

# Cundletown Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### School contact details

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### Message from the principal

It is with great pleasure that I present the 2019 Annual School Report for Cundletown Public School. At our school we are focused on continual improvement, to ensure our school caters for and provides an outstanding primary education for all our students.

Our school has commenced a focus on developing Visible Learning (Prof. Hattie research base) and future focused pedagogy across the 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 delivering quality lessons in every class, every day. Our work in literacy continues with staff embedding the Seven Steps to Writing program. Professional learning has continued to focus 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.

The school environment and grounds improvement continued this year with new playground equipment installed, some minor painting, administration building carpet and a roofing replacement program completed.

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 strategically plan for the year ahead. Our school has completed the External Validation against the School Excellence Framework guiding our school progress with an external team from the high performance unit validating our evidence.

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 indicated it is a really valuable 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 2020.

### Message from the school community

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 needed funds for the school or have the canteen operating 5 days a week for the children.

Cundletown P&C would like to thank Mr Sherrard Principal for your support of our P&C this year and we look forward to working with you and all the staff at Cundletown Public School in 2020.

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 home readers and we have also been able to assist with the costs associated with the morning tea at Education Week 2019, NAIDOC, Presentation Day 2019 and the Year 6 farewell cake. 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. We held our first silent art auction in term four raising an amazing \$970.

With the 2019 drought and bush fires 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. 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 farming families was overwhelming and humbling and I am sure that these families were most appreciative. Thank you everyone.

Cundletown P&C continues to oversee the running of our school canteen. We qualified as a Healthy School Canteen as verified by NSW Health this year. Our supervisor, Mrs Joanne Tisdell again 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 2020.

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 2020.

Maree Eakin

P&C President 2019

### Message from the students

We are proud to attend Cundletown Public School and have enjoyed our time at our wonderful school. Major events this year included excursions to the Canberra, leadership and the Science and Engineering Day. PSSA Sports included Hockey, Soccer, Cross Country, Cricket Netball, Swimming and Athletics. External competitions included Hunter Maths and University of NSW competitions. We also took part in Easter Hat, ANZAC Day, Book Week, NAIDOC, Education Week, Grandparent's Day and Remembrance Day activities.

We feel very fortunate to have had so many opportunities during at Cundletown. We will remember our time with fondness and gratitude. Thank you staff and fellow students.

SRC 2019



## 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 2019 school enrolment is 330 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

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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>

### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning: – Staff at Cundletown Public School continue to build a learning culture where all are fully 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 a planned learning approach to occur. Our approach ensures we are meeting the needs of the individual so they can connect, succeed, thrive and learn. Engagement of all students remains a priority within the school as evidenced by our current school plan. Differentiation of learning associated with creating and maintaining a quality classroom environment, empowers our teachers to ensure the needs of all learners are catered for. 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. This will be enhanced by continuing to develop strong parent partnerships e.g. reporting to parent interviews, academic classroom visits and parent information evenings around critical and creative thinking and future focused learning. Our focus on value added trend has shown positive gains. Our on balance judgement against the School Excellence Framework in Learning is; sustaining and growing.

### Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching: – The strong collaborative culture of our school enhance the quality teaching and learning opportunities and strengthens our professional learning. Our school has continued to embed future focused learning which includes learning dispositions and critical and creative thinking pedagogy across the school 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. 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, teachers continue to develop their ability to use data to drive teaching and learning. Professional learning has focused on improving the teaching of Mathematics K–6 through a problem solving approach. Planned professional learning has focused on explicit teaching and has included shared feedback from teachers. 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 Success professional learning. Use of the teaching standards and the performance and development plan (PDP) process is a coordinated and whole school process for all staff. This year is our first year focusing on Visible Learning. 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 in teaching; is sustaining and growing.

### Leading

The results of this process indicated that in the School Excellence Framework domain of Leading: – At our school we continue to prioritise the development and strengthening of effective educational leadership 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 an 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 the 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 toward ensuring the effective implementation of the school plan. Our on balance judgement against the School Excellence Framework in leadership; sustaining and growing.

