

# Cundletown Public School

## Annual Report



2018



1708

## Introduction

The Annual Report for **2018** 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.

Nigel Sherrard

Principal

### School contact details

Cundletown Public School

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### Message from the Principal

It is with great pleasure I present the 2018 Annual School Report for Cundletown Public School. I am fortunate to be part of this wonderful school, especially as this is my first year as Principal at Cundletown Public School, I am very proud of all our students and staff for their achievements this year. I am focussed on continual improvement at Cundletown PS, to ensure our school will be the education leader in primary education in Manning area. We have a talented and enthusiastic teaching team who are supported by a supportive community that has pride in their school.

Our school has continued to develop future focussed learning strategies, which includes learning dispositions and critical and creative thinking pedagogy across the school. The staff have completed professional learning with Minds Wide Open to further embed the program in our school. The professional learning of all staff has reinforced the amazing work that is happening in our classrooms to ensure our students have quality teachers and quality lessons in every class, every day. The school Resource Allocation Model (RAM) funding has continued to fund our school as a Early action For Success school, including L3 training under the guidance of our Instructional Leader. Our work in literacy continues with staff completing the Seven Steps to Writing program this year. Professional learning has also focussed on improving the teaching of Mathematics K–6 this year with staff meetings and after school meetings to cover the content and implement take away activities so professional learning is relevant, practical and timely. Department STEM kits provided with some amazing film development activities taking place particularly in Stage 2.

The school environment and grounds improvement commenced this year and will be ongoing. The old Principal's residence has been painted, and the final phase will be installing air conditioning in 2019 to allow for another space for learning. The school is undergoing a roofing up grade with the C Block being completed in February 2019.

The staff have been engaged in the school's evaluation and planning process, which has resulted in the maintenance of our school plan and milestones. Our leadership team has also had planning time to evaluate and adjust plans for the year ahead.

Our parents have been actively involved in the parent information sessions this year, reinforcing our positive home and school engagement focus. The academic classroom visits have continued, as parent feedback advised really enjoy the experience. Thank you to our school P&C, it is wonderful to have the support of a dedicated team of committed people supporting our school. I look forward to another year full of quality teaching and learning, resulting in high student achievement in 2019.

## Message from the school community

Cundletown Public School P&C 2018

Cundletown PS P&C has had another successful year and would like to thank the school community for their continued support. Thanks also to all the members of the P&C for their continued efforts and volunteers of the canteen. Without everyone's support and the giving of their time we would not have been able to continue to raise much need funds for the school or have the canteen operating 5 days a week for the children.

Cundletown P&C would like to once again welcome our new Principal, Mr Nigel Sherrard. Nigel has come to our school with a wealth of knowledge and understanding, fresh ideas and is a great supporter of what our P&C aims to provide for our school. Thank you Nigel for your support to our P&C this year and we look forward to working with you and all the staff at Cundletown Public School in 2019.

The P&C fundraising efforts continue with our popular Mother's Day and Father's Day stalls, the Easter and Christmas Raffles all of which are well supported. From our fundraising efforts, we were able to purchase and install in conjunction with the school the big fan in the school hall. This has made a considerable difference to the comfort of everyone especially on assembly days. We have also been able to assist with the costs associated with the morning tea at Education Week 2018/NAIDOC, Presentation Day 2018, the Year 6 farewell cake as well as chair covers for the Year 6 farewell which will be used annually. I would also like to thank the school community & businesses who kindly donate year after year to our fundraising efforts; your generosity does not go unnoticed.

With the continuing drought many of our fellow Australians are experiencing, Cundletown P & C with the school held a come dressed as a farmer/crazy sock out of uniform day in September. There were collection tubs in classrooms leading up to the day for non-perishable items which were to be given to our farmers and their families. The support shown by our Cundletown families to our farmer families was overwhelming and humbling and I am sure that the farming families were most appreciative. Thank you everyone.

Cundletown P&C continues to oversee the running of our school canteen. Our supervisor, Mrs Joanne Tisdell has done an amazing job continuing to provide tasty, healthy and nutritious food for our children to purchase. She implements many ideas and the children love that there is such a variety of food available for them each day. Jo and her little group of volunteers work hard but enjoy interacting with the children on a daily basis. Thank you Jo (and the volunteers), keep up the great work and we look forward to what new and exciting ideas you have planned for 2019.

Cundletown P & C was also involved in the discussions regarding the proposed kiss and drop zone outside the school gates (High St) which is now with Council for finalisation and also the added option to the girls' summer uniform, which was accepted late in the year.

On behalf of the P&C committee, I would like to wish everyone a safe & very Merry Christmas. May you all have a relaxing break & looking forward to your continued support in 2019.

Claire Woollard

P&C President 2018.

## School background

### School vision statement

At Cundletown Public School a collaborative team ensures all stakeholders develop and value resilience, empathy, success, innovation, inclusiveness, fairness, self regulation and engagement in learning. As a learning community, the emphasis is on transparency in all that we undertake, and the celebration of all that we accomplish.

In partnership with students, parents, carers, staff and the wider community, Cundletown Public School students will develop intrinsic motivation to challenge themselves in learning in order to excel in a complex, ever-changing global society.

