

Cundletown Public School

Annual Report



2017



Learning for Life

1708

Introduction

The Annual Report for **2017** 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

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Message from the Principal

It is with great pleasure that I present the 2017 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 continued growth in 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 2017 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, increase the number of laptops in classrooms, upgrade the computers in our computer lab, replace all our interactive whiteboards, except for the computer lab, self-fund Early Action for Success Phase 2, create an individual and small group professional learning area for teachers, upgrade our server and router cabinets and replace air conditioners in two classrooms.

Our staff have engaged in high quality professional learning throughout the year including; the use of the literacy and numeracy continuum and PLAN data to guide teaching in literacy and numeracy, the implementation of our new programming policy, the use of authentic assessment and tasks to guide planning and programming in all KLAs, the introduction and implementation of REVACS in years 3–6 as a problem solving strategy in Maths and 'Minds Wide Open' to promote critical and creative thinking skills. The staff has also been fully engaged in the school's evaluation and planning process, which has resulted in the establishment of our School Plan 2018–2020 and 2018 milestones.

Our students have again achieved great success in many fields and student surveys indicate a high level of student engagement at school. Students have also been actively involved in evaluating parent engagement in the school and the teaching and learning of 21st Century skills. The results of students survey has impacted on the new school plan.

2017 has seen a systematic focus on parent engagement at Cundletown PS. Parent Information sessions held during school discos have been well received by the parent body and feedback from parents has ensured that this will become an embedded practice at Cundletown PS over the next three years. The introduction of Academic Classroom visits has been a huge success at the school. These visits have been well supported by teachers, students and parents with all stakeholders welcoming the initiative. This also will now become an embedded practice at Cundletown Public 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 2017, 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.

Message from the school community

Cundletown P & C Report for 2017.

2017 has been a year of changes for our P&C. Change can be a daunting prospect but also can be beneficial to any organisation. We saw many new faces come along to our meetings with a few of them bravely taking on roles that they have never done before. Welcome and thank you all for stepping up and having a go. Huge thanks to all members of the P&C, volunteers of the canteen and the school community for all your continued support this year. Without your support and generous time, we would not have been able to raise much need funds for the school or have had the canteen operating for the children.

The P&C continues to fundraise with our Mother's Day, Father's Day, the Election Day cake stall, Easter and Christmas Raffles continuing to be popular and well supported. Our Christmas Raffle tickets are still on sale now and winners will be announced at the Presentation Day. Congratulations in advance to all winners.

From our fundraising efforts, we have been able to make a substantial donation of funds towards the replacement of whiteboards in the classrooms, help with the costs associated with the morning tea for this years' Presentation Day and the Year 6 farewell cake as well as continue to deliver a small financial contribution to the costs associated to students who represent our school at a State level be it academic, the arts or sport. Congratulations to those students on all their hard work and once again thank you for representing our school so well. I would also like to thank the school community and businesses who kindly donate year after year to our fundraising efforts; your generosity does not go unnoticed.

Cundletown P&C continues to oversee the running of our school canteen. This year we have welcomed a new supervisor, Mrs Joanne Tisdell. Mrs Tisdell has come to the school with much experience and ideas which has been well supported by the committee and the children. Welcome Joanne and we wish you continued success. We also would like to recognise our previous canteen supervisor, Ms Debi Anderson who sadly had to resign from her duties due to ill health. Thank you Debi for your many years of service and support, the children miss you and we wish you all the very best for the future.

We still continue to struggle to maintain our volunteer levels, but it is slowly increasing. If anyone could spare an–hour or two to help out that would be great. If we lose our volunteer base then not only do the children miss out on this important resource but the school will also miss out on much needed funds. Once again HUGE thanks to our small but dedicated team of volunteers who come in each week to help.

Thank you also to our volunteers who kindly donate their time to open the clothing pool during the year. Many children have benefited from this service and we are always looking for more donations. The P&C also continue to offer uniform kits for purchase in various sizes.

On a sad note, our school has had to adjust to the news of the sudden passing of our much respected Principal, Mr Bruce Coote earlier in the year. Mr Coote was a great believer and supporter of our P&C who was always willing to offer advice, guidance and help out at BBQs etc. His loss has left a huge gap in our community. We will always remember his hard work for our school and our thoughts continue to be with his family.

Claire Woollard – P&C President 2017.

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 2017 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

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. Through whole school 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 is that quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect succeed and thrive that are relevant to their stages of learning and development. This 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 professional learning has focused on using data to strengthen our approach to evidence–based learning. Teachers now incorporate data analysis in their planning for learning. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. 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

development continues to be celebrated by staff K–6.

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. Staff are committed to and can articulate the purpose of each strategic direction in the school plan. Monitoring, evaluation and review processes are embedded and undertaken routinely. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. In 2018 all classrooms were equipped with new Interactive Whiteboards to replace the ones that had dated and were no longer efficient. All classes now have access to an increased number of laptops, ensuring technology is accessible to students K–6.

Our self-assessment 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:

<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

Stage planning, programming and moderation sessions have become an embedded practice at Cundletown PS over the past three years. This practice has allowed teachers to develop a deeper understanding of the outcomes and content of the NSW syllabus documents for the Australian curriculum.

Authentic assessment and authentic tasks that promote the explicit teaching of 21st century skills drive these programs across all KLAs. These activities support the development of creativity and critical thinking skills in an environment that promotes engagement and inclusiveness.

Student surveys conducted this year indicate that students have a deep understanding of and appreciation for the benefits of team work and what it means to be a good communicator and collaborator both inside and outside the classroom.

Evidence driven programs and student work samples demonstrate our students ability K–6 to use collaboration, communication, critical and creative thinking skills in a variety of real life situations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– 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.	\$35 000	100% of teaching programs demonstrate a deep understanding and embedding of the schools' scope and sequences in maths, history, geography, science and PD Health. All stage based programs and student work samples show clear evidence of the explicit teaching of 21st Century skills. 90% of students K–6 are achieving stage outcomes in history, geography & science.
– 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 KLAs.	\$30 000	Student survey results indicate that 85% of students K–6 are able to use 21st Century skills as an integral part of learning K–6 across all KLAs. The use of group work and group protocols are an embedded practice K–6 across all KLAs.

Next Steps

Using the 21st Century Learner outcomes, the school has determined that we are on track to reaching our 'Ideal Target' in each area by the end of 2018. With feedback from all stakeholders during the evaluation of this school plan it was decided that the 2018–2020 Strategic Direction 3 will be Future Focused Learning – Critical & Creative Thinkers. As a result of this school plan, 2018 will see the following initiatives implemented:

- Minds Wide Open – explicit teaching of the seven learning dispositions through literature, CCT and STEAM activities and authentic tasks across all KLAs.
- Explicit teaching of peer critiquing to promote critical and creative thinking
- The creation of classroom blogs using Skoolbag

- Professional learning targeting the Critical and Creative Thinking Learning Continuum

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

Group protocols and the use of structured group work has been a significant focus in all class K–6 throughout 2017. Students in all classes are now able to work through a variety of tasks in small group situations where they are able to develop and demonstrate their ability to co-operate, communicate and collaborate. This is explicitly planned for by teachers and is a strategy that has become embedded at Cundletown PS.

REVACS which is the school's adaptation of Newman's analysis for Problem Solving was developed as part of the Improving Numeracy Outcomes initiative. Students 3–6 have responded well to this strategy and are able to use it effectively to problem solve across all mathematical strands.

Parents continue to work 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)	Funds Expended (Resources)	Progress achieved this year
– 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.	\$10 000	Student, parent and teacher surveys indicated that 80% of students value group work and prefer to have the opportunity to work as part of a team to solve a problem or complete a task.
– 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 teachers are now working collaboratively and co-cooperatively to deliver learning opportunities that promote quality educational outcomes in literacy and numeracy. Successful implementation of EAfS Phase 2 has been a direct result of teachers actively participating in the collaborative planning process. Targeted professional learning has resulted in improved student outcomes in both literacy and numeracy K–6.

Next Steps

2018 – 2020 school plan Strategic Direction 2: Data Driven – Evidence Based Teaching will enable teachers to systematically collect and analyse data to inform planning and teaching in literacy and numeracy. As a result of this school plan, 2018 will see the following initiatives implemented:

- Professional learning around Literacy and Numeracy Learning Progressions
- Moderation sessions used to ensure consistency in teacher judgement
- Development of a school Assessment, Reporting and Data Analysis policy
- Targeted intervention for identified students using data analysis

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

Improved leadership capabilities of students, teachers and parents has been a successful strategic direction over the past three years.

All teachers have participated in the PDP process where they have taken the lead in identifying areas for professional development which reflects their leadership aspirations and the school targets.

Parents have been more actively involved in the education of their children through a variety of school initiatives. The two most successful initiatives were the introduction of academic classroom visits and organising for parent information sessions to be held during after school discos in terms 1, 2 & 3.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$20 000	All stage English programs integrated across other KLAs now contain an authentic speaking and listening task that promotes student confidence when speaking during a planned presentation. PLAN data demonstrated that 80% of students are achieving at or above benchmark in Aspects of Speaking.
100% of Teachers focus some professional learning on teaching strategies that develop leadership, public speaking, group protocol and performance skills in students.		100% of teachers have demonstrated professional growth that has led to the implementation of explicit teaching strategies that promote leadership, public speaking, group protocol and performance skills in students.
50% of parents participate in planned school activities which demonstrates the teaching of leadership, public speaking, group protocol and performance skills.		As part of the school evaluation of the current school plan, 50% of parents were actively involved in planned activities which included: <ul style="list-style-type: none">• Academic classroom visits• Parent information sessions• Parent surveys• The development of a new school vision statement• The inaugural Parents as Teacher Classroom Helpers program which has seen six parents graduate and begin to work in classrooms.

Next Steps

2018–2020 school plan Strategic Direction 1 – Quality Teaching the school will develop policies and practices that promote informed partnerships with parents and students, enabling the setting of clear aims, high expectations and celebration of achievement. As a result of this school plan, 2018 will see the following initiatives implemented:

- Development of student profiles K–6
- Teacher professional learning in the Well-being Framework
- Implementation of explicit strategies to promote student engagement
- Continuation of PaTCH program for parents
- Development of a school Parent Engagement policy
- TEN, L3 Kindergarten and L3 Stage One training for teachers as part of EAfS Phase 2.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$34 116	<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 the use of relevant picture books and planned art activities, responding to the themes in the books. This is evidenced by the completed whole school 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 Cundletown Aboriginal girls dance group performed for the first time in 2017.</p>
Low level adjustment for disability	\$31 187	<p>Parents and carers attend interviews to discuss student progress and plan for 2017 individual goals.</p> <p>Successful tier intervention programs have improved student outcomes in literacy and numeracy.</p>
Socio–economic background	\$124 000	<p>Teacher professional learning and stage programming and moderation sessions have enhanced student outcomes in literacy and numeracy.</p> <p>Purchase of literacy and numeracy resources, laptops, new IWBs, air conditioning, Mathletics and Reading Eggs and the employment of a technology assistant has assisted teachers to meet the individual needs of students and improved student engagement.</p>
Support for beginning teachers	\$52 539	<p>Beginning teachers feel that they have grown professionally as teachers. They feel confident that their developing skills can be applied in the 2018 school year. Supported by teacher satisfaction survey and accreditation process.</p> <p>Five beginning teachers successfully gained accreditation in 2017.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	145	150	164	169
Girls	132	143	147	151

Student enrolments have been steady throughout 2017 and will see the continuation of 13 classes in 2017. The number of Aboriginal student enrolments is 13.5%. We have had to turn away many out of area enrolments throughout 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.5	92.4	95.4	93.8
1	93.3	94.6	92.9	93.4
2	93.9	94.7	94.7	93
3	95.3	93.9	91.8	94.3
4	92.4	94.6	93.7	93.2
5	94.5	91	95.5	93.7
6	92.5	94.3	89	93.5
All Years	94	93.6	93.4	93.6
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

Cundletown PS has fully implemented the Attendance Policy developed 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.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	15.22
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.92
Other Positions	0

*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 2017. 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, using our school scope and sequences, 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 both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	176,405
Global funds	271,609
Tied funds	464,176
School & community sources	44,991
Interest	2,721
Trust receipts	3,353
Canteen	0
Total Receipts	786,850
Payments	
Teaching & learning	
Key Learning Areas	28,860
Excursions	4,113
Extracurricular dissections	23,554
Library	3,757
Training & Development	0
Tied Funds Payments	375,063
Short Term Relief	36,300
Administration & Office	63,280
Canteen Payments	0
Utilities	31,086
Maintenance	9,412
Trust Payments	0
Capital Programs	6,485
Total Payments	581,911
Balance carried forward	381,344

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	401,521
Appropriation	357,181
Sale of Goods and Services	370
Grants and Contributions	37,464
Gain and Loss	0
Other Revenue	6,326
Investment Income	180
Expenses	-260,122
Recurrent Expenses	-260,122
Employee Related	-128,104
Operating Expenses	-132,018
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	141,400
Balance Carried Forward	141,400

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

At our school the finance committee consists of the Principal, SAM and at least one Assistant principal. We hold meetings to set and monitor the school financial position to meet financial & audit policy requirements.

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.

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	2,279,615
Base Per Capita	47,529
Base Location	2,956
Other Base	2,229,130
Equity Total	391,214
Equity Aboriginal	34,116
Equity Socio economic	224,337
Equity Language	0
Equity Disability	132,761
Targeted Total	68,630
Other Total	580,143
Grand Total	3,319,603

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

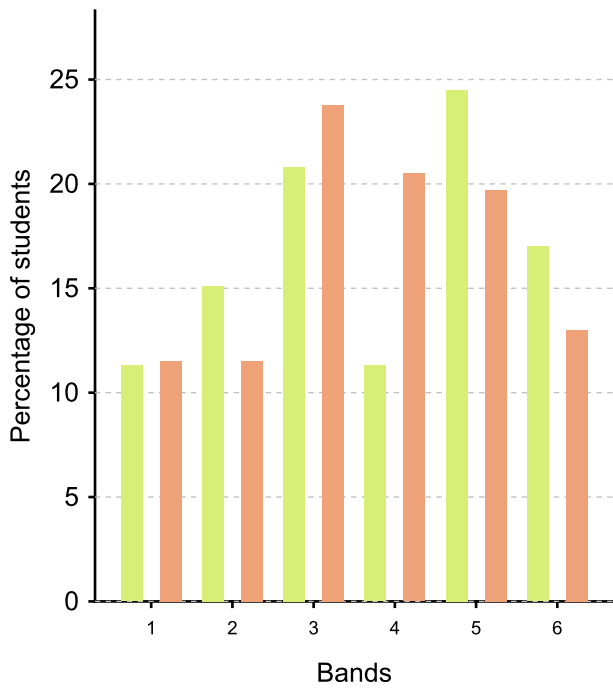
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN literacy includes Writing, Reading, Spelling, Grammar and Punctuation. The following is a summary of Cundletown PS student achievement in 2017.

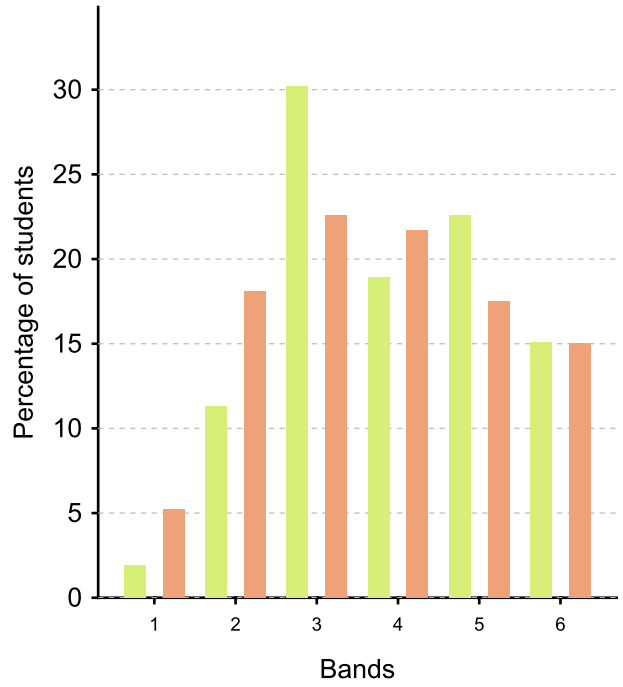
In Year three reading nine students (17%) were below National Minimum Standard (NMS) while 83% of students were above NMS. In writing 3 students (6%) were below NMS with 94% above NMS. In spelling seven students (13%) were below minimum standard while (85%) were above. In grammar & punctuation (26%) of students were below NMS while (85%) were above.

In Year five reading fourteen students (26%) were below NMS while (74%) above. In writing nine students (18%) were below NMS while (82%) above. In spelling eleven students were below (20%) while (78%) were above. In grammar and punctuation 19 students were below (35%) while (65%) were above.

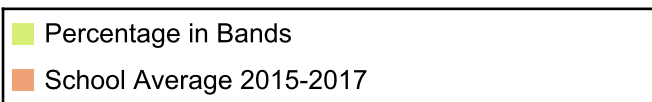
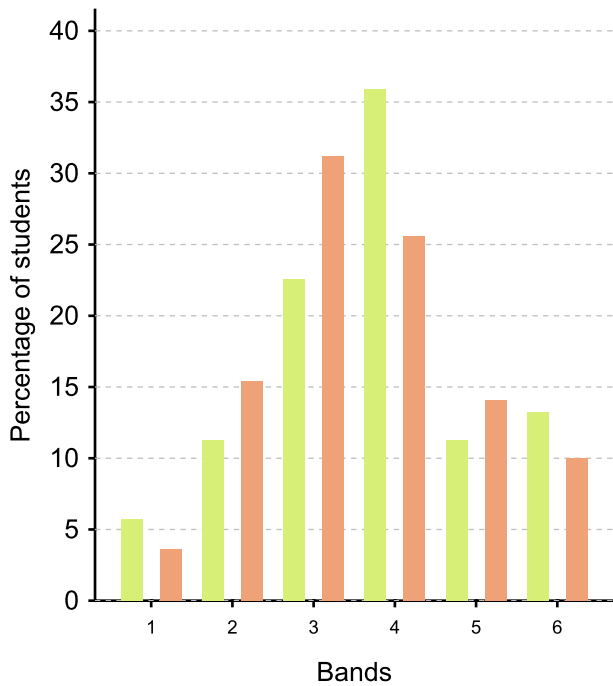
Percentage in bands:
Year 3 Grammar & Punctuation



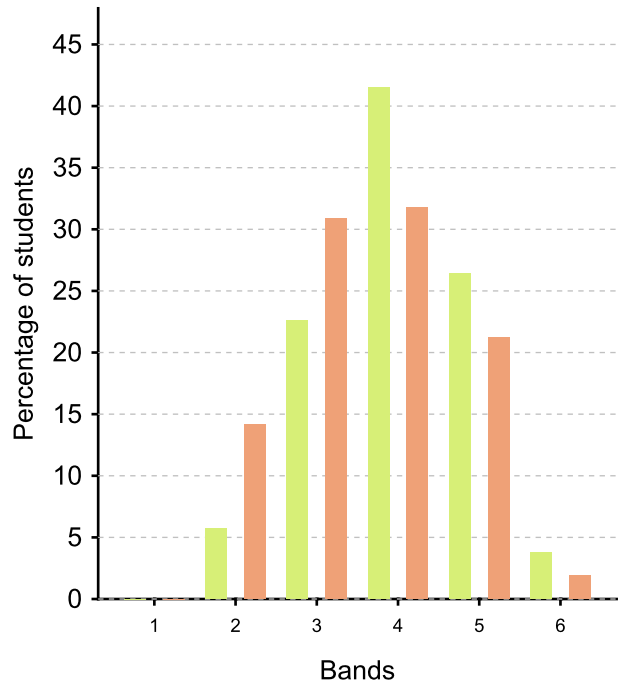
Percentage in bands:
Year 3 Spelling



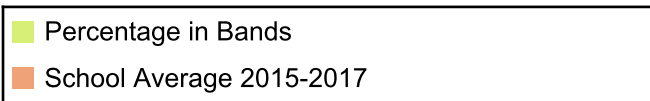
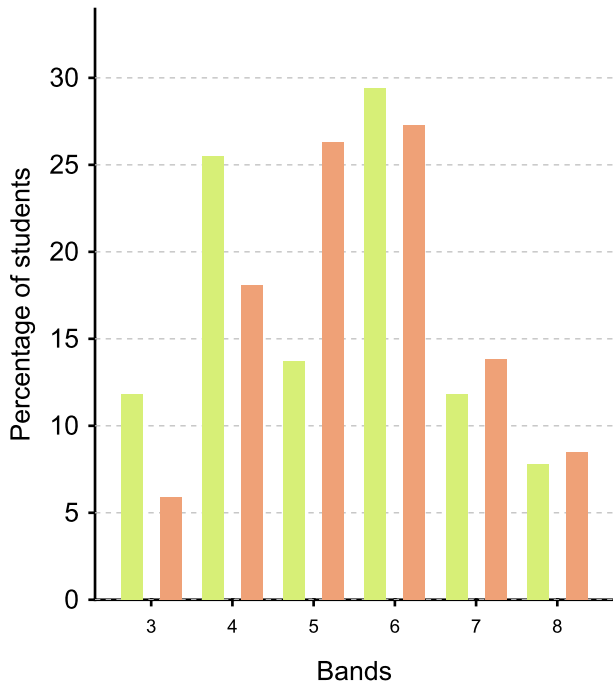
Percentage in bands:
Year 3 Reading



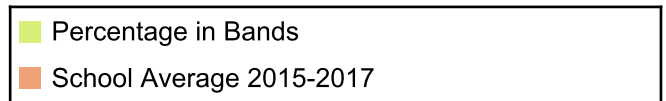
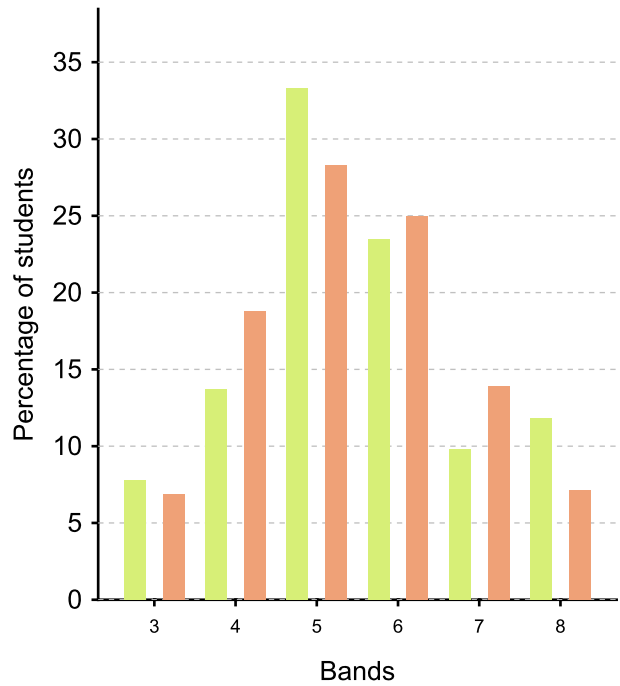
Percentage in bands:
Year 3 Writing



