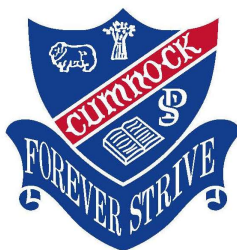


Cumnock Public School Annual Report



2017



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Introduction

The Annual Report for 2017 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

Principal

School contact details

Cumnock Public School

Railway Pde

Cumnock, 2867

www.cumnock-p.schools.nsw.edu.au

cumnock-p.School@det.nsw.edu.au

6367 7207

Message from the Principal

We are proud to celebrate the outstanding achievements of the children who attend Cumnock Public School and we take pride in the work we have achieved together within our small, rural community. With the full support of staff, parents and the wider school community, our school strives to provide explicit tailored learning that enables every child to thrive and experience progress and success. The strong links that have been forged with the members of the Cumnock and wider community drives many of the successful programs and initiatives evident in the school today.

2017 was a year of change as we farewelled our Principal, Mrs Karen Canning to Bourke Ward Public School, in Broken Hill at the end of Semester 1. We welcomed Mr Samuel West to lead the 1/2 Class and were delighted in his appointment as the permanent teacher to Cumnock Public School. I was honoured to be selected to lead our school as the new Principal and look forward to working with the children, staff, parents and community into the future.

The commitment and dedication of the staff, parents and the wider community to the children of Cumnock is forever strong and their contributions have enabled each and every child to experience a myriad of opportunities throughout 2017. The P & C continue to drive and support initiatives and programs to benefit the school community at large and their efforts are valued and appreciated.

Congratulations to all the students for embracing change and meeting the many challenges that faced our small community in 2017.

Amanda Schulz

Principal

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 and participated in an external validation. 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 the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

This year, staff at Cumnock Public School reflected upon the School Excellence Framework and discussions took place during staff meetings to examine and determine the framework against our school plan and the necessary steps to be undertaken for improvement.

In the domain of Learning staff primarily focused on the delivery of quality teaching programs and differentiated curriculum to meet the needs of individual students in Numeracy and Literacy. Teachers were supported and mentored in data collection and analysis along with consistent assessment and reporting processes.

Implementation of effective teaching methods was a priority in the domain of Teaching. Teachers were supported and mentored in program documentation and delivery with an emphasis on timely feedback to improve student learning. Teachers worked alongside instructional leaders to model best practice in teaching and classroom behaviour management and the delivery of quality well-planned programs to ensure student engagement. In 2017, Cumnock

Public School became part of a small schools network, which provided an opportunity to enhance collaborative practices and opportunities.

In the domain of Leading, the school leadership team was recognised for the evidence and commitment to students through a culture of high expectations and the strong community partnerships and engagement that had been established. Staff capacity and development is valued and recognised at every opportunity to ensure leadership building to improve educational opportunities for students.

During the school External Validation process in the domains of Learning, Teaching and Leading, the school's self-assessment was consistent with the evidence presented and was validated using the School Excellence Framework. In the element of Leadership the evidence presented indicated the school is operating at the Sustaining and Growing stage.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the 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

During 2017 we planned programs and processes to support the implementation of the Bump it Up strategy leading to student improvement. Our activities were designed to support staff as there had been significant changes and included:

- Collaborate with staff on developing teaching and learning programs with an emphasis on ways to differentiate curriculum.
- Staff undertaking professional learning in literacy evidence-based programs.
- Developing staff knowledge on the numeracy continuum and the use of this to inform teaching and learning activities.
- Training in the use of tracking systems to record the data as well as in PLAN.
- Developing a consistent and whole school approach to classroom management.

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).	\$30 370 Equity Funding \$7 250 Beginning Teacher \$6 250 School Funds \$27 500 Integration Funding	School data shows 75% of all students equalled or exceeded school growth targets. Year 5 achieved higher results than school with similar students in grammar. Year 3 students achieved higher results than school with similar students in reading. Additional support was provided for beginning teachers. School learning support officer supporting literacy in class 4 days per week. Additional class teacher was employed to allow implementation of Bump it Up strategies 4 days a week.
Deep professional knowledge and understanding of the English curriculum and implementation of evidence based programs.	\$6 690 Professional Learning	Instructional leader in classroom mentored teachers in effective ways to improve outcomes in spelling and reading instruction.

Next Steps

The activities undertaken will be:

- Expanded opportunities to develop staff capacity in the use of data and how this can be more effectively used to enhance student outcomes.
- Staff professional learning in the area of writing through the Seven Steps to Writing. This will be supported through combined stage meetings across the Community of Schools to look at consistency of teacher judgement in writing.
- Staff and students in Years 4–6 will work together to develop and construct learning goals in literacy.