### School context

Cundletown Public School is located north of Taree on the NSW Mid North Coast. It is the earliest established school in the area, opening in 1857, and celebrates an outstanding reputation within the Taree and Great Lakes District. We are proudly known as 'The Caring School'. The population of Cundletown Public School is stable and family orientated. The school enjoys strong support from and engagement with parents, grandparents and the wider community.

The current school enrolment is 340 students, 14% of whom identify as Aboriginal background. Cundletown Public School has a range of experienced and early career teachers. We fund the Early Action for Success Phase 2 as it has been an important initiative since 2017. The school promotes academic excellence, including support programs tailored to meet individual needs, and provision of opportunities to participate in external competitions including the Premier's challenges.

We value diversity through the inclusion of extra-curricular opportunities including Triple C (our performance band), choirs, contemporary and Aboriginal dance, and representative sport. The school has an established culture that endorses high expectations and consistency in wellbeing and behaviour management. We actively promote our North Manning Community of Schools in partnership with Chatham High School.

Many of our past students excel as leaders and academic achievers during their secondary schooling. The partnership between home and school is of significant importance at Cundletown Public School. This is evidenced by parent attendance at and engagement with initiatives including academic classroom visits, information workshops, P&C activities, meetings and parent volunteer programs.

## 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.

In Learning – Our staff have continued to build on our learning culture and are committed to working collaboratively supporting successful student progress, attendance and transitions. In wellbeing we identify students at risk from a variety of reporting and assessment data sources allowing for planned learning approach to occur thus, meeting the needs of the individual so they can connect, succeed, thrive and learn. Engagement of all students remains a priority and the differentiation of learning associated with creating and maintaining a quality classroom catering for all students. Our student achievement results from school data sources indicate we are improving in the key areas of literacy and numeracy. We will continue to enhance our learning culture theme of high expectations and continuity of learning, through developing and maintaining strong parent partnerships ie. reporting to parent interviews and parent information evenings around critical and creative thinking and futures learning. Our on balance judgement against the School Excellence Framework for Learning is sustaining and growing.

In Teaching– Our school has continued to embed future focused learning through teaching K–6 our learning dispositions and critical and creative thinking pedagogy so as to enhance lesson planning and effective classroom practice. The professional learning of all staff has reinforced the amazing work that is happening in our classrooms to ensure our students have quality teachers and quality lessons in every class, every day. Our staff attended professional learning with the Minds Wide Open program to extend the program in our school. The school Resource Allocation Model (RAM) funding has continued to support our school funded Early action For Success, including ALAN and the L3 training under

the guidance of our Instructional Leader and continue to develop the use of data. Professional learning has focussed on improving the teaching of Mathematics K–6 this year which has included explicit teaching and feedback. Our work in literacy continues to improve student writing with the network Improving Writing Initiative collaborating with our local High School. All of our teaching staff have now completed the Seven Steps to Writing program. Use of the teaching standards and the performance and development plan PDP process is a coordinated and whole school process for all staff. All teaching staff have their proficient teacher accreditation and are in the maintenance phrase in 2019. Our on balance judgement against the School Excellence framework is; Teaching, delivering in two elements and for the second two elements, sustaining and growing.

In Leading– We continue to prioritise the development and strengthening of effective educational leadership in our school as it is vital to pursuing and achieving excellence in our school. Our collaborative approach to school planning implementation and reporting has allowed for effective school management to continue to occur. Staff, students and parents all have a responsibility in developing and supporting leadership potential and skills, to further improve the school as a educational community. At each level of leadership we have focused on SMART development plans to maintain continual learning and effective school leadership. We continue to support Instructional Leadership model and have a strong collaborative learning culture. Our school collects feedback data to monitor review and report on school improvement progress. The leadership team work closely to ensure the effective implementation of the school plan. Our on balance judgement against the School Excellence Framework is; Leadership delivering in two elements and sustaining and growing in two elements.

In 2018 the 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/sef-evidence-guide>

## Strategic Direction 1

### QUALITY TEACHING AND LEARNING

#### Purpose

To develop school wide processes in which teachers participate in collaborative practice to develop their capacity and quality learning programs to meet the needs of our students, with a particular focus on reading, writing and numeracy. Teachers develop partnerships with parents and students, enabling the setting of clear aims, high expectations and celebration of achievements.

