

Cullen Bullen Public School

2019 Annual Report



1700

Introduction

The Annual Report for 2019 is provided to the community of Cullen Bullen 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.

School contact details

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School background

School vision statement

Excellence through innovative, collaborative practice to develop outstanding global citizens.

School context

Cullen Bullen Public School is situated 25km north west of Lithgow and belongs to the Lithgow network of schools. The school was established in 1875 and is central to a number of coal mines and related industries. With an enrolment of 27 students, 7% indigenous, Cullen Bullen Public School is a small, complex school with the majority of students living in the outlying districts surrounding Cullen Bullen. The school is well resourced and has excellent facilities including a tennis court, playground equipment and sandpit, vegetable gardens and a computer, laptop and iPad for every student. The school focuses on improving student outcomes and caters for a broad range of extra-curricular learning activities including music, art, drama, environmental education and sport. Cullen Bullen Public School is an inclusive school where every student is known, valued and cared for. Teaching and support staff are strongly committed to building positive partnerships with students, families and the community and provide a rigorous and differentiated curriculum. Quality teaching and learning continues to be a focus with strong emphasis on increasing student engagement and self-regulation. Individualised learning programs in Literacy and Numeracy are supported by an Instructional Leader. Clearly defined behavioural expectations are supported by the Positive Behaviour for Learning program. Positive and productive partnerships with all stakeholders are fostered through regular communication via meetings, phone, Facebook, the school newsletter and website, and invitations to attend school events. Parents/carers, staff, students and community members share a strong sense of belonging to the school and community. A small committed P&C committee operates in close partnership with the school and meets monthly.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

Learning

Purpose

- Our purpose is to provide a school wide collective responsibility for personalising student learning, wellbeing and success with high levels of student, staff and community engagement and achievement.

Improvement Measures

To increase the proportion of students achieving a year's worth of growth for a year's worth of learning in Literacy and Numeracy.

To increase the proportion of students demonstrating active engagement in learning and improved levels of wellbeing.

Progress towards achieving improvement measures

Process 1: Curriculum and learning

Deliver quality student centred, differentiated learning experiences which enable students to understand and reflect on how to improve their learning.

Evaluation	Funds Expended (Resources)
<p>By the end of 2019, improvement measures showed enhanced teacher capacity to identify, understand and implement the most effective quality teaching and assessing methods, with the highest priority given to evidence-based teaching strategies and analysis of data to improve practice.</p> <p>Professional Learning and triad practices provided staff with opportunity to increase their knowledge, skills and understanding of how to effectively use Learning Intentions, Success Criteria and Assessment for learning in their classrooms daily.</p>	<p>Time allocated in staff meetings.</p>

Process 2: Student Wellbeing

Implement a school wide integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling; by active involvement in the One Schools program and Positive Behaviour for Learning.

Evaluation	Funds Expended (Resources)
<p>Increased positive student engagement in learning is evident and visible K-6 from the explicit PBL lessons and development of social skills..</p> <p>PBL data reveals increased occurrence of positive behaviours and clearer understanding and demonstration of school wide (safe, respectful, responsible) expectations.</p>	<p>Positive Behaviour for Learning professional learning and resources.</p> <p>PBL Signage purchased and displayed around playground.</p> <p>PL for teachers new to PBL</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$1000.00)

Strategic Direction 2

Teaching

Purpose

Our purpose is to deliver quality teaching practice that is engaging and evidenced based.

We will continue to build the capacity of each staff member, by extending their capabilities through personalised professional learning, to ensure the school is at the forefront of best practice.

Improvement Measures

Teaching programs demonstrate increased understanding of Professional Teacher Standards, evidence-informed teaching strategies and collaboratively designed content.

Improved levels of collaboration and a learning culture based on high expectations is evident through all Performance and Development processes in the school.

Increased percentage of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes.

Progress towards achieving improvement measures

Process 1: Effective teaching practice

Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies and inquiry project based learning.

Evaluation	Funds Expended (Resources)
<p>Regular principal coaching conversations based on observational and instructional rounds resulted in increased teacher quality and increased quality teaching.</p> <p>Teachers reflect on current practice and seek feedback on performance in teaching literacy and numeracy to enhance student learning..</p> <p>Instructional Leader supports teachers to collaboratively analyse literacy and numeracy data in 5 week cycles and tracks K-2 using learning progressions in reading.</p>	<p>Staff meeting time</p>

Process 2: Data skills and use

Student assessment data is regularly analysed, interpreted and extrapolated to collaboratively inform planning, identify interventions and modify teaching practice.

Evaluation	Funds Expended (Resources)
<p>Pre and post assessments clearly indicate students have progressed in their learning in reading and understanding texts. Students are regularly tracked across the Learning progressions.</p> <p>Assessments effectively inform teachers how to develop their teaching programs and plan activities to meet the individual needs of all students.</p> <p>Assessments and time to collaboratively mark student work samples has resulted in increased consistency of teacher judgement.</p> <p>Increased teacher proficiency in delivering quality assessment tasks has resulted in improved student outcomes in reading and understanding texts and writing.</p>	<p>Printing of Assessments</p> <p>Time to enter PLAN2 data</p>

Progress towards achieving improvement measures

Process 3: Professional Learning

Professional learning is aligned with the school plan, and builds teachers' understanding of effective strategies in teaching literacy and numeracy.

