

# Cundletown Public School

## Annual Report



2016



1708

## Introduction

The Annual Report for 2016 is provided to the community of Cundletown 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.

Jennifer Cohen

Relieving Principal

### School contact details

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6553 9911

### Message from the Principal

It is with great pleasure that I present the 2016 annual school report for Cundletown Public School. Our school continues to foster a collaborative, co-operative learning environment where communication by all stakeholders is encouraged and greatly valued. All classroom programs have seen the full implementation of the Australian Curriculum where the 21st century skills of communication, collaboration, cooperation, critical thinking and creativity are explicitly planned for and taught K–6. We provide a wide variety of programs and learning opportunities that engage, challenge and support our students.

In 2016 the funds we received through the Resource Allocation Model (RAM) enabled us to deliver quality programs for students in Literacy and Numeracy. We were able to purchase a range of reading material for student use, online learning programs – Reading Eggs and Mathletics and laptops for our classrooms to ensure technology is used as an integral learning tool K–6.

Our staff have engaged in high quality professional learning throughout the year including the full implementation of Science, History and Geography syllabuses. Staff have undergone extensive training in the use of classroom observations as a tool to enable them to continue to grow as quality teachers.

Our students have again achieved great success in many fields and student surveys indicate a high level of student engagement at school.

I thank the highly dedicated staff who make Cundletown Public School the 'Caring' school. Their hard work, the way they embrace public education and their support of each other and students is to be commended.

I would like to congratulate and thank the P & C and all the parents and community members who have provided wonderful support to our school in 2016, assisting with many events and fundraising throughout the year. Together we achieve so much more for our students.

I certify that the information provided in the report is the result of rigorous self-assessment and review process undertaken with staff, parents and students and provides a balanced and genuine account of the school's achievements and areas for development.

## School background

### School vision statement

Cundletown Public School, along with its local community, will work with students and families to provide experiences and opportunities for students and community members to become confident, independent learners who are critical thinkers; able to react to the changing world to ensure that they produce an effort and result that they would be proud of.

To this end, the school will offer support, guidance and direction to ensure that each child reaches his/her potential as 21st Century learners.

### School context

Cundletown Public School is located just north of Taree on the NSW Mid North Coast. It is the oldest school in the district, having opened in 1857, and has a proud tradition of being a focal point for the community.

The population of Cundletown PS is very stable, with many parents and grandparents also having attended the school as children. This adds to the community support for the school and is a real feature.

The current school population is 311 students; comprising 164 boys and 147 girls. 37 students identify as Aboriginal or Torres Strait Islander background. The school has 13 classes presently and is supported by 21 teaching staff and 2.2 School Administrative and Support Staff. The staff ranges from beginning teachers to highly experienced.

The school is well known in the district for its exemplary welfare system and academic achievement and is known as "The Caring School". The school has an excellent reputation in the area of music with the school regularly placing in the Taree and District Eisteddfod. In addition, the school has 1 band operating – Triple C, which plays contemporary music and performs at many local venues throughout semester 2 each year.

All teachers have undertaken professional learning focused on the Australian Curriculum. The school is now in the full implementation phase of English, Mathematics, Science, Geography and History. Both the Literacy and Numeracy continuum are used to assess student progress which informs future teaching and learning.

Cundletown Public School actively promotes the partnership between home and school and enjoys strong community support.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### **For all schools (except those participating in external validation processes):**

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. The results of this progress indicated that we continue to make progress towards the achievement of the annual milestones of our school plan. We are in the process of developing a deeper understanding of the School Excellence Framework. The essential requirement of embedding the collection of data and work samples throughout the year to validate our review was highlighted as an area for further focus.

In the Learning domain, an acknowledged strength was that we have well-developed and current programs that identify, address and monitor student learning in environments where student well-being is promoted and classroom climate is engaging, positive and productive. This support is enhanced by the commitment of all to strengthen and deliver on school learning priorities. Teachers work collaboratively to identify student needs and to design and implement learning programs that ensure these needs are met. Strong focus has been placed on differentiated learning to ensure all students are actively engaged in learning.

In the Teaching Domain, staff have been focusing on using the literacy continuum markers and teaching strategies to strengthen our approach to evidence-based learning. It has been recognised that data analysis K-6 is an area where greater focus will occur in 2017 and beyond. Stage teams regularly use stage meetings and planning sessions to review teaching and learning programs and work together to strategically improve the teaching and learning in their stage groups. The success in using authentic assessment to guide program development has been celebrated by staff in 2016.

In the Leading domain the school priority continues to be developing leadership skills in students, teachers and parents. Leadership development in all is absolutely central to school capacity building. Through a variety of programs K-6 the school has been able to demonstrate a commitment to high expectations for all and celebrates achievements along the way. Through our school focus on speaking and listening programs we have been able to develop confidence in many students as communicators and active listeners. We have seen an increase in the number of students who have been willing to make oral presentations to their peers as part of their on-going participation in authentic learning tasks across all KLAs. The school recognises the necessity to build on our supply of student laptops to ensure technology is more accessible to students which will enhance learning conditions for student success and engagement.