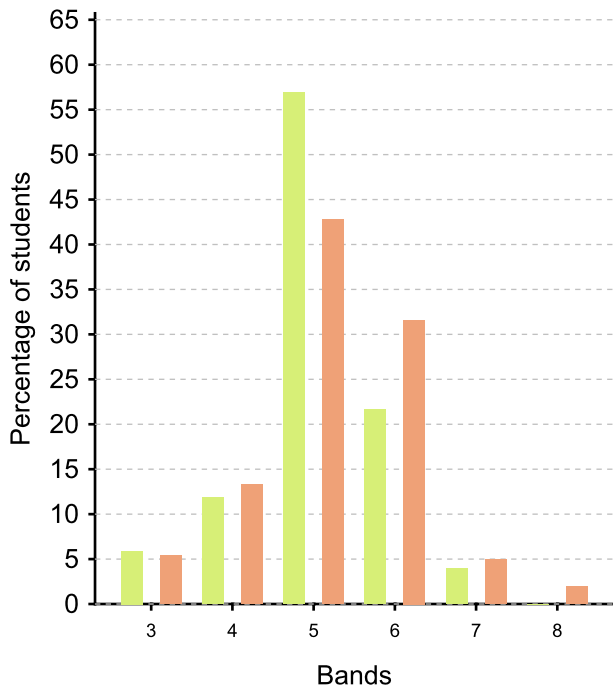
Percentage in bands:
Year 5 Grammar & Punctuation



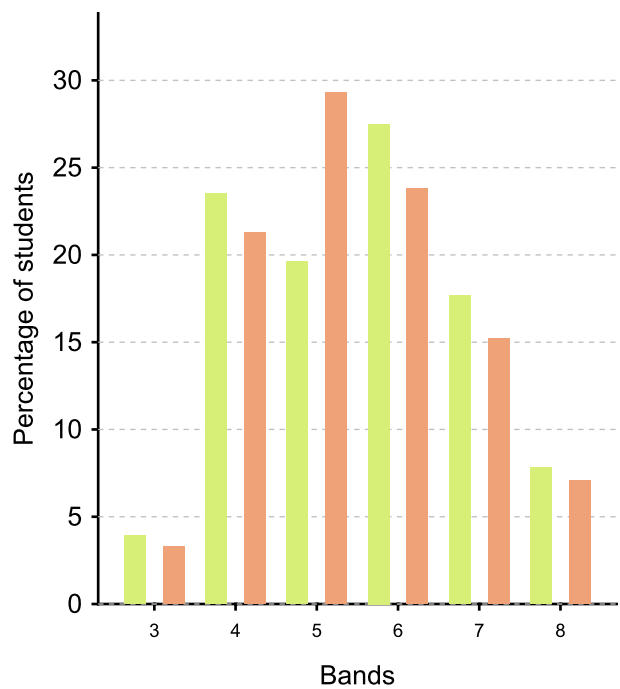
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Reading



NAPLAN Numeracy involves Number, Patterns and Algebra, Data Measurement, Space and Geometry. Following is a summary of Cundletown PS student achievement in 2017.

Year three numeracy 15 students 28% were below NMS while 72% of students were above NMS

Year five numeracy 10 students or 20% were below NMS while 80% of students were above NMS.

The growth of students in numeracy showed 82% of students achieved above expected growth in all areas.

information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

This year a total of thirteen Aboriginal students completed NAPLAN from year three and year five. Our Aboriginal student achievement growth in literacy has shown an improvement in results with more students moving into the top bands compared to previous results. Writing will be a focus for continued student improvement.

Our Aboriginal students Numeracy achievement has shown improvement with four out of seven students in the top two bands in Numeracy this is an improvement in results compared to previous years.