Explicit systems exist that facilitate professional dialogue, collaboration, classroom observation, effective feedback and modelling of effective classroom practice.

Evaluation	Funds Expended (Resources)
Professional Learning on the Teacher Standards has resulted in improved pedagogical practice and improved student outcomes. All teachers have been provided with comprehensive and timely feedback on their teaching to ensure continual improvement in their practice.	Staff meeting time

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Reconciliation Challenge online teacher resource package.</p> <p>Aboriginal education policy.</p> <p>Ochre</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$5 755.00) 	<p>The school receives additional funding to implement initiatives to improve educational outcomes for ATSI students. The funding in 2019 was utilised to employ an SLSO to work with identified students to assist in targeted small group intervention in Literacy and Numeracy.</p> <p>Completed Personalised Learning Pathways Plan, with parents, students and teachers; with students making progress across the Literacy and Numeracy Progressions.</p> <p>Community of schools expressed satisfaction with NAIDOC day celebrations.</p> <p>Students, staff and parents actively participated in Aboriginal history learning in the 2019 Reconciliation challenge, broadening their understanding of Aboriginal and Torres Strait Islander histories and tradition.</p> <p>Students indicated increased knowledge, skills and understanding of the local area as a result of learning activities on the major excursion.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$28 477.00) 	<p>As a result of small group intensive instruction in Literacy and Numeracy, students made measurable progress evidenced in increasing reading levels with understanding and improved results in literacy and numeracy assessments.</p> <p>Teachers indicated that focused tiered intervention, improved student outcomes in reading and understanding texts.</p> <p>Positive feedback was received from staff in relation to the additional employment of an SLSO. 100% of teaching staff saw this as a worthwhile initiative in the school's annual evaluation and a positive impact in the classroom.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$5 336.00) 	<p>Staff developed their professional capacity in teaching, learning, programming, assessment and reporting. Resulting in improved teacher quality and quality learning.</p> <p>Performance and Development procedures were completed and aligned to the school priorities.</p> <p>Staff indicated increased confidence and competency in collaboratively planning teaching programs and effectively collected and used data to inform future practice.</p> <p>Wellbeing survey indicated staff felt well-supported in a variety of roles.</p> <p>SAT completed at the end of the year indicated increased teacher performance and</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$5 336.00) </p>	<p>confidence in classroom organisation and behaviour management.</p> <p>Evidence of impact included differentiated teaching practice, quality programming and quality assessment practices.</p>
<p>Socio-economic background</p>	<p>Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$61 480.00) </p>	<p>In 2019, Cullen Bullen Public School staff, parents and community members worked together to determine how best to support the educational needs of our students.</p> <p>The music program delivered by an external teacher from the Mitchell Conservatorium of Music, at Cullen Bullen Public School, was highly valued by students, staff, parents and the community; with all students making considerable improvement and progress.</p> <p>The employment of an SLSO to strengthen targeted literacy and numeracy programs resulted in enhanced individualised learning.</p> <p>Identified students benefitted from individual and small group instruction with an SLSO; and all students made measurable progress across KLAs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	16	16	17	13
Girls	11	14	10	8

Student attendance profile

School				
Year	2016	2017	2018	2019
K	88.2	98.4	99.1	78.2
1	92.7	89.7	94.9	86.4
2	86.6	94.8	95.2	85.1
3	92.5	93.9	80.8	89.7
4	92.8	97	85.9	93.2
5	91.9	87.8	92.1	85.7
6	92.4	95.7	95.2	92.8
All Years	91.3	94.3	91.6	88.3
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.61
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	133,991
Revenue	696,396
Appropriation	687,426
Sale of Goods and Services	1,163
Grants and contributions	6,922
Investment income	885
Expenses	-605,517
Employee related	-544,082
Operating expenses	-61,434
Surplus / deficit for the year	90,879

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	54,707
Equity Total	97,247
Equity - Aboriginal	5,755
Equity - Socio-economic	61,480
Equity - Language	0
Equity - Disability	30,013
Base Total	364,423
Base - Per Capita	6,335
Base - Location	2,284
Base - Other	355,804
Other Total	154,184
Grand Total	670,560

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

- Comments were requested through surveys and the information collated and summarised as follows:
- The parent body, students and staff believe the school is well equipped, the whole school environment is well maintained and the school climate provides a positive, welcoming atmosphere;
- Parents support the positive acknowledgement of students through our Class Awards, Newsletters, Assemblies and Presentation Night
- Students believe that our teachers are fair and consistent
- Students feel personally valued by their teachers as individuals and feel happy and safe with in the school
- The community believe that the school provides a supportive environment and that it is a happy and caring environment
- Access to quality professional development is valued by the Staff
- Extra curricular activities provided by the school including excursions and incursions are valued by 100% of both students and parents
- The whole school community believes that the school sets high standards in regard to manners and respect
- All parents support the school in being involved in the wider community through our involvement in Remembrance Day and NAIDOC day; and
- 90% of the community believe they are well informed of all activities and processes within the school

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.