

Cawdor Public School Annual Report



2018



1537

Introduction

The Annual Report for **2018** is provided to the community of Cawdor 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.

Sharon Ihlein

Principal

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Message from the Principal

At the final P&C meeting of 2018 we were looking back over the year and we all felt that throughout 2018 there has been such a positive and united atmosphere in the school. A recent visitor to the school commented on the wonderful feeling of warmth and welcome there is at Cawdor. She said, "It's just like a little country school where the kids can still be kids". But our school is not as special as it is because it sits in the middle of paddocks. It's special because of the incredible dedication to our children by the whole community. It has been a wonderful year – in fact the 160th year of Cawdor school – it's been the year when we put on our long skirts and breeches and travelled back in time, the year when the playground burst into a rainbow of colours, the year when stick forts sprang up throughout the school, the year when Enviro Power proudly claimed 1st prize for the native and bush tucker garden and the year when "service" became one of the most used words as handball took over.

I would like to thank each member of our school community for everything they have done throughout the year to create such a special school. Thank you especially to Rachelle Parker, our incredible P&C president and to all of the members of the P&C for their tireless commitment to the school. Thank you to our School Council, led by Alison Lee, who has done such an amazing job in applying for grants and promoting our school. Thank you to our hard working canteen manager, Teresa Smith and her assistant, Marsha Manessi for their ongoing efforts to provide the children with a healthy canteen.

And of course thank you to the wonderful staff. It has been my pleasure and a privilege to work with each of them, to visit classrooms and to see children so engaged in their learning, working with each other, being so creative, smiling and so proud of their achievements. I am truly grateful for their support and dedication. Together we have made a great team.

And of course, congratulations to the children on their excellent learning throughout the year.

It has been a privilege to be the Principal of Cawdor, such a unique school, and to be part of such a wonderful community.

Message from the school community

So many people gave their time to the school community this year.

We sold raffle tickets and raised \$440. We held Mother's Day and Father's day stalls and raised \$970. We ate more chocolates than we bargained for and raised \$1134. We sizzled \$1900 in sausages and raised \$2500 with our wonderful Colour Run. That's \$9100 raised this year.

Our volunteers also worked tirelessly to provide a fabulous canteen. We are so thankful for the effort and love that they put in every single week. The students love their canteen.

Our Landcare garden has been a labour of love, with lots of hands on deck and financial contribution for plants from the P&C.

As a result from the generosity of the Cawdor community, the P&C has gladly distributed funds for the following projects:

Carpark refurbishment; PM readers; Comm Box for the Wallabies classroom; a fridge for the canteen and a projector for the Echidnas classroom. Overall we have contributed \$15000 to the school from P&C funding.

A special thanks to Alison Lee for successfully obtaining a number of grants totalling over \$100,000. The results are incredible! These funds will be used to upgrade our playground facilities for our students.

Rachelle Parker

P&C President

Message from the students

My name is Flinders and as the School Captain I have had great years at Cawdor from being in kindergarten and making new friends that I still have today, through to year 6 when finally it was my turn to be School Captain.

Every year has been amazing and I've learned so much from my friends and teachers. When I first came to Cawdor I was nervous and scared but soon I adapted to Cawdor and its unique ways. There were small classrooms and friendly staff and I knew I wanted to stay at Cawdor for the rest of primary school.

There were always great sport's opportunities and in the past seven years I have participated in sports such as the swimming carnivals, athletics carnivals, cross country and sports fun days.

There were also lots of learning opportunities as well like public speaking and spelling bees.

Now a new School Captain will take my place and I hope that they will have a good experience, just as I did.

Flinders Crimmins

School background

School vision statement

At Cawdor Public School we work together in a creative, nurturing and respectful learning environment to ensure that each child is a happy, engaged and successful student.

Students at Cawdor will be well-equipped to become mindful citizens in a complex and changing world.

School context

Cawdor Public School is a small school, situated in a beautiful semi-rural setting close to Camden. Established in 1858, the school has a rich history and has been a focal point in the area for 160 years. The school is appreciated for its caring family atmosphere and high levels of community involvement.

The community at Cawdor is highly committed to providing a nurturing and innovative learning environment in which each student is encouraged to become an informed and responsible citizen. The wellbeing of every student is a high priority and the learning programs focus on the individual needs of each child.

Environmental Education and sustainability are a major focus at Cawdor. The school is a member of the local Sustainable Schools Network and Eco Schools program.

Student leadership is also strongly promoted in the school. There are many opportunities for students to take on leadership roles. Students attend leadership workshops throughout the year and the older students take an active role in the care and education of the younger students.

Cawdor is also part of a small schools' network. The schools in the community have formed strong links to provide Professional Learning opportunities for the teachers and also for sporting events, excursions and learning opportunities. The school is also actively involved in an effective high school links program with the Camden Community of Schools.

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.

Learning

In the domain of Learning, the emphasis has been on ensuring that 'every student is known, valued and cared for'. Individual student needs are continually discussed and all stakeholders, including teachers, support staff, parents and carers, therapists and the school counsellor, are involved in the formulation of individual education plans. As a result, effective adjustments are being made to teaching and learning programs. Inclusion of all students in class and school activities is a valued practice at Cawdor and the community takes ownership of the learning of every student. Student achievements are continually celebrated.

Student wellbeing is at the centre of all teaching and learning at Cawdor. Students have positive relationships with each other and with the staff and parents. The introduction of a positive behaviour program across the school is leading to increased student accountability for their actions. Students are articulating the expected behaviours and are focussing on being safe, respectful and responsible learners.

Providing opportunities for play has also been a focus throughout the year. Our philosophy is that students learn valuable life skills through play and that 'the best play spaces remain relevant over time and are changeable, where students continue to use and enjoy them, and are able to play imaginatively and interactively'. The community at Cawdor has been working together to design play areas conducive to this philosophy and has been successful in gaining over \$100,000 from grant submissions to build a new play area that incorporates a "tree house".

A focus on critical and creative thinking is contributing to higher levels of student engagement throughout the school. Students are frequently involved in activities requiring them to solve problems and to work collaboratively. the school's

160th anniversary celebrations provided many opportunities for creativity. Students in Stage 3 wrote scripts for plays related to the history of the school and designed and painted a large backdrop for photos on the day of the celebrations. On the school's sports day all students in Stages 2 and 3 worked together to design team boats. All classes have been involved in STEM activities and teachers are devising lesson plans that include activities that require greater student creativity and collaboration.

Students in all classes are showing more awareness of their own learning and articulating their learning goals and success criteria in literacy and numeracy.

Teaching

Quality teaching and learning is one of the school's strategic directions and a high priority at Cawdor. The teachers recognise that the development of their knowledge and expertise is critical for improvement of student outcomes. In 2018 teachers' goal setting was effective in giving teachers direction in their professional learning. Courses and workshops undertaken by the teachers led to their increased capacity to deliver quality teaching in literacy and to integrate creative and critical thinking components into their daily lessons. Valuable professional dialogue was initiated through the CESE "What Works Best?" document. A strong culture of collaboration, mentoring, resource sharing and reflection of teaching practices has been evident in the school and this has led to the implementation of quality learning programs for the students.

Teachers worked collaboratively to review the school's mathematics scope and sequence and this has led to a more consolidated approach to the teaching of mathematics across the school.

Our small schools' network continued in 2018 to provide opportunities for high quality professional learning and to encourage collaborative practices and the development of professional relationships with colleagues from other schools.

Leading

In our small school leadership is a collective responsibility and there are many opportunities for staff, students and parents to develop their leadership capacity. The school has a culture of high expectations and community engagement.

The expertise of teachers is identified and teachers are encouraged to lead initiatives in the school and to mentor others in their fields of expertise. Teachers have led professional learning activities in literacy and technology and have shared their expertise with the other schools in the small schools' network. Teachers have also coordinated whole school programs such as sport and environmental education. Teachers have positive career aspirations and are continually looking for ways to improve.

Our School Administration Manager and School Learning Support Officers lead the way in best practice in regards to the care of students, friendliness toward parents and the management of school resources. They are integral to the success of the day to day running of the school.

Parents have been actively engaged in school decision making through their roles in the P&C, canteen and School Council. The canteen committee successfully met the Healthy Schools Canteen Strategy and the planning for the enhancement of the school playground is well underway. The school values parent input and has collaborated with the community where appropriate on decisions about the effective use of school assets and resources.

Our strategic direction of strong collaboration and connections is ensuring that all members of the school community are valued and that the culture of a friendly, family school will continue to build a quality learning environment for all students.

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/self-evidence-guide>

Strategic Direction 1

Quality teaching and learning

Purpose

To ensure that each student is a successful learner by creating an engaging learning environment underpinned by data-informed and innovative teaching. Differentiation and high expectations will contribute to the development of strong foundations in literacy and numeracy.

Overall summary of progress

Quality teaching and learning has been a focus of professional learning in 2018. All staff developed performance and development plans related to their professional needs and also aligned to the school's strategic directions. K–2 teachers particularly focussed on developing their knowledge of the teaching of literacy, resulting in improved, differentiated teaching and learning programs. Resources were purchased to support the teaching of reading and teachers worked collaboratively to share their ideas and expertise.

Professional learning also focussed on the implementation of the English syllabus and on formative assessment strategies. Professional dialogue based on the CESE "What works best?" document led to reflection of teaching practice with a particular focus on effective feedback. Some teachers also began to develop their knowledge of the literacy and numeracy learning progressions through department workshops and network meetings.

The review of the mathematics scope and sequence was a major achievement in 2018. This has enabled a more consistent approach to the teaching of mathematics and has provided clearer directions for the learning support teachers. Teachers have also begun working on a standardised method of programming across the school.

Incorporating critical and creative thinking into teaching programs is beginning to have some impact on student engagement in literacy and numeracy learning and this will be an area for further development in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students demonstrating expected growth in literacy in internal and external measures.	Literacy and Numeracy funding \$2464 Professional learning funding \$2,000 School funds \$3000	Ongoing professional learning in L3 was completed by the ES1 teacher. More than 50% of Kinder students achieved above expected reading levels by the end of 2018. Professional learning in the quality teaching of literacy K–2 led to greater provisions for student needs and differentiated programs.
Increase the proportion of students demonstrating expected growth in numeracy in internal and external measures.	QTSS funding \$14,576	Teachers have worked collaboratively to develop a mathematics scope and sequence and have begun working on a programming template utilising the Maths Plus program. Formative assessment is identifying individual student needs in mathematics. Students targeted for intervention in mathematics are given support by the LaST.
Demonstration of teaching and learning programs that are data-informed and differentiated.	Professional learning funding \$3,000 QTSS funding \$14,576	Teachers have commenced training in the learning progressions and the use of PLAN 2 to track student progress. Teachers have been released to work collaboratively to plan differentiated teaching and learning programs. Individual Education Plans were formulated and implemented for students, in consultation with all stakeholders, leading to improvement in outcomes.

Next Steps

- Implementation of the mathematics scope and sequence using the Maths Plus program across the school
- A professional learning focus on writing across the school in 2019, including strategies from Seven Steps
- Increased knowledge of the learning progressions and monitoring of student progress using the progressions utilising Allan
- Data-informed teaching programs by building teachers' knowledge of effective data collection and tracking systems to closely monitor student progress
- Implement formative assessment strategies more consistently in all classrooms to ensure program differentiation
- Increased focus on critical and creative thinking in literacy and numeracy programs
- Increased use of learning criteria and student goal setting
- Continued targeted intervention through individual education plans to increase proficiency in literacy and numeracy



Strategic Direction 2

Strong collaboration and connections

Purpose

To work together as a highly connected community to ensure the wellbeing of our students and to enable them to become creative, confident and informed citizens.

Overall summary of progress

Strong collaborations and connections were highly visible at Cawdor in 2018. Staff, parents and members of the local community worked together in positive partnerships to provide a quality learning environment for our students. Parents were actively involved through the P&C, School Council and classroom support roles. Parents were dedicated to providing funds for valuable learning resources in classrooms and to promoting our school through a newly created FaceBook page. Environmental Education provided a platform for high levels of community collaboration, particularly in the Landcare garden project.

Ensuring the wellbeing of our students is a high priority at Cawdor. In 2018 the introduction of a positive behaviour program led to a greater focus on the values of safety, respect, responsibility and excellence in learning. Students are known very well in the small school environment and the staff has shown great commitment to meeting the academic and wellbeing needs of every student. Leadership opportunities have enabled students across the school to feel valued and to develop as confident young citizens.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase involvement of parents and community in the life of the school, including in decision making processes, learning programs and supporting the wellbeing of students.	LandCare funding \$5000 QTSS \$1000	Parents and family members regularly attended the school to support special events, to volunteer in classrooms and canteen and to celebrate student achievements at assemblies. Parents attended a workshop in current literacy pedagogy. Parent survey responses indicate strong satisfaction with school and community engagement and communication processes. The Landcare project was completed, providing students with an outdoor learning environment in which they can develop their knowledge of Australian native and bush tucker plants. Funding for the playground project was sourced from grant submissions completed by the School Council chairperson. Initial planning and implementation of a positive behaviour program was undertaken to give students clear expectations of behaviour.
Increase involvement of students actively participating in school leadership and community programs.	Rotary donation \$400	Students actively took on leadership roles in the Student Council and Enviro Power and as sports captains and Library Monitors. Stage 3 students were also highly involved in the buddy program supporting Kindergarten and Year 1 students. New initiatives in student leadership include sports captains presenting awards at assemblies and Enviro Power students managing the recycling programs in the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase involvement of students actively participating in school leadership and community programs.		Connections with Rotary have continued with student awards, support of Hambrook School in South Africa and planned participation in Rotary Carols night (the event was cancelled due to inclement weather).
Demonstration of teaching and learning programs that develop problem solving, collaboration and creativity.	Campbelltown Primary Principals Council funding for Minds Wide Open professional learning – \$1692	<p>Incorporation of project based learning and STEM activities into class programs.</p> <p>Critical and creative thinking strategies are being implemented in learning programs following teacher professional learning in this area.</p> <p>Many opportunities for student collaboration were planned throughout the year, including learning activities for the school's 160th anniversary, assembly items and sports day team activities.</p>

Next Steps

- Parent workshops in current teaching pedagogies in literacy and numeracy and developing their knowledge of how to assist their child at home with their learning
- Collaboration with teachers from the network of small schools to develop knowledge of teaching practices in writing and consistency of teacher judgement in writing
- Provide increased opportunities for students to develop their leadership skills eg leadership workshops, student run activities at lunchtime, involvement at assemblies
- Discovery Hour activities run by staff and community members to provide opportunities for students to develop their talents and interests
- Finalise the playground project.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6319	All students have a Personalised Learning Plan (PLP) with input from students, teachers and parents in most cases. Students have been supported in their learning programs by a support teacher and SLSO. School and NAPLAN data show progress in literacy and numeracy.
Low level adjustment for disability	\$9602 flexible	An SLSO was employed to support students in their learning programs. All students requiring adjustments and learning support were catered for within class programs and other whole school strategies such as flexible grouping across stages. A major focus was on inclusion, particularly in activities such as excursions, ensuring that all students were given support to access the curriculum.
Quality Teaching, Successful Students (QTSS)	\$14576 (0.14 staffing allocation)	Teachers were released to work collaboratively to plan effective teaching and learning programs. Teachers also conducted classroom observations and provided each other with valuable feedback. A focus has been on differentiation of learning programs to cater for individual student needs.
Socio-economic background	\$15002	Students were given additional SLSO support in their literacy and numeracy programs, particularly focussing on reading comprehension, writing and basic number skills. The support has led to improvement in student outcomes and engagement levels. Targeted students were also provided with social skills programs, assisting them to participate more successfully in class programs and playground activities.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	34	40	47	43
Girls	32	36	38	37

Student attendance profile

School				
Year	2015	2016	2017	2018
K	90.6	95.8	93.5	96.4
1	94.5	96	95.3	93.9
2	92.5	95	94.9	94.7
3	94.5	94.2	96.5	94
4	92.7	91.4	95.5	96.6
5	94.6	92.2	90.9	91.9
6	95.2	94.9	95.2	90.8
All Years	93.2	94.5	94.7	94.1
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Individual student attendance is monitored by school staff and through communication with the Home School Liaison Officer (HSLO). Parents are informed of attendance expectations in the school newsletters. They are also notified of student attendance through the school reporting process, individual parent contact and in specific cases, direct communication with the HSLO. Good attendance is encouraged with merit awards each term.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.48
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.54

*Full Time Equivalent

Cawdor Public School supports the employment of Aboriginal staff members but currently the Aboriginal composition of the workforce is nil.

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

Professional learning is critical in ensuring high quality teaching and learning for students and was a high priority at in 2018. Cawdor continued to combine with a community of schools (Douglas Park, Mount Hunter and Cawdor) to provide teachers with a variety of professional learning experiences, including formative assessment, accreditation, programming to comply with NESA requirements, analysis of assessment data and critical and creative thinking. Funding for five teachers to complete a critical and creative thinking course was provided by the Campbelltown Primary Principals Council.

All mandatory training, including Child Protection, code of conduct, cardio-pulmonary resuscitation and anaphylaxis was completed by all permanent and temporary staff.

Teachers and non-teaching staff set professional development goals in line with the Performance and Development framework. Professional learning including workshops, mentoring and collaboration, supported the achievement of goals.

A major focus was in the area of literacy. One teacher completed ongoing professional learning in L3 (Literacy, Language and Learning) and one teacher completed several one day workshops in the teaching of literacy K–2. Teachers also attended professional learning in Best Start (Plan 2) and the learning progressions.

The computer coordinator attended courses to maintain current knowledge of Information Technology, including management of the school website.

The Principal attended Principal network meetings, Community of Schools meetings and financial management courses along with the School Administrative Manager (SAM). The SAM also attended an administrative managers' network meeting each term.

All teachers are maintaining their accreditation at the Proficient level.

The school expenditure on professional learning in 2018 was \$19883 (including \$9883 from the budget allocation and \$10,000 from the balance carried forward from 2017).

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	35,814
Revenue	980,332
Appropriation	931,670
Sale of Goods and Services	6,672
Grants and Contributions	41,277
Gain and Loss	0
Other Revenue	0
Investment Income	714
Expenses	-929,179
Recurrent Expenses	-929,179
Employee Related	-841,973
Operating Expenses	-87,205
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	51,154
Balance Carried Forward	86,968

Cawdor Public School's financial management processes and governance structures are designed to meet the Department of Education's financial policy requirements.

Financial management, including the use of school funds, is discussed and the school budget is tabled at P&C and School Council meetings. The Principal and School Administrative manager reviewed the budget regularly, ensuring a balance carried forward for future unplanned expenses.

Funds carried forward in 2018 were used for Professional Learning as well as providing students with valuable learning opportunities such as literary incursions, enrichment programs for student leaders and a wide range of sports programs.

In 2019 funds available from the balance carried forward will be targeted for the enhancement of the school playground, improved technology resources, minor refurbishment of the administration building, enrichment learning programs and professional learning.

paper and will migrate to the online test by 2020.

As the cohort of students in Years 3 and 5 who sat the NAPLAN tests was small, percentage in bands and school average has not been included in the report.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

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

The cohort of students in Years 3 and 5 who sat the NAPLAN test in 2018 was small. In reading, 27.3% of Year 3 students and 53.9% of Year 5 students were in the top two bands. In numeracy there were no students in Year 3 and 23.1% of Year 5 students in the top two bands.

A focus on the quality teaching of literacy and numeracy is one of the school's strategic directions to improve proficiency in reading and numeracy.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	747,988
Base Per Capita	16,436
Base Location	0
Other Base	731,551
Equity Total	51,746
Equity Aboriginal	6,319
Equity Socio economic	15,002
Equity Language	0
Equity Disability	30,425
Targeted Total	56,813
Other Total	58,410
Grand Total	914,957

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 students at Cawdor completed NAPLAN on



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses in 2018 are presented below.

Cawdor's vision statement is that we work together in a creative, nurturing and respectful learning environment to ensure that each child is a happy, engaged and successful student. Nearly 100% of parents surveyed agreed that Cawdor is succeeding in ensuring that our vision is being achieved. Parents and staff overwhelmingly also thought that the school values the wellbeing of every child. The overall opinion of the school is that it is warm and inviting. 70% of parents who replied to the survey also felt that the school's culture is harmonious and inclusive of all students.

Most parents believed that opportunities are available for students to develop leadership skills although a

small number would like to see more leadership opportunities for the younger students. Most members of our community felt that the school is responsive to concerns related to their child and that the school is focused on improvement. Parents valued the opportunity to attend a workshop in understanding the teaching of literacy and would like similar workshops to be offered in 2019.

In terms of communication, parents responded favourably to questions related to systems in the school that keep them informed. Parents value the fortnightly newsletter and think that it is informative. Just over half of the parents said that they are using the School Stream App to receive school information and some parents suggested that more encouragement is needed for parents to download the App. Parents and staff agreed that the administration staff are friendly and helpful and respond to inquiries and requests in a prompt manner. Students are continuing to enjoy reading the school newsletter and feel proud and excited when their name or photo is in the newsletter.

Parents and teachers felt that student engagement is continuing to increase and that activities that develop critical and creative thinking are valuable in developing student capabilities. Students in all classes have greatly enjoyed STEM activities and would like to have further opportunities for STEM, project based learning and collaborative learning. Students also welcomed leadership opportunities such as the Student Council and Enviro Power and the variety of lunchtime activities that has been offered throughout the year.