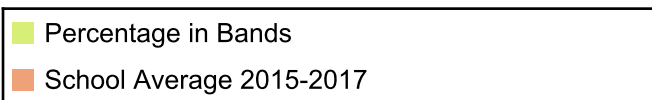
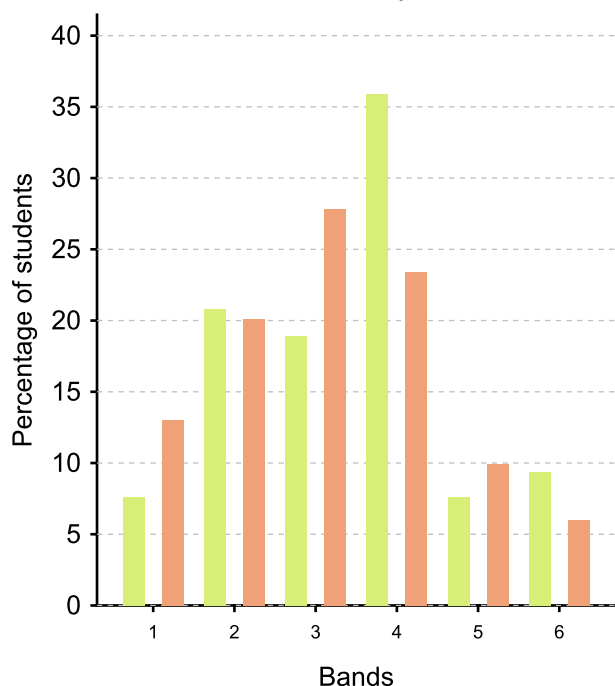
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of—parents, students and teachers about the school. In 2017 the school sought the opinions of parents/carers, students and teachers about the school. These responses were used to guide the development of our 2018–2020 school plan, with an emphasis being on parent engagement.

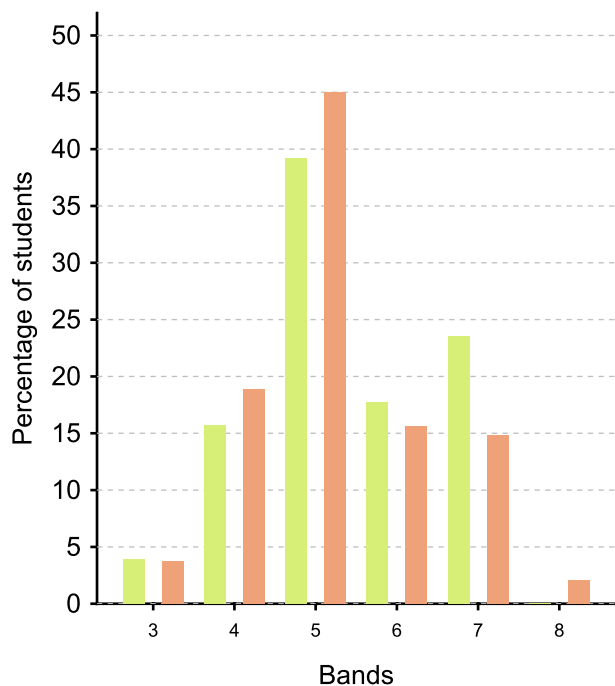
A summary of their responses are presented below:

- 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.
- Parents and students both commented on the positive impact that our newly organised Academic Classroom visits had for the school. Parents really valued the opportunity to attend the

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed

planned sessions. Students indicated that they really enjoy it when their parents attend the school to be a part of their learning.

Cundletown Public School continues to be a lead school in Performing and Creative Arts experiences. Our school regularly participates in the Taree and district eisteddfod. In 2017 the three choirs each won their section of the Primary school choir section.

Our students have the opportunity to participate and achieve great results in the variety of local sports including the Manning and Hunter NSW PSSA school sporting activities.

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, working with the Aboriginal girls in the continued implementation 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.

Other school programs