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

Prepare our students, teachers and parents for new 21st century learning

### Purpose

To ensure that all stakeholders have a deep understanding of the basic skills, which are the building blocks for the development of 21st Century Learners. Hence, giving them the ability to think critically and work in innovative ways.

### Overall summary of progress

Cundletown P.S. Essential Skills Framework has been adopted by all teachers K–6. This framework is becoming embedded in teaching practice and has ensured our students develop skills that underpin teaching and learning outcomes. There have been noticeable changes in classroom practice in the teaching of these skills.

The use of Authentic Assessment to guide programming has become an embedded practice and is evidenced in teaching programs and student work samples. This process has resulted in significant improvement in student outcomes. Expectations of both teachers and students continues to grow with students presenting their learning ideas in a manner that is meaningful and demonstrates their desire to strive towards achieving quality in all they do.

The explicit teaching of 21st Century skills is evidenced through the variety of group tasks that give students various opportunities to practise and demonstrate their ability to collaborate and communicate. These activities promote the development of creativity and critical thinking skills in an environment that promotes engagement and inclusiveness. The use of these group tasks and challenges are an integral part of all programs K–6.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Practice</b> – The practice of developing stage based programs as a collaborative team is embedded in the culture of Cundletown P.S. These programs will explicitly promote the teaching of 21st century skills.	Practices have been established to ensure funding is allocated on a yearly basis that promotes stage based programming of English and the KLA's of PD, Health, Science, History and Geography. Programs are team developed with authentic assessment driving all programming and are closely linked with the school's scope and sequences.	\$30 000
<b>Product</b> – 80% of students will be able to use 21st Century skills of Collaboration, Cooperation, Communication, Critical Thinking and Creativity as an integral part of learning K–6 across all KLA's.	Teaching programs, student work samples and authentic assessment tasks that promote 21st Century skills demonstrate the school's commitment to ensuring students are equipped with the ability to communicate, collaborate and cooperate in a variety of situations that promote critical thinking and creativity across all KLA's. The use of group work and group protocols are becoming an embedded practice K–6.	\$15 000

## Next Steps

Stage-based programming will focus on the explicit integration of English with identified KLAs as per the school's scope and sequence. Each programming session will be explicitly planned by stages and will be evaluated

EaFS Phase 2 will develop in teachers a deep understanding of data collection and analysis. Teachers K-6 will undertake professional learning in moderation, identifying students' progress along the continuum of learning, identifying needs of students in literacy and numeracy and planning programs that ensure students are achieving benchmark or above.

Parents will be given the opportunity to better understand the school's welfare system and will be regularly surveyed to gain their input, gauge their understanding of the school's Code of Conduct and their commitment to the welfare system.

90% of students will move through the appropriate levels of the school's welfare system and 90% of students will demonstrate competence in the appropriate skills from the Essential Skills Framework.

Parents will be given the opportunity to develop a deeper understanding of 21st Century skills and the impact it has on their children's learning. This will be achieved through on-going parent workshops, published articles and academic parent classroom visits.



## Strategic Direction 2

Ensuring cooperation, collaboration and communication for all stakeholders – “The 3Cs”

### Purpose

To fully develop the partnership between home and school, ensuring that all stakeholders achieve the common goal of maximal learning. This will be achieved for all stakeholders through collaboration, cooperation and communication.

### Overall summary of progress

Students have developed a firm understanding of and ability to demonstrate the 3Cs – Communication, Collaboration and Cooperation in a full range of situations in the classroom, playground and community. Students' work samples and authentic experiences demonstrate their confidence when working in small group situations that enable them to frequently practise and develop these skills. Teaching / learning experiences are explicitly developed by teachers K–6 to give students the opportunity to demonstrate their ability to use the 3Cs when problem solving and creating. This is evidenced in all KLAs.

Teachers use the 3Cs when working in teams to program, assess and moderate student work samples. A strong collegiate environment now exists at Cundletown PS. This is a direct result of the explicitly planned for opportunity given to all to engage in professional learning that promotes collaboration, communication and cooperation.

Parents have worked closely with the school for many events that have promoted the 3Cs. This was noticeably obvious with parent and community participation in events such as NAIDOC Week celebrations, Education Week assemblies and the Year Six Farewell.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Product</b> – 80% of students demonstrate an understanding of and ability to cooperate, collaborate and communicate K–6. This will be evidenced by involvement in successful group activities.	Students in all classes K–6 are able to demonstrate an understanding of and ability to cooperate, collaborate and communicate in a variety of group tasks and challenges. This has become an embedded practice at Cundletown PS and is evidenced by student outcomes and work samples.	\$5 000
<b>Product</b> – 100% of staff working collaboratively and cooperatively to deliver quality educational outcomes K–6. This will be further demonstrated through the collaborative planning process and ongoing professional learning as part of EAFS Phase 2.	All staff at Cundletown PS value the opportunity to work collaboratively and cooperatively to deliver a full range of quality learning opportunities within and across stages. Teachers are now using these skills to develop moderation processes and the plotting of students on the literacy and numeracy continuum. The 3Cs have enabled the further development of consistency in assessment practices and teacher judgement.	\$10 000

## Next Steps

Teachers will be given the opportunity to further develop these skills through the full implementation of EAfS Phase 2. All teachers K–6 will work collaboratively and cooperatively to gather and analyse data that will inform teaching and assessment practices.