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

Activities undertaken in 2017 included:

- Teachers mentored and participated in professional learning on using the numeracy continuums to inform their teaching and to support student learning.
- Revise student groupings for numeracy using horizontal and vertical groupings rather than aged-based.
- Development of scope and sequences to reflect the new syllabus requirements and the changes in school structures.
- Implemented and use of IMaths online to assist students to master skills and improve overall numeracy knowledge through differentiation tasks.

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%.	\$30 370 Equity Funding \$7 250 Beginning Teacher \$6 250 School Funds \$27 500 Integration Funding	School internal data showed 75% of students showed growth from initial base line data, especially in number. Year 5 in NAPLAN achieved higher results than school with similar students in numeracy. School learning support officer supporting literacy in class 4 days per week. Employment of an additional teacher 4 days per week to support the implementation of Bump it Up strategies.
Deep professional knowledge and understanding of the Mathematics curriculum and implementation of evidence based programs.	\$4500 Quality Teacher Successful Students	Teachers provided with in-class and collegial mentoring to develop teaching programs and differentiated learning. Professional learning started in the use, collection and analysis of data All staff have shown growth and understanding of NSW curriculum and related syllabi. Professional visits to other schools to observe best practice.

Next Steps

With the development of the new 3-year school plan, there will be changes to the strategic directions that will be implemented and reviewed in line with the evidence from a range of sources. In 2018 this strategic direction will be combined with the first direction called Quality teaching and learning.

- Expanded opportunities to develop staff capacity in the use of data and how this can be used to effectively enhance student outcomes.

- Staff professional learning in the area of numeracy to continue through combined stage meetings across the Community of Schools alliance to ensure consistent teacher judgement in number.
- Staff and students to work together to develop and construct learning goals in Years 4 to 6.
- Continued implementation of differentiated numeracy resources for students.

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

The school provided opportunities both formal and informal for the parents and wider community to engage with the school and students. Activities undertaken in 2017 include:

- Facebook was introduced to provide a virtual connection for the community and the school enhanced its use of the school app. The use of social media has allowed the school to share its successes and communicate events to the wider community.
- Joined as initial member of a new Community of Schools group to support teacher collaboration and professional learning as well as student networking.
- Community engagement and collaboration was a focus to develop the Cumnock Public School Landscape Masterplan with student, staff, P & C and community input.

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	\$4 200 Community Engagement Funding \$450 School Funds	The majority of parents were able to attend scheduled parent/teacher partnership meetings, however alternate arrangements were made for some families due to change in circumstance. Parents and community engaged with staff to review and formulate 2018–2020 school plan. Many opportunities were provided to families to engage with the school, ranging from formal events such as assemblies and presentations to informal events such as hat parades, book fair ,breakfasts and sporting carnivals. These opportunities demonstrated increased awareness and attendance at school events by not only parents but community members. Cumnock PS Landscape Masterplan was implemented with the support of the school and wider organisations in the community. Significant increase in participation at major school events and special ceremonies.
More effective communication with all families demonstrated by at least 90% of families engaging with the school through some form of electronic medium.	Over 90% of families are connected electronically with the school through Facebook or the school app.	Cost covered in initial set up fee.

Next Steps

Whilst this strategy will not be one of the directions in the next school plan, the school will continue to drive the implementation of the Cumnock Public School Landscape project into the future.

In the next school plan, following our consultation, the school will have two strategic directions, Quality teaching and learning and Wellbeing for success.

The specific activities for 2018 in the Wellbeing for success include:

- Student leadership development activities and opportunities to skills learnt
- Students involved in wellbeing initiatives such as Kids Matter, supporting students to manage their emotions, develop strategies against bullying and promote resilience and responsibilities
- Implementing evidenced-based change to whole school practices following consultation.
- Introduction of the Tell Them From Me Survey for students as a part of the CCMCSH Community of Schools project
- Employment of a student wellbeing support officer to develop the implementation of a number of wellbeing initiatives