#### Overall summary of progress

The strong collaborative culture of our school enhances quality teaching and learning activities and strengthens our professional learning. The Professional development plans (PDP) enable staff to plan for and engage in the development process which includes discussions with supervisors there by enhancing the team ethos and quality teaching development at our school. Currently professional learning in L3 and critical and creative thinking strategies are a priority for staff to learn, plan and develop teaching strategies. Our Instructional Leader has maintained the focus on regular professional learning, in particular on improving guided reading, and improved student results were evident. The Seven Steps to Writing was monitored with teachers trained in the program this year and implemented into classrooms. In Maths, we focussed on a Problem Solving approach to teaching numeracy, developing and improving teaching skills. The learning intentions (learning goals) process has been a priority particularly in stage meetings to engage in and implement student learning intentions with the wellbeing framework.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Move from <i>sustaining and growing</i> to <i>excelling</i> in the School Excellence Framework themes of Collaborative practice and feedback, and High expectations culture.	\$32 000	In the Teaching domain, this year our on balance judgement was sustaining and growing which included progress improving in learning and development area. In the Learning domain, high expectations culture judgement was sustaining and growing for this year.
All students achieve at or above expected growth in reading, writing and numeracy.	\$23 000	In NAPLAN Year 5 numeracy 62% scored at or above expected growth. In reading and writing 56% of students scores averaged at or above expected growth. The Progressive Assessment Test (PAT) was held for students to complete in Maths and reading comprehension. These were completed twice in twelve months. This external test allows us to track student progress over time. A summary of these results indicate that student results have improved in Maths and reading comprehension.
Improve to 70% the proportion of students in Years 3 and 5 achieving in the top three bands of NAPLAN in reading, writing and numeracy.	\$23 000	NAPLAN results which include writing and reading for Year 3 indicated literacy results where 74% of students in the top three bands. Year 3 numeracy, 49% scored in the top three bands. In Year 5 literacy, 33% of students scored in the top three bands. Year 5 numeracy 37% are scored in the three bands.

#### Next Steps

Next steps in professional learning and collaborative practice will involve working on Visible Learning programming examining Prof. Hattie's research. This will be a priority to further develop understanding and identify from Hattie's research data what the most effective strategies and practices a school should develop to ultimately improve student learning. Where appropriate, we will embed these practices into our teaching practice to continue the journey of school improvement. We will continue the work on improving student progress in literacy and numeracy.

## Strategic Direction 2

### DATA SKILLS AND USE

#### Purpose

School policies and evidence based practices equip teachers with the understanding and capacity to effectively teach and assess literacy and numeracy. Through ongoing professional learning, teachers evaluate their practice and improve planning and teaching. Data driven teaching practices will enable all stakeholders to be actively engaged in the sharing and receiving of relevant and timely feedback regarding student progress and achievement.

#### Overall summary of progress

Student progress data is provided to the new class teacher in follow up meetings for teachers to plan and implement teaching programs to cater for student learning needs. Reciprocal reading data has led to the implementation of a reading program that is successful in engaging and improving student reading levels. The use of authentic assessment has assisted in accurate reporting for the end of semester reporting to parents. The use of ACER PAT assessment and NAPLAN analysis have allowed for a comparison of students progress to better inform teaching practice in maths and reading comprehension. ALAN student data for learning progressions has been used to inform, focus and improve explicit teaching. The Instructional Leader will continue to drive and support professional learning under the school funded EaFS model.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Move from <i>delivering</i> to <i>sustaining and growing</i> in the School Excellence Framework themes of Student growth, Summative assessment and Formative assessment.	\$10000	Professional learning has included the analysis of external assessment such as; ACER PAT assessment, NAPLAN and internal school assessments. The themes from the school excellence framework were linked to improving the understanding of student data evidence to strengthen teacher preparation and planning. We are working to continue to develop the student voice and the individual learning progress. Students will be more aware of their progress and what is expected growth, (student progress). This is the first full year of the learning intentions /goals which has included using consistent language across the K-6 school.
Move from <i>delivering</i> to <i>sustaining and growing</i> in the School Excellence Framework element Data skills and use.	\$15000	We have made progress on the school excellence framework with Data skills and use which has included; analysing student assessment data, improving data literacy and using data in teaching. Our professional learning with staff continued to improve understanding with the use of evidence in teaching and learning. Staff have worked in stage teams to analyse data and evidence from NAPLAN, Scout, learning progressions (ALAN) and the ACER PAT. School based assessment data was also used for example; moderation of student writing samples.

#### Next Steps

We will continue to develop and consolidate teacher skill in data analysis to strengthen expertise teaching literacy and numeracy. This includes; Early action For Success (EaFS) data, ALAN learning progressions, student work samples, NAPLAN , Best Start, PAT assessment and formative and summative assessment. We will strengthen the learning intentions while continuing with the learning dispositions supported by Minds Wide Open program.

## Strategic Direction 3

### FUTURE FOCUSED LEARNING

#### Purpose

To equip students with the learning dispositions required for critical and creative thinking to occur. Engaging parents in the learning processes and practices will ensure a sound understanding and support of the futures learning pedagogy. The development of authentic tasks and opportunities in all Key Learning Areas will become an embedded strategy, allowing students to work independently and to collaboratively design solutions to problems now and throughout their future learning.

#### Overall summary of progress

All staff indicated that they developed a deeper understanding of the explicit teaching skills for effective critical and creative lessons. The planning days were very positive in addressing the teaching standards, and staff are more confident to deliver the Minds Wide Open program so it will have the greatest impact and continue to engaging students in learning. The collection and annotation of evidence has occurred to evaluate the stage classes and impact of the Minds Wide Open and critical and creative thinking skills. Staff collect, collate and presented this evidence at stage meetings, this also includes classroom observation data. Parent information meetings held were received well by parents attending developing their understanding in the Minds Wide Open program. The academic classroom visits were the next opportunity for parents to see this program in action. The program had positive impact as the student responses to text showed evidence of critical and creative thinking occurring in the classrooms.

#### 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 will achieve at or above stage level as identified through the use of the ACARA Critical and Creative Thinking Learning Continuum.	\$30 000	The results from the 4Cs student survey on communication, collaboration, critical and creative thinking indicated that on average 77% of students working at or beyond stage level as identified on the continuum. 85% of students indicated that they are confident and enjoy using technology in futures learning on a regular basis.
Increase the use of authentic and future focused tasks as evidenced by students achieving the <i>ideal</i> target compared with 2017 authentic base line data.	\$12 000	The use of authentic future focussed tasks compared to the 2017 survey baseline data indicates that the school has progressed toward the <i>ideal</i> target. The positive impact of more student engagement in learning is occurring as the future focussed learning pedagogy is being embedded across the school during 2018. Teacher presentations at professional learning meetings demonstrated each classroom progress and also highlighted the standard of student engagement across the school.

#### Next Steps

Future focused learning staff development incorporating critical and creative thinking skills will continue to be supported and embedded in lesson content across the school with Minds Wide Open resources. We will maintain the parent engagement opportunities and continue to innovate ways to connect with more parents to strengthen the learning partnership.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$45 967	An Aboriginal Education Officer (AEO) is employed at our school and assists in the implementation of class and school programs and events. This includes supporting the awareness and understanding of Aboriginal culture. The school has purchased teaching resources to support teaching and learning. Our NAIDOC celebration this year saw 200 parents and community attend the school throughout the events held at our school.
<b>Low level adjustment for disability</b>	\$45 838	Differentiated teaching and learning programs were supported to improve and cater for students to meet the learning goals, which include the creating of up to date Pupil Learning Plans. The LaST teacher as responsibility and management of the student support and their leadership is integral to the effective operation of the Learning and Support team.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$55 076	Quality Teaching Successful Students resources were utilised to support our early career teachers and whole school professional learning. This supported an Assistant Principal position in this role.
<b>Socio-economic background</b>	\$221 138	Our school self funded the Early Action for Success (phase 2) program this year including the Instructional Leader position. Professional learning is supported to allow stage based programming and moderation days which support literacy and numeracy teaching development and improve student achievement. Resources for the school supporting technology for learning has included purchasing laptop computers. Reciprocal reading resources and future focussed learning resources in classrooms are also being supported this year.
<b>Support for beginning teachers</b>	\$26 000	Our proficient teacher accreditation is 100% and eight teachers are being supported as early career teachers. All staff in 2019 will be in their maintenance phase of accreditation.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	150	164	169	172
Girls	143	147	151	165

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.4	95.4	93.8	95
1	94.6	92.9	93.4	92.7
2	94.7	94.7	93	92.1
3	93.9	91.8	94.3	90.2
4	94.6	93.7	93.2	94.2
5	91	95.5	93.7	91.9
6	94.3	89	93.5	91.6
All Years	93.6	93.4	93.6	92.5
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

School attendance rate is consistently at the state average with little change over recent years. Generally our community is very good at following up student absence. The school monitors attendance by the class teachers roll marking with the Assistant Principal sending a weekly reminder to the students who have not returned a note. The Assistant Principal creates a report to monitor students with less than 85% attendance rate to follow up with parents. The Learning Support Team has this report and monitors students at risk. The Home School Liaison officer visits the school once a semester and if required the school contacts the HSLO for assistance in priority cases.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.51
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*Full Time Equivalent

This year we have one member of staff of Aboriginal background employed at our school.

### 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	

### Professional learning and teacher accreditation

Professional Learning carried out during the year for all staff included mandatory training in; code of conduct, child protection, CPR, and anaphylaxis. Three staff have senior first aide qualifications. Professional learning this year included; school plan, critical and creative thinking (Minds Wide Open – design thinking), Learning Progressions, ALAN, My PL, L3, STEM, Problem solving approach to teaching Maths, Seven Steps to Writing, Improving Writing Initiative, The Differentiated Classroom, Anti Bullying, Wellbeing policy, Science syllabus, application writing. Online learning courses facilitated by our Instructional Leader (Speech, language and communications needs). Two staff members received their proficient teacher accreditation certificate in 2018. All staff are now in the maintenance phase of accreditation.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	141,400
<b>Revenue</b>	3,745,913
Appropriation	3,680,061
Sale of Goods and Services	2,791
Grants and Contributions	61,028
Gain and Loss	0
Other Revenue	0
Investment Income	2,033
<b>Expenses</b>	-3,583,229
Recurrent Expenses	-3,583,229
Employee Related	-3,305,745
Operating Expenses	-277,484
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	162,684
<b>Balance Carried Forward</b>	304,084

The school has a finance committee consisting of the Principal, Assistant Principal and the School Administration Manager. We have regular meetings to set and monitor the school financial position inline with finance and audit requirements. The SAP system has seen further improvement this year and more items added.