Maths programs and learning practices will further develop students' skills in the 3Cs through the introduction and implementation of REVACS which is the school's adaptation of Newman's Analysis for Problem Solving. 2017 will see this important strategy introduced to stage 2 and 3 classes.

It is anticipated that 80% of students 3–6 will use REVACS when problem solving in the strands of data, fractions, and patterns and algebra.

All staff and students K–6 will build on the 3Cs so that by the end of 2017 the 5Cs will become embedded in all programs. The 3Cs will be used to develop students' critical thinking and creativity skills (the extra 2Cs).

Explicitly planning for the use of STEAM learning experiences will become an integral part of of maths and science experiences K–6.

The successful implementation of the Co-Learning program by year six students as leaders was a highlight of 2016 and fully supported by parents and teachers. This will continue to be refined and implemented in 2017.





## Strategic Direction 3

Developing the leadership capabilities of students, teachers and parents.

### Purpose

To discover, nurture and develop the skills and strengths in each child, teacher and parent, enabling them to be confident, capable and resourceful members of our community. This will be achieved by providing explicit opportunities to learn leadership skills via whole school programs.

### Overall summary of progress

All teachers have developed a deep understanding of the important role that different styles of leadership play in the full implementation of the Australian Curriculum. Authentic assessment tasks and opportunities in all KLAs are explicitly planned to drive opportunities for students to demonstrate their leadership skills.

It has become an embedded practice at Cundletown PS to use a variety of speaking and listening tasks to develop in students the ability to participate in public speaking and performance skills in line with the full implementation of the Australian Curriculum. Students are now far more confident to become active participants in planned authentic speaking opportunities and tasks.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of students K–6 demonstrate skills and confidence to speak, perform and lead in planned discussion speaking tasks as evidenced by Aspects of Speaking PLAN data.	Students K–6 take every opportunity presented to them to participate in planned opportunities that promote speaking and listening skills. This is evidenced by PLAN data – Aspects of Speaking	\$5 000
100% of Teachers focus some professional learning on teaching strategies that develop leadership, public speaking, group protocol and performance skills in students.	All teaching / learning programs and student work samples show significant evidence of professional learning in the development of a variety of strategies that develop leadership, public speaking, group protocols and performance skills in students.	\$7 000
50% of parents participate in planned school activities which demonstrates the teaching of leadership, public speaking, group protocol and performance skills.	A significant increase of parent participation in planned school activities was apparent in 2016. Strong parent representation at a variety of school functions supports this statement.	

## Next Steps

Curriculum teams in Science, Geography and History will oversee the full implementation of the school's Scope and Sequence K–6 with regular collection of student work samples and evidence that demonstrates its implementation.

Teachers will explicitly plan activities as part of literacy and numeracy programs that promote leadership, public speaking, group protocols and performance skills with a focus on critical thinking and creativity. Academic classroom visits by parents in literacy and numeracy will be scheduled to allow for full parent participation.

Students will participate in group activities that enable them to take a group/leadership role during science and maths lessons with a focus on STEAM strategies.

Evidence will be collected that will indicate that 80% of students are active participants during both group tasks and team presentations, taking on various roles as required.

Students, teachers and parents will be asked to reflect on academic classroom visits and group work, identifying positive and negative aspects with suggestions for future visits.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>AEO employed three days per week at Cundletown PS. Programs implemented have developed in students K–6 an increased awareness and understanding of the local Aboriginal culture through the use of symbolism in art. This is evidenced by the completed class projects on display throughout the school.</p> <p>NAIDOC Week celebrations were very successful with well over 300 parents and community members in attendance.</p> <p>The Aboriginal girls culture day held and a dance group was formed in 2017.</p>	32 000
<b>Low level adjustment for disability</b>	<p>Parents and carers attend interviews to discuss student progress and plan for 2017 individual goals.</p> <p>Successful intervention programs have improved student outcomes in literacy and numeracy.</p>	\$18 000
<b>Socio–economic background</b>	<p>Teacher professional learning and stage programming sessions have enhanced student outcomes in literacy and numeracy. Purchase of literacy and numeracy resources, laptops, Mathletics and Reading Eggs has assisted teachers to meet the individual needs of students and improved student engagement.</p>	\$50 000
<b>Support for beginning teachers</b>	<p>Beginning teachers feel that they have grown professionally as teachers. They feel confident that their developing skills can be applied in the 2017 school year. Supported by teacher satisfaction survey and accreditation process.</p>	\$50 000

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	131	145	150	164
Girls	125	132	143	147

Student enrolments have been steady throughout 2016 and will see the continuation of 13 classes in 2017. The number of Aboriginal student enrolments is 12%. We have had to turn away many out of area enrolments throughout 2016.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	95.5	92.4	95.4
1	93.8	93.3	94.6	92.9
2	95.4	93.9	94.7	94.7
3	92.9	95.3	93.9	91.8
4	93.7	92.4	94.6	93.7
5	90.8	94.5	91	95.5
6	90.8	92.5	94.3	89
All Years	93.2	94	93.6	93.4
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

### Management of non-attendance

Cundletown PS has developed an Attendance Policy in 2016. Our attendance rate at the school is considered to be good. Our processes ensure attendance is monitored 2–3 times per term with parents notified when attendance is of a concern. Any concerns are regularly communicated to the HSLO.

## Class sizes

Class	Total
KR	16
KH	16
KC	18
1C	21
1S	21
2H	23
2F	23
2/3N	25
3/4I	30
3/4G	29
4/5C	30
5/6T	30
6B	29

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	11.38
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration & Support Staff	2.92
Other Positions	3.71

\*Full Time Equivalent

Cundletown PS has one Aboriginal staff member who is employed as a temporary Aboriginal Education Officer three days per week.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

## Professional learning and teacher accreditation

An explicit focus on professional learning was evident in 2016. Professional learning is viewed by the school community as highly beneficial to ensure the best possible teaching and learning experiences are provided to students. Professional learning was undertaken on School Development Days, through fortnightly professional learning sessions, through class lesson observation, through on-line courses and participation in presentations/courses/workshops.

The priorities for professional learning has been the implementation of Science, History and Geography syllabuses, the School Excellence Framework, the PDP process, accreditation, the use of authentic assessment to guide teaching and learning and the Australian Teaching Standards.

Many staff had the opportunity to participate in learning matched with their personal professional goals and participate in learning as part of the Great Lakes.

Highlights include:

- Teacher Performance and Development Framework.
- The School Excellence Framework.
- Program development in Science, History and Geography using the Australian Curriculum.
- Using strategies from the Literacy continuum to teach English.
- Australian Teaching Standards training.

Staff undertook focused learning in

- Child Protection Training.
- CPR Training.
- Code of Conduct Training.
- WHS Training.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>152 555.27</b>
Global funds	240 541.40
Tied funds	364 530.23
School & community sources	56 213.78
Interest	4 280.12
Trust receipts	6 682.50
Canteen	0.00
<b>Total income</b>	<b>824 803.30</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	46 223.45
Excursions	36 110.94
Extracurricular dissections	18 081.29
Library	7 010.83
Training & development	533.73
Tied funds	336 155.22
Short term relief	72 545.09
Administration & office	68 317.48
School-operated canteen	0.00
Utilities	36 029.72
Maintenance	20 707.76
Trust accounts	6 682.50
Capital programs	0.00
<b>Total expenditure</b>	<b>648 398.01</b>
<b>Balance carried forward</b>	<b>176 405.29</b>

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.

NAPLAN Literacy comprises tests in Reading, Writing, Spelling, Grammar and Punctuation. Below is a summary of Cundletown PS achievements in 2017 Literacy Naplan.

### Year 3 Results

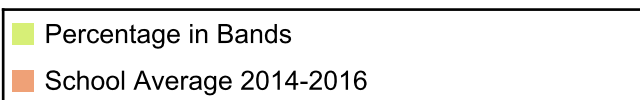
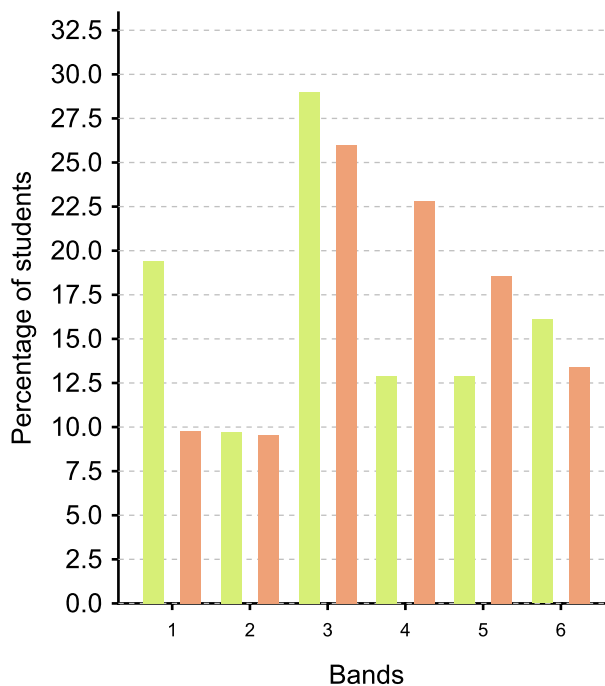
- In Reading 3% was below National Minimal Standards (NMS): 32% was at NMS and 26% was at proficiency; in Writing 0% was below National Minimal Standards (NMS): 29% was at NMS and 10% was at proficiency; in Spelling 10% was below National minimal Standards (NMS): 29% was at NMS and 32% was at proficiency; in Grammar & Punctuation 19% was below National Minimal Standards (NMS): 29% was at NMS and 29% was at proficiency;

