

Cumnock Public School Annual Report



2016



1707

Introduction

The Annual Report for 2016 is provided to the community of Cumnock Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Amanda Schulz

Karen Canning

Principal (Rtg)

Principal

Term 1 – 3

Term 4

School contact details

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School background

School vision statement

At Cumnock Public School, the whole school staff and community are committed to providing quality inclusive education. Promoting equity and excellence for students from Kindergarten to Year 6, through the development of quality teaching and learning opportunities across academic, cultural, social and sporting areas.

Our aim is to develop:

1. Successful learners
2. Confident, innovative, curious and creative individuals
3. Active and informed citizens
4. Critical thinkers and problem solvers
5. Engaged learners

We strive to prepare all learners for their future so they can be respectful, responsible and innovative community members.

School context

Cumnock Public School is located 60 km from the town of Orange in the township of Cumnock (Pop. 282) in the State's Central West. The school has four multi-stage classes – K/1, 1/2, 3./4 and 5/6. Students come to school from the township and from surrounding farms.

With the combined support of staff, parents and the wider community, our school strives to be a caring, co-operative, courteous place that provides for the academic, social, emotional and physical education of each child. The school provides stimulating activities to challenge students in these areas and produce school citizens of which we can be proud.

Cumnock Public School provides excellent opportunities for learning within a close and supportive environment. The school tailors activities to meet the individual needs of all students. Class programs cater for encouragement and extension of each child's potential, using all available resources.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

During 2016, the staff at Cumnock Public School used the School Excellence Framework to identify areas of strength and development.

Excellence in Learning

In the domain of Learning, the focus has been on student Wellbeing and Curriculum and Learning.

In 2016, staff in collaboration with the community, parents and students implemented a whole school Social Skills Program. This program had a fortnightly focus skill which was explicitly taught by the staff. Posters were hung in classrooms and throughout the school showing the steps to successfully demonstrate this skill. Throughout the week, teachers would identify students who they saw demonstrating the skill and these children would go into a draw at the assembly. As a result of this program, parents reported their children were discussing the skills at home and were transferring the skills from home to the community.

Curriculum and Learning has continued to be a focus in 2016. In Literacy, we continued to work with an Instructional Leader writing collaborative units of work and completing professional learning on comprehension strategies. In Numeracy, every child was tested on a standardised numeracy assessment to create a data wall, in Term 4. The information from this wall has been used to create streamed numeracy groups from Kindergarten to Year 6. Parent, teacher and student consultation was sought and everyone was keen to see this program begin in 2017.

Excellence in Teaching

In the domain of Teaching, the focus has been on Collaborative Practice and Learning and Development.

Collaborative Practice continued in 2016 with the Writers Out West Initiative. Staff from the small schools worked together with the Instructional Leader to write units of work for each stage group. These were taught at each school and then a sharing afternoon was implemented for the staff to feedback to each other about the work completed and any improvements that could be made. Continuing to work with the Orange Small Schools Association and Pre-2 ensured the staff were participating in a range of collaborative teaching and learning opportunities.

During 2016, two New Scheme Teachers were employed at the school. These teachers were provided with professional learning for induction and teaching quality. They were also provided with targeted support for areas of need. All teachers completed a Personalised Learning Plan in line with the Premier's Priorities, The School Management Plan and the needs of their students.

Excellence in Leading

In the domain of Leading, the focus has been on Leadership.

During 2016, we have continued to engage the community into a wide range of school activities including: sport, Crunch and Sip, Classroom reading programs, Gala Days etc. The school has continued to foster links with community groups and associations which have further developed school programs including transition, sport and literacy and numeracy. The P&C are positive about the educational opportunities for their students at the school and are willing participants in all school activities.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

To engage students in meaningful literacy teaching and learning activities

Purpose

To increase the number of students in the top two NAPLAN Reading bands by 19%. (Bump It Up , CESE)

To implement quality literacy teaching and learning programs with the implementation of explicit teaching, timely feedback and learning intentions to drive student learning goals.

Overall summary of progress

In 2016, a number of initiatives were implemented to continue to engage the students in meaningful literacy activities. These included: employing an Instructional Leader, Employing a Learning and Support Teacher for an additional day each week and implementing the Minilit Program.

An Instructional Leader was employed to co-ordinate professional learning for all staff for two small schools. Each school had 100% teacher participation rate with positive feedback from staff. Professional Learning sessions focussed on a collaborative approach to programming writing units incorporating the Super Six Comprehension Strategies. The Comprehension Strategies were explicitly taught in classrooms K–6.

The Learning and Support Teacher was employed for an additional day per week (2 days per week in total). The Learning and Support Teacher co-ordinated and mentored all staff in reading strategies and appropriate activities for reading groups. The Learning and Support Teacher also implemented a Reading Recovery Program for targeted students K–6 and developed and co-ordinated a reading fluency program in Semester Two.