A copy of the schools finance statement is tabled at the annual general meeting of the school P&C in term one.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	2,347,157
Base Per Capita	61,878
Base Location	3,147
Other Base	2,282,131
<b>Equity Total</b>	427,467
Equity Aboriginal	45,967
Equity Socio economic	221,138
Equity Language	0
Equity Disability	160,362
<b>Targeted Total</b>	106,268
<b>Other Total</b>	624,086
<b>Grand Total</b>	3,504,977

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.

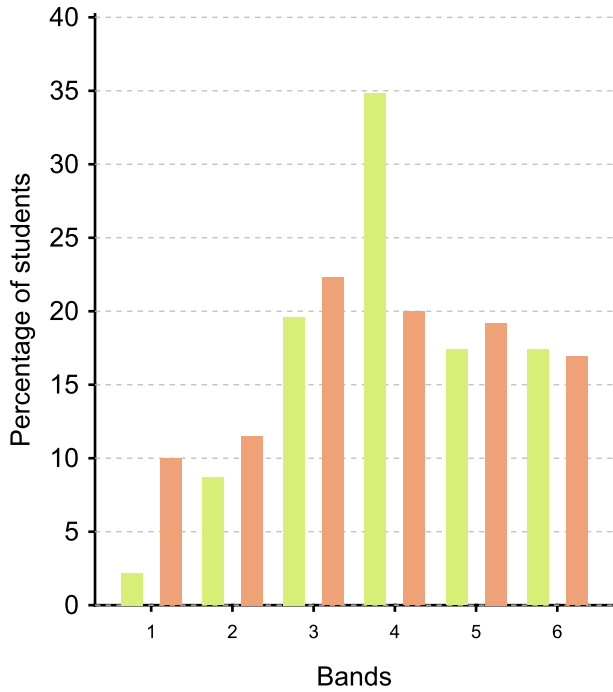
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

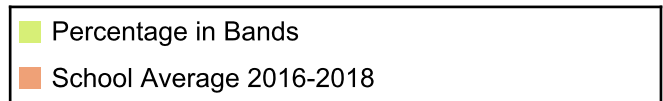
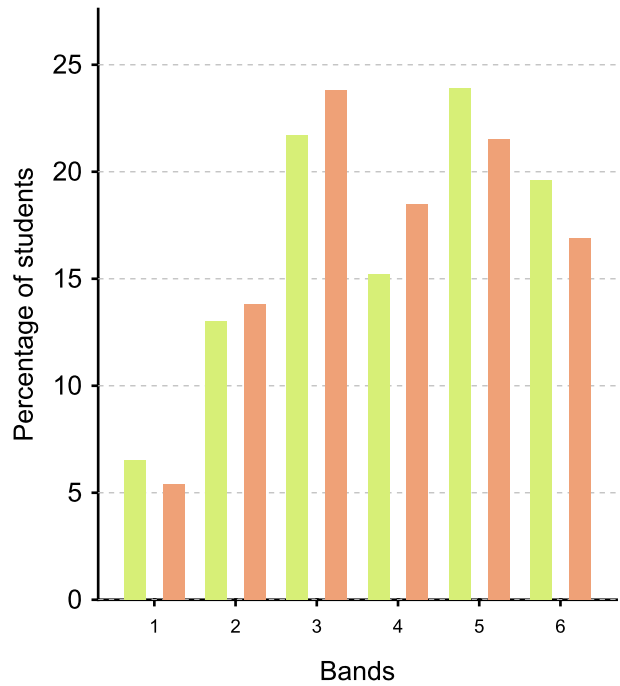
NAPLAN literacy includes; writing, reading, spelling, grammar and punctuation. Year 3 literacy results

indicated 77% of student were in the top three bands. In Year 5 reading, 48.6% of students scored in the top three bands. The overall trend indicates that student results are improving and more students are scoring in higher bands in year 3. The trend for literacy results over time indicated an increase for the previous two years last year indicated continued area for improvement.

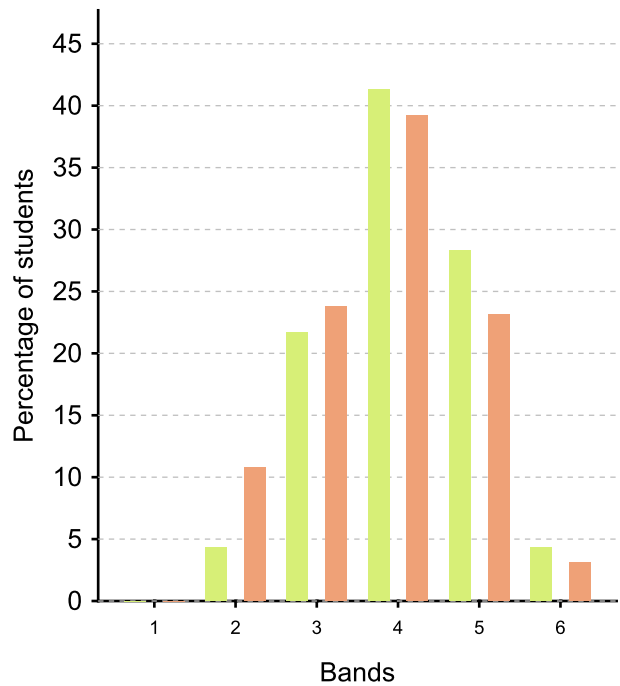
**Percentage in bands:**  
Year 3 Grammar & Punctuation



