were held regularly throughout the year. Topics addressed ranged from administrative issues, compliance training in areas such as child protection, emergency care and CPR as well as addressing school priority areas.

Time was allocated fortnightly for teachers to work together in stage teams to plan for instruction. This year Kindergarten teachers participated in L3 training, these staff were supported by regional consultants and colleagues from nearby schools.

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**

Improve literacy performance in the school so that student growth matches state growth in NAPLAN

2012 Targets to achieve this outcome include:

- Increase the percentage of Year 3 students achieving in the proficiency bands in NAPLAN reading from 44.8% in 2011 to 48.4% by 2012.

- Increase the percentage of Year 5 students achieving in the proficiency bands in NAPLAN reading from 15.6% in 2011 to 28.6% by 2012.

Strategies to achieve these targets include:

- Development of teacher skills to analyse assessment data and develop programs based on identified student needs. Includes training in Best Start; SMART data; Reading Recovery; school based performance data.

- Stage meetings to play a greater role in whole stage planning. Areas to be addressed include; collaborative planning (where applicable), sharing of resources, ideas and planning and assessment tools.

**School priority 2**

**Outcome for 2012–2014**

Improve Numeracy performance in the school so that student growth matches state growth in NAPLAN

2012 Targets to achieve this outcome include:

- Increase the percentage of Year 3 students achieving at or above the minimum standard in NAPLAN numeracy from 93.7% in 2011 to 97% by 2012.

- Increase the percentage of Year 5 students achieving at or above the minimum standard in NAPLAN numeracy from 90.8% in 2011 to 96.2% by 2012.

Strategies to achieve these targets include:

- Development of teacher skills to analyse assessment data and develop programs based on identified student needs. Includes training in Best Start; SMART data; school based performance data

- Provide targeted support to identified stages using in-depth analysis of NAPLAN and school based performance data

**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 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: