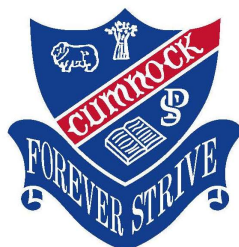


Cumnock Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Cumnock Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

It is time again to report on Cumnock Public School's achievements and outcomes. I am very proud of what we have achieved in what has been a very challenging year for our school and wider community due to the prolonged and devastating consequences of the drought.

Our students have been very engaged and responsible in their learning coupled with a positive mindset. One of the key contributing factors to student growth and wellbeing may be attributed to the outstanding contributions by the teaching and support staff we have at Cumnock Public School. This team of people have done a brilliant job this year teaching and facilitating many opportunities for your children and working together to overcome the many challenges confronting us in our setting.

The other members that need our thanks and recognition are our very supportive and hardworking parent/carer body and our wider community of friends. Each one has provided us with additional resources, opportunities to work together and support our many programs. They are always supportive and encouraging of the many initiatives and programs we implement and trial throughout the school year. It's partnerships that make a difference and Cumnock Public School staff, parents/carers, community friends and students continue to work co-operatively together to provide a positive learning environment for all.

The support we have received this year from our Community of Schools partners which including Clergate, Mullion Creek and Spring Hill Public Schools has helped us in not only our learning journey, but has added additional wellbeing support for the school and the community at large. There is no 'I' in TEAM and our school community value and appreciate the spirit and collegiality that is evident at Cumnock Public School..

We have had many highlights in a wide range of areas this year; these have been reported in our newsletters, throughout social media and on our website. I encourage you to take a few minutes to read these and see what individually and collectively we have achieved.

I extend a thank you to the parents/carers for entrusting their children into our care, enabling us to have the best job in the world. Teaching and learning along side you to watch each individual child grow and achieve their potential is one of the most rewarding aspects of teaching.

Amanda Schulz

Principal

Cumnock Public School

School background

School vision statement

At Cumnock Public School we 'Forever Strive' within an inclusive, supportive learning environment. Our aim is to develop respectful, responsible and resilient achievers whose goal is excellence whilst being creative and future focused in an ever-changing world.

School context

Cumnock Public School is located 60 km from the town of Orange in the township of Cumnock (Pop. 282) in the State's Central West.

With the combined support of staff, parents and the wider community, our school strives to be a caring, cooperative, courteous place that provides for the academic, social, emotional and physical education of each child.

The school provides stimulating activities to challenge students and produce school citizens of which we can be proud. Cumnock Public School provides excellent opportunities for learning within a close and supportive environment.

The school tailors activities to meet the individual needs of all students. Class programs cater for encouragement and extension of each child's potential, using all available resources. In cooperation with parents, the school aims to provide students with appropriate opportunities for self-discipline and for developing a tolerance and acceptance of those with special needs.

The school aims to prepare students for the complexities and challenges of the world at large.

The staff are ethical and professional in dealing with students, colleagues and carers. Our work environment is characterised by teamwork and open communication.

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>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality teaching and learning

Purpose

Student learning and outcomes are maximised across all curriculum areas through the development and delivery of consistent high-quality collaborative, reflective teaching practice using quality evidence to inform teaching programs.

Improvement Measures

Every student will have personalised learning pathways to ensure a years' worth of growth for a years' worth of learning.

Increase the proportion of students achieving proficiency in line with the Premier's Priorities (Bump It Up).

Increased the use of collaborative practise within professional learning communities.

Progress towards achieving improvement measures

Process 1: Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning continuums, targeted intervention and feedback that reflects the evidence and allows access to tailored support, extension or enrichment programs.

Student goals are set reflect high expectations.

Evaluation	Funds Expended (Resources)
<p>Students have increased engagement in their own learning through the use of goal setting and have also developed an awareness of personal improvement areas.</p> <p>Teaching staff have Increased understanding of data and the implications of its use in programming.</p> <p>Additional strategies implemented by the school, using community connections, have improved parent/school partnerships.</p> <p>Increased whole school approach to individualised learning intentions for students has been implemented with all students showing growth as measured by school assessment data and against individual plan goals.</p> <p>Increase in the percentage of students in Naplan for Years 3 and 5, achieving proficiency in line with the Premier's Priorities for reading and numeracy, for the third consecutive year.</p>	<p>Extra release days for teaching staff to engage in data collection and programming x 3 teachers</p> <p>10 days @ \$550 Operational Funding</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Operational Funding (\$5500.00)

Process 2: Teacher Professional Learning and Collaborative practice

Enhancing staff knowledge and skills through implementation of high quality evidence based professional learning in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> Whole school reflective and review process to ensure congruence between school scope and sequences that reflect best practice and Department of Education and NESA policy standards. STEM skills and programs have been implemented across the school with an increase in staff knowledge and skills in a range of technologies including WeDo2, EV3 Mindstorms, Bluebot, Dot and Dash and Minecraft. Staff are increasing the use of the personal development plan processes to refine personal professional learning goals and maximlise their educational 	<p>Teachers upskilled in Robotics/STEM through COS partnerships and through professional learning opportunities. Teacher @ 2 days per term @ \$550 – \$4400</p> <p>Purchase of WeDos and EV 3's – \$5000</p>

Progress towards achieving improvement measures

impact.

- Staff knowledge and skills enhanced in the use of the Learning Progressions to support numeracy development.
- Second phase of Seven Steps to Writing implemented K to 6, with Year 5 Naplan writing results exceeding state.

I-Pad purchases – 10 @ \$400 – \$4000

IT support for school – 12 teacher days @ \$550 – \$6600

Staff engaged in PL in Progressions to support Literacy and Numeracy development – 3 teachers release days @ \$550 per day – \$1650

PDP plans refined to reflect school goals to improve classroom practice

Funding Sources:

- Operational Funding (\$22000.00)

Strategic Direction 2

Wellbeing for success

Purpose

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school with a sense of belonging to their school and community.

Improvement Measures

Learning partnerships established which increase student involvement and success in the school and the wider community.

Increased number of students, staff and parents meaningfully connecting with student wellbeing programs and initiatives in the school.

Progress towards achieving improvement measures

Process 1: A planned approach to wellbeing

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• CCMCSH Community of Schools facilitated combined days to enhance student skills and knowledge in areas of wellbeing and especially with support for coping with the drought.• School Wellbeing officer program facilitated support for students to develop identified needs and skills to increase student engagement within the classroom and learning in general.• Parents and community partnerships enhanced through Reading programs, breakfast club, breakfast mural, and crunch and sip initiatives.	<p>Community of School combined days for all staff and community members.</p> <p>Voluntary contributions from parents and wider community members.</p> <p>Student Wellbeing Program in operation throughout the year</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Student Wellbeing Program (\$21000.00)