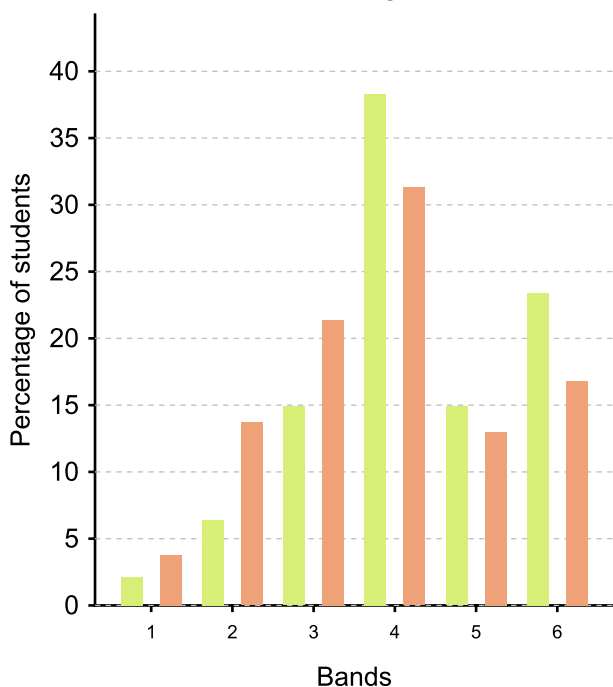
**Percentage in bands:**  
Year 3 Spelling



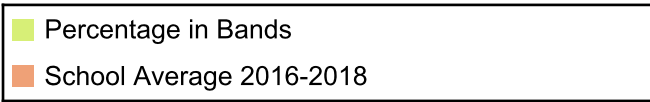
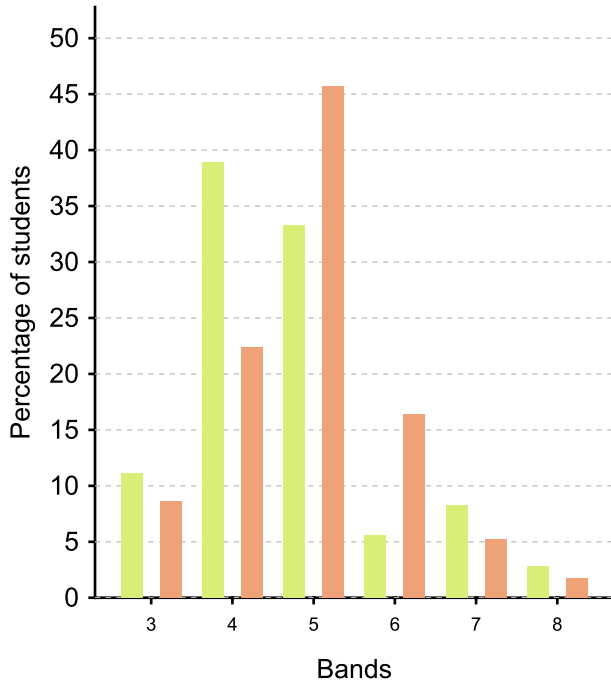
**Percentage in bands:**  
Year 3 Writing



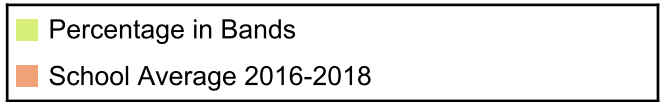
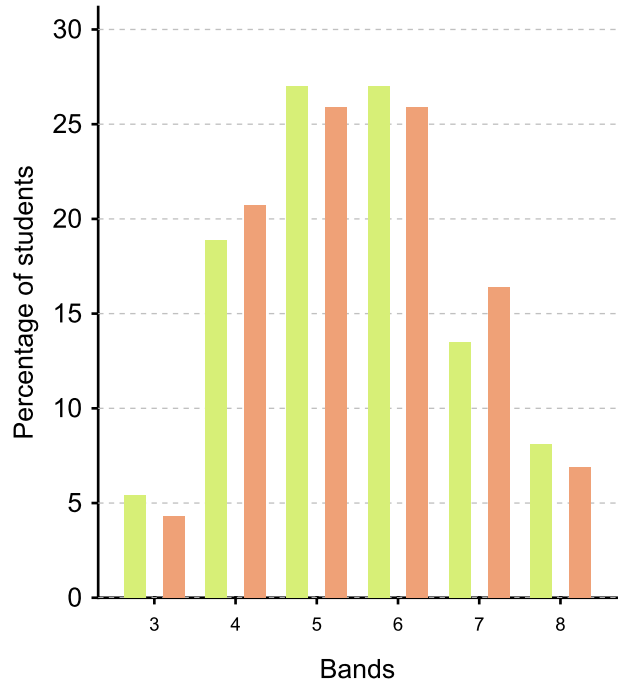
**Percentage in bands:**  
Year 3 Reading



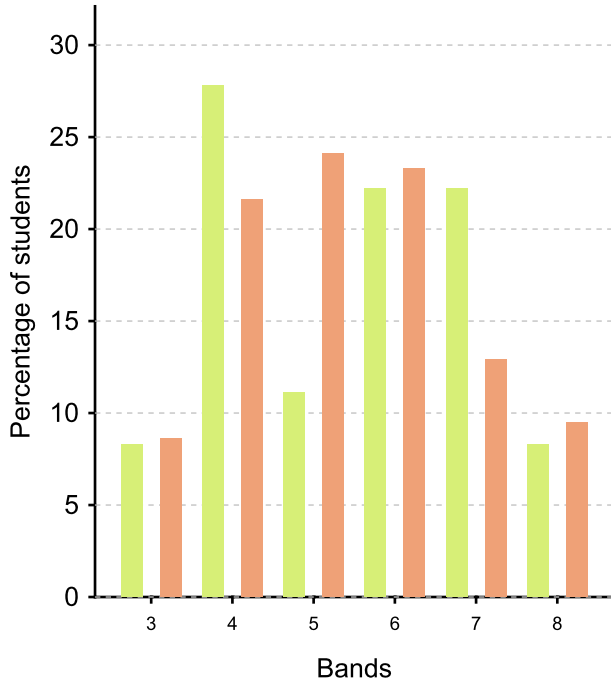
**Percentage in bands:  
Year 5 Writing**



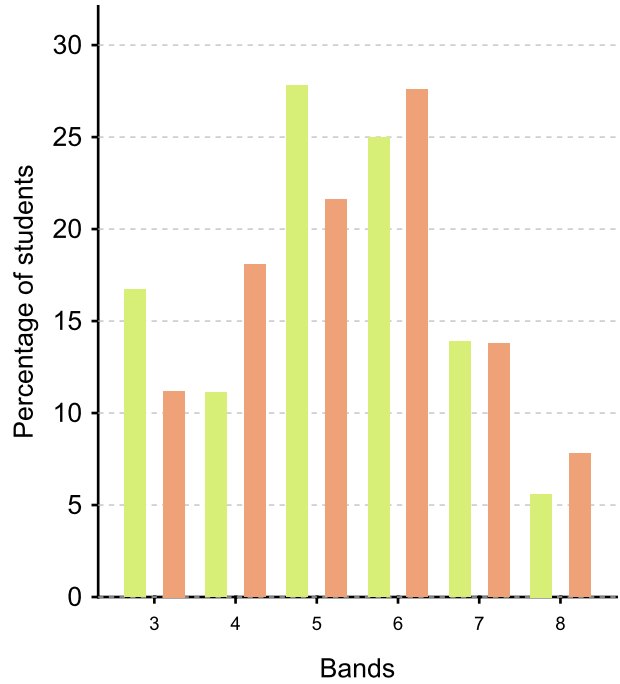
**Percentage in bands:  
Year 5 Reading**



**Percentage in bands:  
Year 5 Spelling**



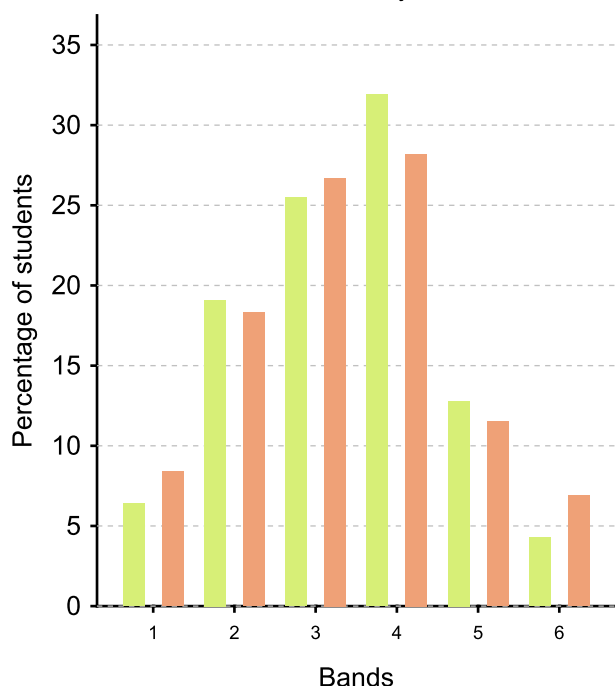
**Percentage in bands:  
Year 5 Grammar & Punctuation**