### Year 5 Results

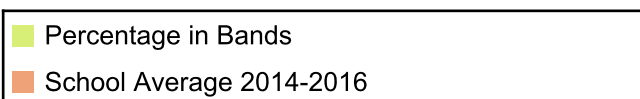
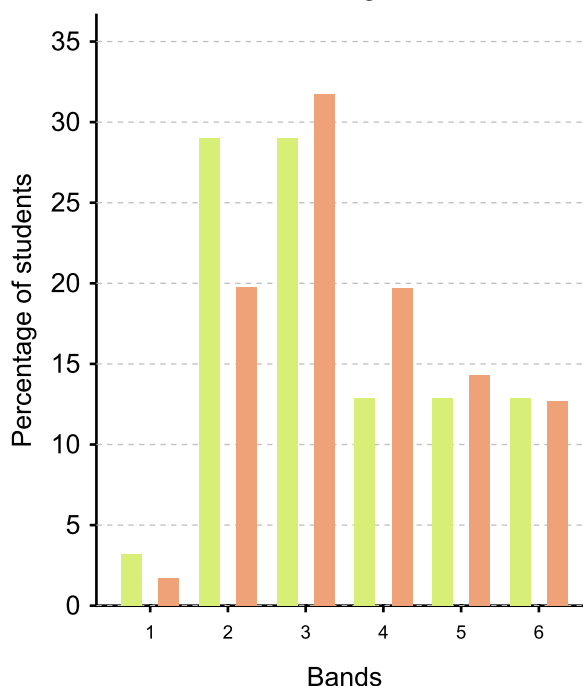
- In Reading 4% was below National Minimal Standards (NMS): 21% was at NMS and 21% was at proficiency; in Writing 10% was below National Minimal Standards (NMS): 31% was at NMS and 7% was at proficiency; in Spelling 10% was below National Minimal Standards (NMS): **38%** was at NMS and 14% was at proficiency; in Grammar & Punctuation 3% was below National Minimal Standards (NMS): 17% was at NMS and 28% was at proficiency;

Growth in all areas of Literacy from year 3 to year 5 was at or above state Average Scaled Score Growth with 50% of students achieving greater than or equal to expected growth.

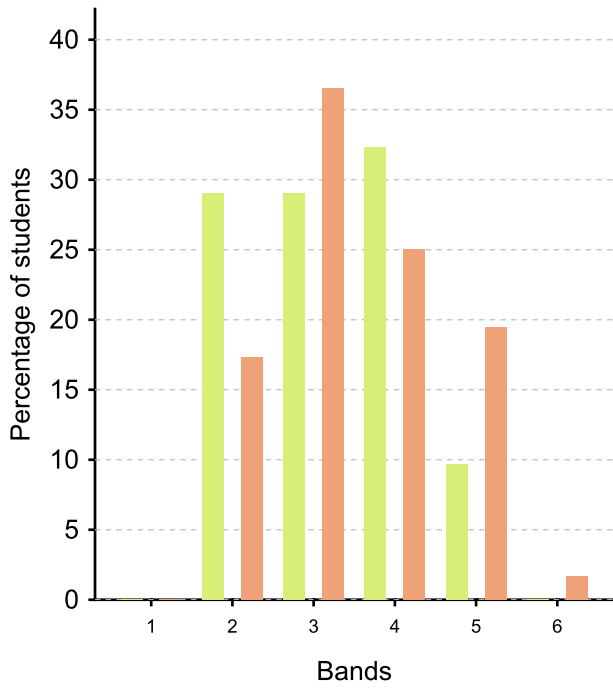
Percentage in bands:  
Year 3 Grammar & Punctuation



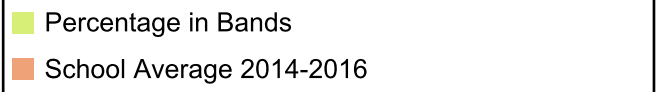
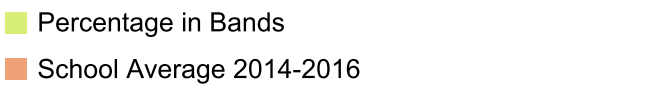
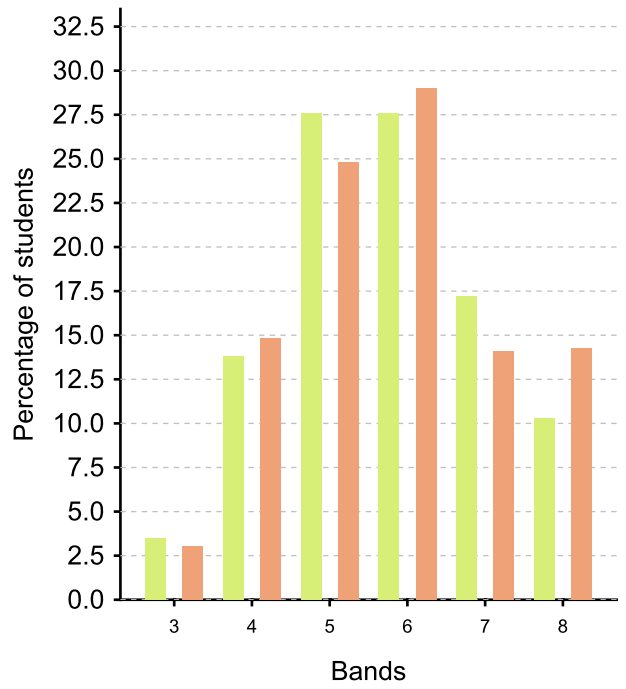
Percentage in bands:  
Year 3 Reading