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5 900	<p>Learning adjustments and differentiation of learning experiences ensured that needs of Aboriginal students were addressed within the classroom context..</p> <p>Aboriginal students were provided with additional opportunities to support their learning targeting their particular academic needs.</p> <p>School Learning Support staff were employed to support students with literacy, numeracy and wellbeing programs.</p> <p>Additional teacher employed 4 days a week.</p>
Low level adjustment for disability	<p>0.2 Learning and Support Allocation</p> <p>\$5 160 Learning and Support Flexible Funding</p>	<p>Cumnock Public School successfully supports students with a disability or who have additional learning needs within a mainstream setting. Students are successfully supported within their classroom and monitoring through review meetings.</p> <p>The school learning and support teacher was provided with additional time so as to be able to work collaboratively with classroom teachers to plan, implement, model, monitor and evaluate teaching and learning programs for students with additional learning and support needs.</p>
Quality Teaching, Successful Students (QTSS)	\$4 270	<p>Quality teaching, Successful student funding was utilised to support classroom observation and teacher mentoring processes.</p> <p>Teachers received professional learning and resources from an instructional leader. Opportunities were created for information sharing.</p> <p>Teachers provided with in-class and collegial mentoring to develop teaching programs and differentiated learning.</p> <p>Additional time was provided to staff to collaborate and undertake data collection and analysis.</p>
Socio-economic background	\$28 890	<p>Funding was used to support the employment of an additional teacher 4 days per week.</p> <p>Student learning was supported in classrooms with the addition of an SLSO in literacy and numeracy classes 4 days per week.</p> <p>Student wellbeing initiatives and programs were implemented by an SLSO 4 days per week including Breakfast Club and Interest Clubs during breaks.</p> <p>Eisteddfods and excursions to productions were subsidised for all students.</p>

Socio-economic background	\$28 890	Additional teacher employed 4 days a week ensure smaller class sizes to cater for literacy and numeracy intervention programs.
Support for beginning teachers	\$15 800	Each beginning teacher was provided with additional time for planning, mentoring support in their nominated areas, in class support and opportunities to attend professional learning activities.
Sporting Schools	\$ 6 100	Improved skills and fitness levels across all the students with the engagement of experts to deliver skills-based programs in swimming, hockey, tennis, netball, dance and gymnastics.
Bump It Up	No funds received in 2017.	The strategies, processes and actions undertaken with the Bump it Up strategy are outlined in Strategic Direction 1 and 2.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	22	26	26	32
Girls	30	27	26	22

The number of students attending Cumnock Public School remain steady during 2017. This is a trend that has continued over the last 5 years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.5	96.6	94.2	96.3
1	91.2	95.5	95.9	93
2	96.3	93.5	94.9	95.2
3	91.8	96.2	93.2	92.8
4	92.8	89.6	95.3	91.4
5	95.2	97.1	90.9	94.8
6	93.5	96.8	94.4	89.8
All Years	93.4	94.8	94.2	93.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance at school continues to be a focus. Ensuring students attend regularly and minimize time lost with appointments has been improved in partnership with parents and carers.

Attendance rates have been very consistent over the past 5 years however with relatively small numbers in each year level the attendance rate of one or two students can distort attendance rates markedly.

Non-attendance is managed by regular communications about the relationship between student achievement and attendance, in school newsletters together with reinforcement of the message that 'missing school leaves gaps in your education'.

Incidences of non-attendance are followed up immediately with an SMS encouraging a return message indicating a reason for absence.

Conversations are conducted with student and parents/carers if necessary to investigate patterns of poor attendance. The Home School Liaison Officer (HSLO) monitors students whose attendance is of concern.

Students with exemplary attendance are awarded at the school's annual presentation night.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.34
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.46
Other Positions	0

*Full Time Equivalent

In 2017, no members of the Cumnock Public School workforce identify as being of Aboriginal or Torres Islander descent.

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	0

Professional learning and teacher accreditation

All teaching and support staff at Cumnock Public School participated in professional learning activities to support school plan priorities. Beginning teachers were mentored and supported to develop their skills and knowledge, especially in programming and differentiation in the classroom. Some of the activities were undertaken as part of the newly formed Community of Schools with increased learning activities for the Principal newly appointed in Term 3.

Cumnock Public School had two beginning teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation, whilst one of our teachers was maintaining accreditation at Proficient Level.

A variety of activities were undertaken during the 2017 School Development Days. These included the completion of mandatory training including CPR, Emergency Care, Anaphylaxis training; Child Protection to ensure compliance with Department of Education policies and procedures, training in the Sentral system for all staff, collaborative working with other schools on consistency of judgment and developing whole school policies and process.

During 2017, \$12 600 was expended on teacher and support staff, professional learning.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	109,488
Revenue	767,530
Appropriation	745,713
Sale of Goods and Services	481
Grants and Contributions	20,454
Gain and Loss	0
Other Revenue	0
Investment Income	881
Expenses	-801,939
Recurrent Expenses	-801,939
Employee Related	-736,913
Operating Expenses	-65,026
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-34,409
Balance Carried Forward	75,078

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	599,160
Base Per Capita	7,947
Base Location	19,989
Other Base	571,223
Equity Total	60,751
Equity Aboriginal	5,902
Equity Socio economic	28,891
Equity Language	0
Equity Disability	25,959
Targeted Total	58,623
Other Total	4,279
Grand Total	722,813

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

In Literacy, Year 5 students NAPLAN results exceeded schools with similar students in grammar and numeracy and all Australian student's results.