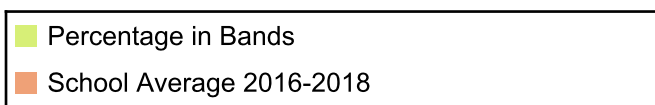
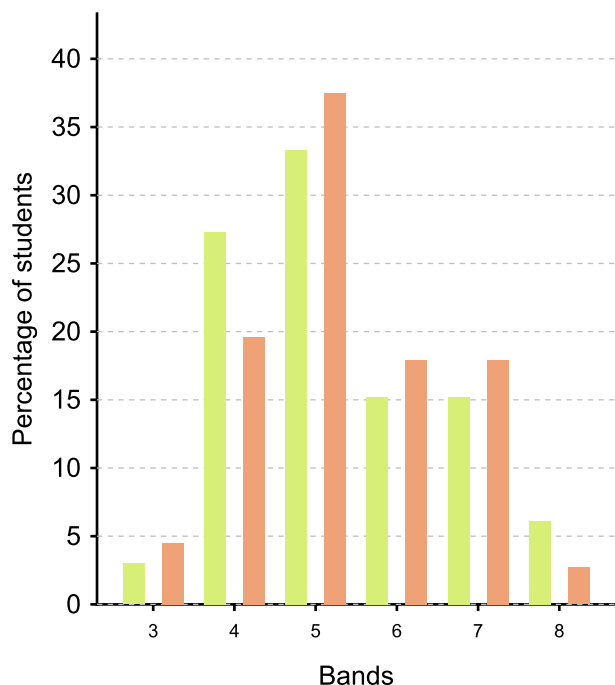
Year 3 had 49% of students score in the top three bands for numeracy with 75% of students above National Minimum Standard (NMS). While 36% of year 5 students scored in the top three bands for numeracy, 69% above NMS. The overall trend for three years is positive with more students scoring in the higher NAPLAN bands for year 3. The year 3 numeracy results have also improved over the previous three

years and last year followed the state trend for year 3 students.

**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



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.

*Premiers Priorities: Improving education results.* Overall student performance in NAPLAN this year saw 17% of year 3 students score in the top two bands for numeracy while 38% of year 3 students scored in the top two bands in reading. In year 5, 22% of students scored in the top two bands in reading while 21.% of year 5 students scored in the top two bands in numeracy. *State Priorities: Better services – Improving Aboriginal education outcomes for students.* We have less than 10 Aboriginal students in either cohort.

## Parent/caregiver, student, teacher satisfaction

Feedback this year from parents, staff and students in surveys, interviews and group discussions, is summarised for our school. The 'Partners in Learning' Parent survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork and enlist parents to volunteer at the school. We seek feedback about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Parents were asked questions to score under seven categories; Communication, Parent Participation, Support for learning, Supporting positive child behaviour, Parents felt welcome. Survey results affirmed our school results as above the NSW primary school norm average score in all areas surveyed. Also the use of Skoolbag and Facebook supported to distribute information to our parents and was popular with parents supported the continued use of this technology. Our parents have again enjoyed the academic classroom visits and valued the opportunity to spend time in classrooms. Students indicated that they enjoy showing their progress to parents and visitors. Parents openly discuss the school programs and that they know what a great school Cundletown PS is, and are confident about their child's learning and wellbeing progress at our school.

Teaching staff were surveyed under the eight drivers of student's learning. The questions in the survey are grouped to assess the most important drivers of student learning. The research on classroom and school effectiveness has consistently shown these factors to be of a strong correlation to positive student achievement. The results demonstrated that our school is above NSW school average particularly in collaboration, leadership and parent involvement.

Students were surveyed through Tell Them from Me survey and indicated they were interested and motivated with school. The results indicated the same as state average. Students demonstrating positive

behaviour results were 12 % above state average. Students indicated they tried hard to succeed (Effort) were 4% above the state average. Students indicated that teacher advocacy for students was high at the school and again above state average measures.

## Policy requirements

### Aboriginal education

At Cundletown Public School our teaching and learning continues to incorporate Aboriginal perspectives in the key learning areas across the K–6 classes. Personal Learning Plans (PLP) are in place for Aboriginal students in Kindergarten to Year 6 have been developed in consultation with the students, their parents/caregivers and relevant school staff. Our LaST teacher monitors the Aboriginal student PLP's and supports the school staff in maintaining the required adjustments, support and implementation. Our Aboriginal Education Officer employed this year has provided in–class support to identified students and cultural support and liaison with families.

NAIDOC celebrations were again a highlight held at our school under the theme of 'Because of her we can'. We had a large gathering of parents and community to see performances by our girls dance group and in addition an ex–Cundletown student and teacher at Chatham High was a well received guest speaker. The art competition was again held between each class, with the resultant exhibition being judged by parents and community members who attended our NAIDOC celebrations.

Throughout the year our Aboriginal students were given the opportunity 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.

### Multicultural and anti-racism education

Cundletown Public School teaching programs promote cultural understanding with units of work that examine cultures respectfully focussing on the similarities and differences between cultures. Cundletown Public School has a trained Anti–Racism officer who supports students and staff with educational planning or student concerns should any issues arise. Cundletown Public School acknowledges the diversity of its student population with culturally inclusive programs and opportunities for students.

### Other school programs

Extra curricula activities at Cundletown Public have included; the School Concert Band which re–commenced this year with 15 students learning musical instruments. The school choirs again performed at local events including the Taree & District Eisteddfod. The senior choir won their section with Stage one and Stage two each picking up second place, another outstanding effort. The Triple C group

performing at local events, nursing homes and local primary schools across the Manning area. We again hosted and participated in the lower North Coast Public Speaking finals having students achieving a first and another a second place. We are planning to commence a senior dance group in 2019 to reach performance standard and perform at school and community events. Our sporting representation was again strong with students performing at local, district, zone, region and state level NSWPSA championships. This year we continued to support and participate in the Manning PSSA local gala days with a variety of sports.