## 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.

#### Improvement Measures

Move from *sustaining and growing* to *excelling* in the School Excellence Framework themes of Collaborative practice and feedback, and High expectations culture.

All students achieve at or above expected growth in reading, writing and numeracy.

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.

#### Progress towards achieving improvement measures

##### Process 1: Collaborative Practice

Ongoing improvement in teaching practice across the school through professional learning that includes instructional leadership, collaborative self reflection and professional dialogue within a performance development framework. This will include professional learning in Hattie's research of Visible Learning in 2019.

Evaluation	Funds Expended (Resources)
All teaching staff have engaged in professional learning sessions, including the use of learning intentions, success criteria and individual learning goals to support and cater for students' individual learning needs. Staff have developed a thorough knowledge of curriculum outcomes, assessment strategies and educational research, leading to a more comprehensive understanding of the impact their teaching is having on student learning. A culture of high expectations continues to be developed with all teaching and learning programs in the school. The consistent use of learning intentions supports student understanding of learning goals and to monitor their own progress towards achieving their learning goals. Consequently, students are active participants in learning process, supported by the teacher students self-monitor their progress and revise goals based on their strengths and areas for improvement. (Cundletown Public School: Strategic Direction 1: Quality Teaching and Learning)	\$25 000

##### Process 2: Learning Intentions

Quality learning intentions are developed for students that reflect high expectations and are responsive to student progress. The achievement of goals is monitored through robust analysis of quality, valid and reliable data.

Evaluation	Funds Expended (Resources)
A culture of high expectations continues to be developed with all teaching and learning programs in the school. The consistent use of learning intentions supports student understanding of learning goals and to monitor their own progress towards achieving their learning goals. Consequently, students are active participants in learning process, supported by the teacher students self-monitor their progress and revise goals based on their strengths and areas for improvement. Teacher anecdotal evidence was sought on student participation and engagement in Maths across the school.	\$5000



## Progress towards achieving improvement measures

### Process 3: Writing

The Cundletown Public School collaborative initiative with the North Manning Learning Community will facilitate professional learning with the explicit teaching of writing and consistent teacher judgement in the assessment of writing.

Whole school professional learning, with the Instructional leadership model supporting the continued implementation of literacy progressions and support for the teaching of writing. The seven steps to writing program will be commenced when professional learning is available in semester two 2018 and completed term one 2019.

Evaluation	Funds Expended (Resources)
After participation in the Improving Writing Initiative as a member of the North Manning Learning Community, the leadership team evaluated writing progress across the school. This led to the decision to commence professional development for all teaching staffing in the Seven Steps to Writing Success program in semester two 2018 and term one 2019. The Instructional Leader and Assistant Principal QTSS worked alongside teachers to plan, implement and evaluate this program K–6. Student response to the initiative was very positive from the beginning of the program's implementation. The teaching strategies associated with this approach to the teaching of writing became embedded in all stage-based writing programs, integrated with other KLAs and focused on writing to entertain, inform and persuade. The success of this initiative saw the school identified as having a successful writing model K–6. At the Director's request, Principals from the Taree Network were invited to visit the school and view the teaching of writing in practice in our classrooms.	\$14000

### Next Steps

Next year we will continue to consolidate the Visible Learning strategy across the school led by the Impact coaches implementing the second year of the action plan.

Improving student writing outcomes will continue be a focus for 2020 utilising the Seven Steps program.



## 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.

#### Improvement Measures

Move from *delivering* to *sustaining and growing* in the School Excellence Framework themes of Student growth, Summative assessment and Formative assessment.

Move from *delivering* to *sustaining and growing* in the School Excellence Framework element Data skills and use.

#### Progress towards achieving improvement measures

##### Process 1: Data Use in Teaching

Professional learning to strengthen data analysis of student assessment in order to better guide quality teaching and learning. This will include effective monitoring of student progress and achievement, and encourage teacher self- reflection when preparing teaching programs.