The Mini–Lit Program was implemented during Term 3. The Learning and Support Teacher and School Learning Support Officer targeted eight students in Kindergarten. Four sessions were delivered each week and results indicated the students were better able to identify single sounds, digraphs and blends. All students demonstrated improved reading fluency and confidence when reading and decoding words.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% of students achieving a greater than or equal to state mean for English expected growth (NAPLAN) with an increase the proportion of students in the top 2 NAPLAN bands by 19% (2019).	\$5,500 (Instructional Leader)	An Instructional Leader was employed to co-ordinate professional learning
Deep professional knowledge and understanding of the English curriculum and implementation of evidence based programs.		

Next Steps

In 2017, we will continue to work with our Instructional Leader to develop writing units of work. The staff will begin to plot students onto the Literacy continuum and begin to use learning intentions and success criteria in all lessons. L3 Professional Learning will be undertaken by the Stage 1 teacher. PAT Reading Assessments will be administered twice yearly and the data will inform planning for student's needs.

Strategic Direction 2

To engage students in meaningful numeracy teaching and learning activities

Purpose

To increase the number of students in the top two NAPLAN bands by 19%. (Bump It Up, CESE)

To implement quality literacy teaching and learning programs with the implementation of explicit teaching, timely feedback and learning intentions to drive student learning goals.

Overall summary of progress

In 2016, the staff at Cumnock Public School implemented a new mathematics program, participated in professional learning focussing on high impact teaching and created a data wall for numeracy.

The I–Maths series of workbooks were utilised in the K–6 classrooms along with the Tracker Books. The Tracker Books were used for summative assessments after each unit of work. The I–Maths Investigations were utilised in Stage 3 to consolidate learning, provide extension activities and to incorporate more 21st Century learning opportunities.

The SENA 1,2,3 and 4 Assessments were used to assess students from Kindergarten to Year 6. This data was used to plot all of the students onto the numeracy continuum and to create a data wall.

Professional Learning was delivered focussing on "What Works Best" to identify best practice teaching strategies in maths.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% of students achieving a greater than or equal to state mean for Mathematics expected growth (NAPLAN) and to increase the number of students in the top two NAPLAN bands by 19%.	Planning Days above	Teachers are explicitly stating learning intentions and success criteria for all lessons
Deep professional knowledge and understanding of the Mathematics curriculum and implementation of evidence based programs.	Planning Days above	The Tracker Books were used for summative assessments after each unit of work. Classroom teachers have students mapped on learning continuums.

Next Steps

In 2017, the teaching staff will use the data wall to create numeracy groups for the Number Strand. The staff will continue to use the I–Maths Text and Tracker book and will also begin to utilise more formative assessment strategies. The use of learning intentions and success criteria will continue. Analysis of NAPLAN and PAT (Maths) will be used to identify gaps in student learning and programs to remediate these.

Strategic Direction 3

To foster strong community links and partnerships

Purpose

To build stronger relationships enhancing community engagement and participation in a collaborative manner.

To create effective partnerships which contribute positively to the school community promoting student learning.

Overall summary of progress

In 2016, we have continued to foster strong and collegial partnerships with local schools, pre-schools, allied agencies and local groups and clubs. An improved Pre-School to Kindergarten transition program was implemented and strong Year 6 to 7 transitions continued. A planned update of the school grounds was presented to the school and wider community for consultation and methods of communication have been updated.

The Pre-School to Kindergarten transition program was run by the Cumnock Village Pre-School Director over an eight week period at school. Children who were not at Pre-School were targeted for this program and included all the children within the Cumnock Region. In total eight children attended this program and 6 were enrolled for Kindergarten in 2017. The High School Transition Programs were delivered by the two feeder schools and two independent schools. There was 100% participation in the programs with positive feedback from the students and parents.

The Cumnock Public School Masterplan was developed by Celia Baxter in consultation with the parents, staff, students and the Cumnock Community. Work completed in 2016 includes: removal of trees by Cabonne Council, upgrading of the bus zone and the creation of footpaths around the school.

Communication with parents and the community continued through the implementation of the Cumnock Public School Facebook page. The Cumnock Public School App continued to be used and is accessible to all families. The staff continued to strengthen their partnership with the wider community through the fortnightly Progress Association Newsletter and links with Country Womens Association, Cumnock Swimming Club, Cumnock Little Athletics, Cumnock Markets, Cumnock Progress Association Meetings, Cumnock Show Society Meetings and association with local soccer and netball clubs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater levels of parent and community engagement as witnessed through an increase in parent attendance at school events and P&C Meetings	P&C funded initiative	The Cumnock Public School Masterplan was developed by Celia Baxter in consultation with the parents, staff, students and the Cumnock Community.
More effective communication with all families demonstrated by at least 90% of families engaging with the school through some form of electronic medium.	\$1,500 (staffing costs to set up page)	Implementation of the Cumnock Public School Facebook page and continued use of the Cumnock Public School App