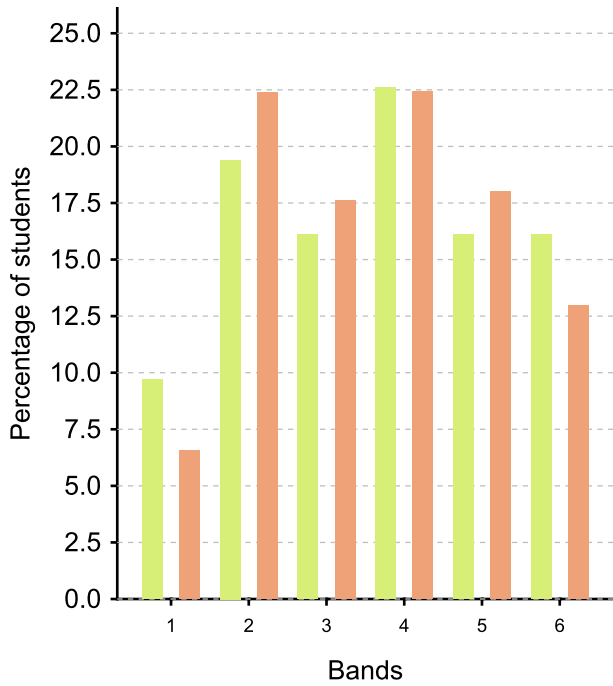
**Percentage in bands:**  
Year 3 Writing



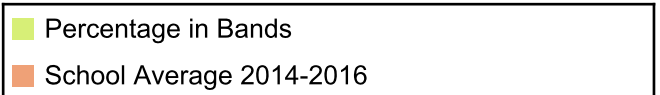
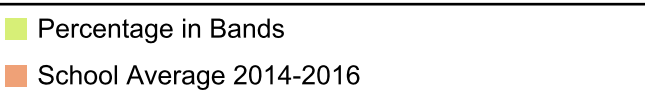
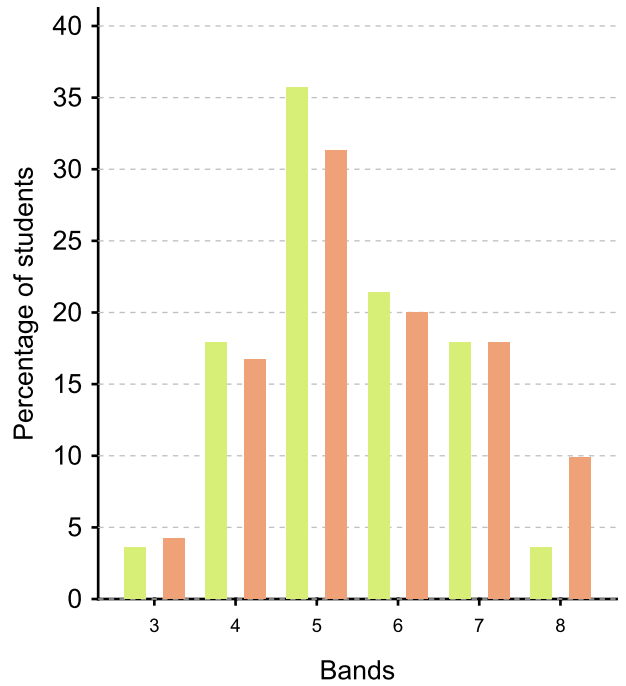
**Percentage in bands:**  
Year 5 Grammar & Punctuation