In the Tell Them From Me survey close to 100% of students felt that their teachers value academic achievement and hold high expectations for all students. They thought that their classrooms have supportive environments and that the students receive help from teachers and peers. About 90% of students also felt that there is consideration given to support each student's academic and wellbeing needs, although less students in the survey reported feeling a sense of belonging, that is of being accepted, valued and included in the school. In class forums, however, the students responded positively to questions relating to school connectedness and stated that they feel accepted and valued all of the opportunities they are given at Cawdor.

Teachers have appreciated the many opportunities to develop their knowledge and expertise through Professional Learning and also the opportunity to work collaboratively with teachers from the network of schools. Developing the mathematics scope and sequence has given teachers a greater understanding of the maths curriculum and a more consolidated approach to the teaching of mathematics across the school. Working closely with therapists, parents and carers, the school counsellor and paediatricians, has enabled the teachers to have a deeper understanding of each child. They have consequently felt more confident to cater for each child's needs through the development of effective individual education programs.

The installation of a Comm Box and new projector for the interactive whiteboard in two classrooms was

greatly appreciated by the teachers and students. Learning in both classes has been enhanced through the upgraded technology. Teachers and students across the school identified the need for increased reliable access to technology for learning. To address this issue, in 2019 the plan is to purchase a class set of laptops and to solve ongoing issues with the iPads. Teachers also expressed the need to increase their capacity to use technology effectively in the classroom.

All of the community greatly enjoyed the school's 160th anniversary celebrations which provided excellent learning opportunities for the students. The celebrations were instrumental in creating a united family atmosphere in the school. The students particularly enjoyed the experiential learning activities such as cooking damper, bushdancing and writing with pen and ink. The use of school archives and history tour of the school led the students to have a greater sense of belonging to Cawdor and inspired them to make further inquiries into the history of the school.

Policy requirements

Aboriginal education

Aboriginal and Torres Strait Islander culture and history is embedded in all Key Learning Areas. Across all curriculum areas students are engaging with texts and are provided with experiences to enable them to develop greater knowledge of indigenous people.

Programs are formulated to educate all students about traditional Aboriginal culture and contemporary Aboriginal Australia. In 2018 students participated in a workshop with visiting performer Sean Choolburra. The children gained a deeper understanding of Aboriginal culture through Ryka's performance which combined traditional and contemporary aspects, such as dance, bush foods, art and tools and weapons.

Bush tucker plants were planted by the children in the Landcare garden, giving students knowledge of the use of plants by Aboriginal people for both food and medicinal purposes. Two teachers participated in a bush tucker workshop at the Royal Botanic Gardens and have been sharing the knowledge gained from the workshop with the students.

In collaboration with students and parents, Personalised Learning Plans, with a strong focus on improving literacy and numeracy outcomes, were developed and implemented for the school's Aboriginal students. The students received targeted support from the SLSO and support teacher.

An Acknowledgement of Country is incorporated into school assemblies, special events, the Year 6 Farewell and Presentation Night.



canteen is also mindful of its use of packaging materials and has changed some of its practices to reduce waste.

Multicultural and anti-racism education

In 2018, 98% of the students at Cawdor were of an English Speaking Background. The school ensures that multicultural and anti-racism education permeate all curriculum areas, developing the students' knowledge and attitudes needed in a modern, culturally diverse society.

In English and HSIE programs focussed on providing students with opportunities to develop an understanding particularly of Asian cultures and how they have influenced Australian culture. Students have engaged with texts from and about the people of Asia.

Our school's connection with Hambrook School in South Africa has led to an increased knowledge of other cultures and a greater understanding of global issues such as poverty and health.

Following changes in school staff, in 2019 one teacher will complete Anti Racism Contact Officer training and will be equipped in procedures to handle complaints regarding racism. Cawdor Public School is committed to the elimination of racial discrimination through our school's curriculum, policies and working environment.

Other school programs

Environmental Education

The school's Environmental Education program continued to be a major focus throughout 2018. The \$5000 Landcare grant was used to undertake a native plant regeneration and bush tucker garden project. The completed project will now help to inform the students and community of the traditional uses of land by Aboriginal people as well as the importance of native plant species in our environment. Cawdor was awarded first place in the Wollondilly Garden Competition for the native and bush tucker garden.

Additional recycling initiatives this year included participation in the Return and Earn program. Recycling of plastic bottles and cans is providing another source of income for our school's environmental activities. Following the purchase of Replas garden seats which are made from recycled soft plastic packets, the school has also begun collecting chip packets and returning these to a local supermarket for recycling. The school