Next Steps

In 2017, we will continue to sustain and develop our strong links with the local community. This will occur through the Pre-School to Kindergarten transition and an update to the Year 6 – 7 transition programs. Electronic forms of communication will continue to be used to inform parents of events, learning achievements and for reminders. The second stage of the Masterplan will begin with the demolition of the old school house and the relocation of the entrance to the school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5,034	Six students identified as Aboriginal All students participated in the creation of a Personalised Learning Plan with their parents and teacher Learning and Support Teacher employed for an additional day each week
Low level adjustment for disability	\$20,404 (additional teacher) \$7,856 (School Learning Support Officer)	Additional Teacher employed in Term 4 School Learning Support Officer employed to support the students in class
Quality Teaching, Successful Students (QTSS)	\$2,040	Learning and Support Teacher mentored and observed staff teaching
Socio-economic background	\$14,982 (Learning and Support Teacher)	Learning and Support Teacher employed for an additional day each week
Bump It Up	NIL	Implementation of the Bump It Up plan for 2017 – 2020.



Student information

*Full Time Equivalent

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	26	22	26	26
Girls	29	30	27	26

In 2016, no staff at Cumnock Public School identified as being of Aboriginal or Torres Strait Islander descent.

Teacher qualifications

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

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.2	95.5	96.6	94.2
1	85.2	91.2	95.5	95.9
2	92.1	96.3	93.5	94.9
3	89.5	91.8	96.2	93.2
4	97	92.8	89.6	95.3
5	93.4	95.2	97.1	90.9
6	87.9	93.5	96.8	94.4
All Years	91.7	93.4	94.8	94.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

The teaching staff at Cumnock Public School have participated in a wide range of Professional Learning opportunities which were designed to build the capacity of staff and to meet the needs of our students.

Teachers participated in the following school-identified professional learning opportunities:

- Live Life Well at School
- Transition to School Conference
- Writers Out West
- Beginning Teachers Conference
- ICT Professional Learning
- Super 6 Comprehension Strategies

Teachers also completed mandatory professional learning including:

- Emergency Care
- Child Protection
- CPR & Anaphylaxis

During 2016, no additional New Scheme Teachers were accredited as Proficient. Cumnock Public School had 33% of New Scheme Teachers accredited as Proficient.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.46
Other Positions	0.02

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	93 389.36
Revenue	738 301.19
(2a) Appropriation	713 410.86
(2b) Sale of Goods and Services	1 852.90
(2c) Grants and Contributions	22 211.95
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	825.48
Expenses	-722 203.04
Recurrent Expenses	-722 203.04
(3a) Employee Related	-639 520.61
(3b) Operating Expenses	-82 682.43
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	16 098.15
Balance Carried Forward	109 487.51

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	584 539.77
Base Per Capita	2 903.93
Base Location	18 656.26
Other Base	562 979.58
Equity Total	48 275.75
Equity Aboriginal	5 033.69
Equity Socio economic	14 981.90
Equity Language	0.00
Equity Disability	28 260.15
Targeted Total	51 602.69
Other Total	2 053.42
Grand Total	686 471.62

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year, Cumnock Public School seeks the opinions of parents, students, teachers and the broader community about the school.

In 2016, parents and community members reported:

*Great staff – I always feel welcome at the school

*My children love coming to school

*My children have so many opportunities that they wouldn't have at a larger school

*The additional support staff (School Learning Support Officer and Learning and Support Teacher) have helped my child so much!

*I would describe the school as caring, providing individualised learning, welcoming and supporting my children

*Great communication with the parents through the newsletter and App

*Fantastic to read about the school in the Progress Newsletter

*I love coming to the school for Crunch and Sip – the children are always so happy to see me



Multicultural and anti-racism education

Cumnock Public School has very few students who identify with a different multicultural group. For this reason, our studies in History and Geography help students to develop an understanding of cultural diversity and tolerance of people from a wide range of backgrounds. Age appropriate discussions on world events, as identified by students or parents, are held if deemed necessary by the class teachers.

We believe education is the key to effective anti-racism strategies. We celebrate multicultural populations with many events and the implementation of multicultural units of work.

We have an Anti-Racism Contact Officer who can intervene and assist students, staff and parents who have complaints. In 2016, there were no reported incidents of racism.



Policy requirements

Aboriginal education

Cumnock Public School is committed to "closing the gap" to ensure the improvement of educational outcomes for Aboriginal and Torres Strait Islander students. We aim to ensure that all students are able to achieve in every aspect of the curriculum.

In 2016, six students identified as being of Aboriginal and/or Torres Strait Islander descent.

Cumnock Public School promotes the culture and history of Aboriginal people by:

- Incorporating Aboriginal Perspectives into all teaching programs
- Acknowledging the traditional custodians of the land at all school events
- Working closely with the Aboriginal Education Consultants