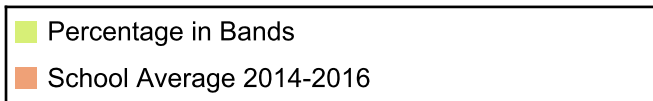
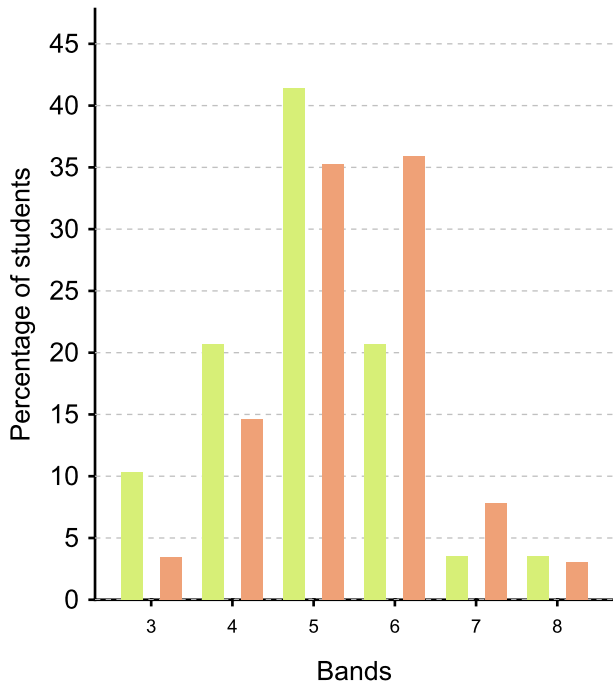
**Percentage in bands:**  
Year 3 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:  
Year 5 Writing**

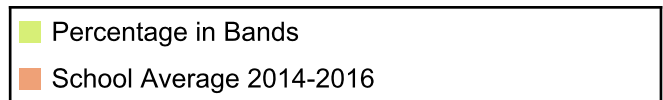
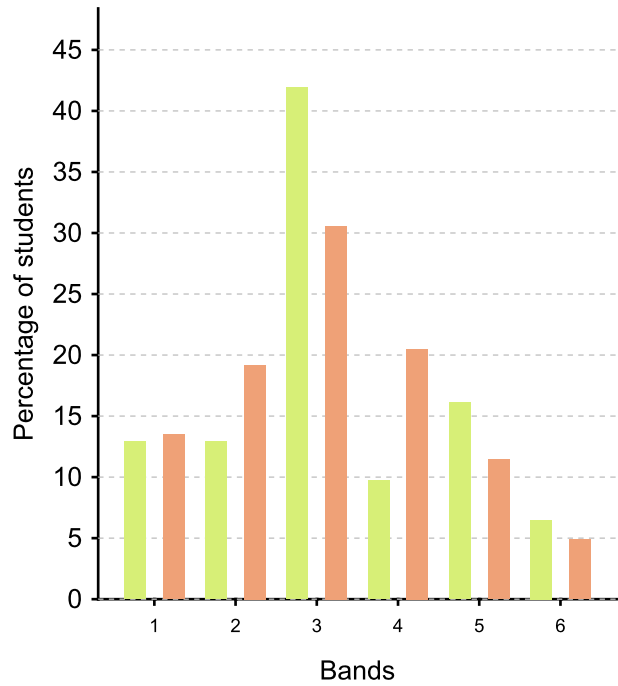


**Year 5 Results**

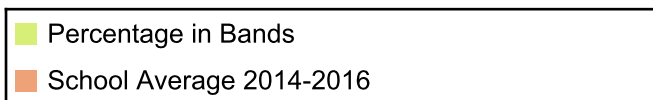
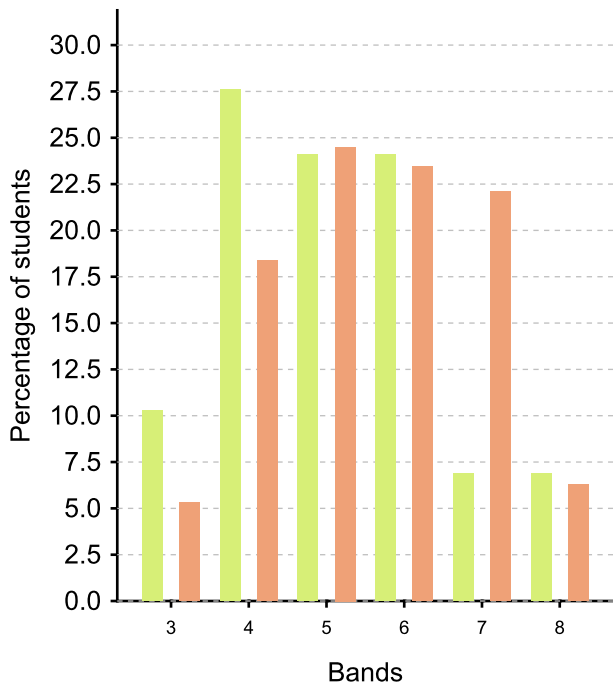
- In Numeracy 7% was below National Minimal Standards (NMS): 25% was at NMS and 14% was at proficiency;

Growth in all areas of Numeracy from year 3 to year 5 was at or above state Average Scaled Score Growth with 59% of students achieving greater than or equal to expected growth.