Growth results show the average change in students who have taken consecutive NAPLAN tests at the same school. No data is available due to the small cohort number.

Writing in 2018 will be an added focus for the school.

Growth results show the average change in students who have taken consecutive NAPLAN tests at the same school. No data is available due to the small cohort number.

Numeracy in 2018 will continue to be a priority area for the school.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name, Cumnock Public School, in the *Find a school* and select GO to access the school data.

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The small numbers undertaking the tests in 2017 prevent comment on the percentages due to privacy of the students however, overall student performances were positive in both areas.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. As the school was undertaking its review of the current school plan and seeking input and direction for the

2018–2020 plan, consultation meetings were held with staff, parents and community members. Students from the school and the Village Preschool were also provided opportunities to voice their thoughts and ideas through discussions and surveys.

Their responses are presented below.

Staff

Positives of the school:

- Collaborative productions such as the OSSA Spectacular
- Strong community involvement
- STEM project
- Leadership team
- Sporting Schools opportunities
- Early intervention in the formative years

Areas for Consideration:

- Music, drama and debating
- Revamp award system
- Bigger garden with chickens for children to take responsibility
- Liaison officer for each class group
- More professional coaching in sports

Parents

Positives of the School:

- Art, sport and literacy programs
- Small school environment
- Transition programs from Preschool and into High School
- Sporting School opportunities in a wide range of sports
- Collaborative events such as the Soccer and Netball Carnival and the Cumnock Markets
- Book Week, Easter Hat Parade and Assembly class items
- The teaching and learning support staff
- Office staff

Areas for consideration:

- Revamp Award system
- More STEM and STEAM projects
- Extension and enrichment programs
- Online technology programs
- More interaction with other school students in teaching and learning activities

Students:

Positives of the school:

- Reading Eggs, Library, STEM, swimming program, construction games, Book and Eater Hat Parades with Preschool
- Soccer field and big playground
- Friends and knowing everyone
- Teaching and support staff
- Community involvement and support
- Crunch and Sip/Huff and Puff/ sport
- French Knitting, art and School Spectacular

Big ideas for consideration:

- Family invitations to attend school
- Squirrels and turtles as pets in the classroom
- Real transformers
- Dirt and motorbikes with tracks in playground. Scooter and skateboard tracks.
- Resurface soccer field
- More excursions
- Japanese and other languages
- Parents At School Day
- Music Room/Science Lab
- Spider web equipment
- Less homework
- Tree house and cubby house

Preschool:

The Cumnock Preschoolers enjoyed having fun, playing in the playground, reading all the books and seeing all their friends when they visited for special events.

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.

In 2017, five students identified as being Aboriginal and/or Torres Strait Islander descent.

Cumnock Public School promotes the culture of Aboriginal people by:

- Developing and implementing whole school Aboriginal Study Units through visual arts, language, culture and story-telling.
- Collaborating with Elders within the community to support the implementation of programs and cultural activities.
- Initiating, designing and delivering an Aboriginal Mural Art Project enabling each member of the school community to produce a painting encompassing the traditional Aboriginal symbols to represent country from differing viewpoints.
- Inviting members of the Aboriginal community to celebrate the completion of the project at a special Gala Day entitled, “Our Children’s Celebration of Land”.
- Participating in a whole school Gala Day delivered by Elders incorporating song, dance, language, rock art and the traditional Wiradjuri language welcome at a special Icon Assembly.
- Nominating M/s Cheree Stokes for the Community Wudhagararra Award for Outstanding Contribution to educational achievement by an Elder which she received in December.

Multicultural and anti-racism education

Cumnock Public School is an inclusive learning environment and is committed to enabling all students to have access to equitable education and social outcomes and participate in our diverse cultural society. Through the embedding of cultural understanding within the curriculum students develop an awareness to the differences in culture, religion and customs.

Students are encouraged to develop respect and tolerance and our teaching programs promote cultural understanding. To supplement their learning students take part in the Country Women’s Association Country of Study Project each year. Leaders attended a special International luncheon to hear from volunteer groups working to build schools in Nepal and to take part in tasting a wide range of Nepalese foods with other school groups and members of the wider community.

Our trained Anti–Racism Contact Officer(ARCO) is available for students, staff and families and is aware of Department of Education procedures.

Other school programs

Each year the school undertakes an expansive range of activities across many areas including sport, creative and performing arts, excursions and local community events. The successes of these are reported at the time they occur through the school newsletter.

To learn more about Cumnock Public School and the many opportunities it offers its students please follow the link to its website and newsletters <http://www.cumnockps-p.schools.nsw.edu.au/>

Another place to learn about the range of activities and achievements is through the Cumnock Public School Facebook page. and the school app that can be downloaded.