Process 2: Evidence Based Wellbeing Initiatives

Develop and deliver wellbeing initiatives which build adaptive and resilient stakeholders across the school.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Student feedback as reported through the Tell Them from Me survey and school focus groups indicates high levels of wellbeing and connections with school.• Feedback from staff, parents/community and students for the Taj Mahal Chicken Coop Project and Janga Block Project was overwhelmingly positive with outcomes for students being the development of resilience, patience, perseverance and working in a team.• Breakfast Club mural was designed and completed by students giving a greater sense of ownership of their school landscape and confidence in their artistic abilities. Project captured on Prime 7 News with students' positive reflections around the project.	<p>Project based learning programs – SLSO days @ 10 days @ \$310 – \$3100</p> <p>SLSO Mural Project @ 5 days @ \$310 – \$1550</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$3 761.00) • Operational Funding (\$6 800.00) 	<p>Students have been provided with resources and experiences to support learning in the classroom. In addition School Learning Support Officers were utilised to provide additional help for students specifically in literacy and numeracy sessions.</p> <p>Evidence from program supervision, Learning and Support mentoring and meetings with parents indicated personalised learning plans and pathways were effectively designed and implemented. Personal goals were defined and addressed, and student progress tracked and plotted with students internal data showing growth in literacy and numeracy.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$9 391.00) 	<p>QTSS funding was used to provide additional time for teachers to meet and collaboratively plan throughout the year. During these days, teachers worked together to analyse student data, reflect upon lessons and program learning using available data.</p> <p>Opportunities were also made available to visit schools, share and develop collaboratively programs across the CCMCSH Community of Schools.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$24 172.00) • Operational Funding (\$11 000.00) 	<p>Socio-economic background funds were used partially to purchase an additional teaching position which provided an additional teacher for learning support. .</p> <p>Funds were also used to ensure that all students could access sporting, cultural and artistic endeavours, incursions and excursions.</p> <p>A breakfast program ran every day which was accessed by multiple students throughout the year and provided basic needs so students could concentrate on their learning and fully engage at school.</p>
Support for beginning teachers	\$0	No funding to support beginning teachers was received in 2019.
Sporting Schools	Funding Sources: <ul style="list-style-type: none"> • Sporting Schools Program (\$3 600.00) 	<p>Students were provided specific skill development in swimming and touch football. All students accessed programs in a variety of sports including tennis, swimming, hockey and rugby union. This raised students' levels of physical competency in the accessed programs.</p>
Wellbeing Funding	Funding Sources: <ul style="list-style-type: none"> • Student Wellbeing Program/Community Contribution/Operational funding (\$21 000.00) 	<p>Student Wellbeing Officer made connections with the children and families to support the school's programs and initiatives. The Student Wellbeing Officer worked on implementing the Westmead Feelings Program as well as liaising with teachers and students to ensure the wellbeing of our whole school community.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	26	32	27	28
Girls	26	22	19	18

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.2	96.3	89.9	91
1	95.9	93	90	95.5
2	94.9	95.2	90	93.9
3	93.2	92.8	97.2	94.2
4	95.3	91.4	94.2	93.8
5	90.9	94.8	90.8	91
6	94.4	89.8	92.2	94.1
All Years	94.2	93.4	92.1	93.3
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)	2.38
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.46

*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	107,581
Revenue	875,202
Appropriation	855,152
Sale of Goods and Services	1,105
Grants and contributions	17,910
Investment income	1,035
Expenses	-813,655
Employee related	-711,109
Operating expenses	-102,546
Surplus / deficit for the year	61,547

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	64,203
Equity Total	56,787
Equity - Aboriginal	3,761
Equity - Socio-economic	24,172
Equity - Language	0
Equity - Disability	28,854
Base Total	665,142
Base - Per Capita	10,793
Base - Location	19,099
Base - Other	635,250
Other Total	29,084
Grand Total	815,217

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.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

The school, over the course of the year, sought parents/carers, students and community feedback through formal and informal ways. The Tell then From Me survey was introduced for the first time for students Years 4–6 and parents. This survey is initially completed early in the year and is then repeated towards the end of the year. The TTFM Student Survey is designed to provide an with insight to guide school planning and help to identify school improvement initiatives. The survey consisted of a number of questions. The areas where students from Cumnock Public School were higher when compared to the NSW Government Norms are:

Social–Emotional Outcomes

- Student participation in extracurricular activities
- Students with a positive sense of belonging
- Students that value schooling outcomes
- Students with positive homework behaviours
- Students with positive behaviour at school
- Students who are interested and motivated

Effort Drivers of Student Outcomes

- Effective learning time
- Relevance
- Rigour
- Students who are victims of bullying (positive a significantly lower the NSW Government Norm)
- Advocacy at school
- Positive teacher–student relations
- Positive learning climate

In the open–ended questions

- Our school question I: 'Please tell us some things you really like about your school and two things that would make it even better.'
- Our school question II: 'Describe how the writing program "Seven Steps to Writing Success" has improved your writing this year.'

The information from these responses has been used in planning for 2020 such as increasing the opportunities through STEM, expanding the writing program to increase the number of authentic writing opportunities and continuation of the community programs.

The Perspective of Parents, 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. The survey includes seven separate measures, which were scored on a ten–point scale.

Given the small number of responses received the specifics of the responses cannot be discussed to ensure privacy.

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.