**Percentage in bands:  
Year 3 Numeracy**



**Percentage in bands:  
Year 5 Spelling**



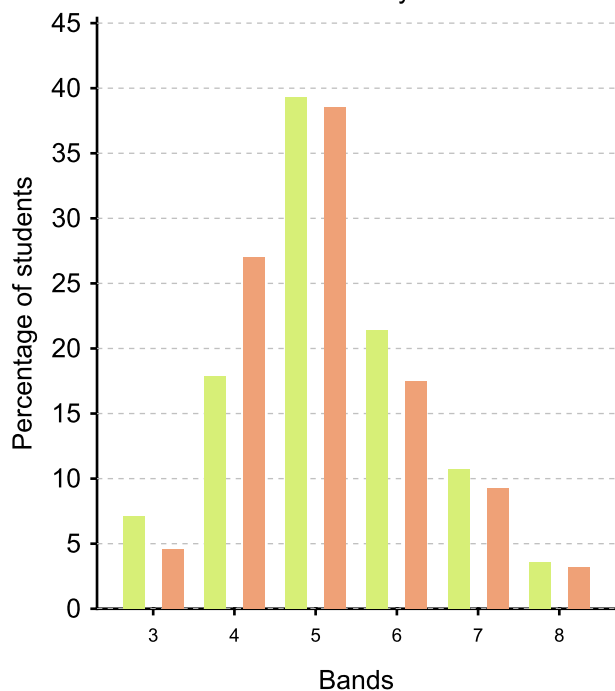
Below is a summary of Cundletown PS achievements in Numeracy NAPLAN 2016:

**Year 3 Results**

- In Numeracy 13% was below National Minimal Standards (NMS): 26% was at NMS and 23% was at proficiency;



**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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.>

Cundletown PS has 37 Aboriginal students enrolled. Of these 37 students 5 students participated in NAPLAN 2016. The following is a summary of achievement by Aboriginal students:

- 100% of year 3 students achieved Band 2 in Reading; 33.3% achieved Band 2, 33.3% achieved Band 3, 33.3% achieved Band 4 in Writing and Spelling; 33.3% achieved Band 1, 33.3% achieved Band 2, 33.3% achieved Band 4 in Grammar & Punctuation and Numeracy.
- 50% of year 5 students achieved Band 6, 50% achieved Band 7 in Reading; 50% achieved Band 5, 50% achieved Band 6 in Writing; 100% achieved Band 6 in Spelling; 50% achieved Band 5, 50% achieved Band 6 in Punctuation and Grammar; 100% achieved Band 5 in Numeracy.
- All of the results from Aboriginal students were above State (Aboriginal)%.
- 33.3% of year 3 Aboriginal students did not reach benchmark in Grammar and Punctuation and Numeracy.
- 100% of Year 5 Aboriginal students reached benchmark or above.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of

parents, students and teachers about the school. In 2016 the school sought the opinions of parents/carers, students and teachers about the school. A summary of their responses are presented below:

- Parents responded that the school provides varied opportunities that specifically support learning for their children. They believe that teachers have high expectations for their children to succeed and that their children are encouraged to do their very best at all times.
- Parents, students and teachers have consistently indicated that our welfare system promotes positive behaviour and that all stakeholders continue to develop a deeper understanding of our school's Code of Conduct and its implications for all.
- Parents have commented that written information is clear, in plain language and informative. Students and parents have given positive feedback on the improvements that have been made to the content and presentation of our weekly newsletter and have found the App Skoolbag and Facebook to be an effective means to convey information and celebrate achievements.
- Students have commented that they feel they belong as a part of our school community and enjoy the frequent opportunities given to learn through group work that strongly promotes communication, co-operation and collaboration.

## Policy requirements

### Aboriginal education

Cundletown Public School received Aboriginal Background funding in 2016. Our plan included:

An Aboriginal Education Officer who provided in-class support to identified students, mentoring Aboriginal girls through the use of the Yarning Circle, working with the Aboriginal girls in the formation of an Aboriginal girl's dance group, cultural support for teachers and liaison for families.

Planning and organisation for a dedicated month of learning and celebration for NAIDOC including performance of local high school students who shared their culture in dance, the art competition between each class, with the resultant exhibition being judged by parents and community members who attended our NAIDOC celebrations.

Continued implementation of our Culture Through Aboriginal Art Program K-6 which commenced in 2015. This program has resulted in each class creating permanent displays of Aboriginal art completed by all students in the school.

The opportunity for our Aboriginal students to attend a variety of community based activities promoted by TIDE. These activities allowed our Aboriginal students to gain a deeper understanding of local culture and to meet with local Aboriginal elders.

The full implementation of Personal Learning Plans for

all Aboriginal students K–6.

### **Multicultural and anti-racism education**

Cundletown Public School acknowledges the diversity of its student population with culturally inclusive programs and opportunities for students.

Literacy programs and identified picture books have been used to develop units of work that have integrated literacy with the KLAs of History and CAPA. These units and learning experiences have allowed students K–6 to develop a deep understanding of and need to celebrate events in the calendar such as 'Sorry Day' and 'Harmony Day'.

Units have also been used to promote an understanding of and appreciation for the cultural diversity of our Pacific neighbours.

Cundletown Public School has a trained Anti–Racism officer who supports students and staff with educational planning or student concerns.