Evaluation	Funds Expended (Resources)
The results indicated that in the School Excellence Framework domain of Learning: – Staff at Cundletown Public School continue to build a learning culture where all are fully committed to working collaboratively supporting successful student progress, attendance and transition. Differentiation of learning associated with creating and maintaining a quality classroom environment empowers our teachers to ensure the needs of all learners are catered for. We have moved forward on the School Excellence Framework from delivering to sustaining and growing in the area of formative and summative assessment. We have also moved from delivering to sustaining and growing in data skills and use. We will continue to enhance our learning culture theme of high expectations and continuity of learning.	\$15000

##### Process 2: Learning Progressions

Professional learning in learning progressions with a focus on strengthening expertise in explicit teaching and assessment of literacy and numeracy.

Evaluation	Funds Expended (Resources)
This year members of staff are continuing to complete L3 professional learning activities. Semester one had the required data entered in PLAN 2. At the end of semester two the school had all L3 trained staff input data for required areas of progressions. Teaching staff have had the opportunity and professional learning to build their capacity and understanding the analysis of assessment data of student skill aligned with the learning progressions. Teachers were able to use the data when preparing explicit teaching and leaning programs for their students particularly in literacy and numeracy. L3 data demonstrated in 2019 with Kindergarten, 77% of students were above the expected benchmark level 11. With Year 1 students 76% were above level 18 expected benchmark and Year 2 students had 95% above level 22 expected benchmark.	\$10 500

#### Next Steps

The school will continue the focus on analysing data to guide teaching and learning, this will include continued use of the Scout program. Three teachers will complete the L3 professional learning in 2020 and thus all staff will then have completed the L3 professional learning 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.

#### Improvement Measures

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.

Increase the use of authentic and future focused tasks as evidenced by students achieving the *ideal* target compared with 2017 authentic base line data.

#### Progress towards achieving improvement measures

##### Process 1: Future Focused Learning

Development of teacher capacity in the implementation of future focused learning. Teachers develop students' ability to think critically and creatively and to engage in higher order thinking across all Key Learning Areas.

Evaluation	Funds Expended (Resources)
The data indicated that students have achieved the ideal targets for 2018–19 and are on track for 2020 targets to be achieved. This positive data is a direct result of the development and implementation of a K–6 scope and sequence to guide the explicit teaching of the characteristics of an Effective Learner at Cundletown Public School. Stage core programs (K–6) reflect the explicit teaching of the seven learning dispositions vital to developing critical and creative thinking skills in all students. Through the implementation of 'Minds Wide Open' and 'Visible Learning', students have been empowered to be learners who are confident collaborators and communicators willing to use their critical and creative thinking skills to meet challenges and solve problems in all KLAs. This is reinforced by the Tell Them From Me data that indicated 80% of students are interested and motivated in the learning and 86% of students try hard to succeed in their learning.	\$8000

##### Process 2: Engagement

Parents will have the opportunity to learn about and engage with technology which is used for learning, by connecting and communicating, as well as learning about the digital technology tools and related information to support students in the classroom.

Evaluation	Funds Expended (Resources)
Parents have indicated that from the academic classroom visits, interviews and discussion with teachers that they are supportive of the focus on student technology and the strategies that involve teaching and learning with technology. The parents see the value of evolving teaching and learning and understand the differentiation and analysis of student work. The learning goals, learning intention and success criteria language has been communicated and parent understanding and support is evident through class discussion and feedback by students and parents. Parents value that various forms of technology has when developing students ability to communicate, collaborate and to be critical and creative thinkers.	\$2000

## Next Steps

The school will continue to develop the strategies that underpin our futures learning pedagogy. Building the capacity of staff to ensure quality teaching and learning. We will also continue to build the strong parent support and engagement in our school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$53863	Our Aboriginal learning and support officer has been employed to support the implementation of class and school programs and events at our school. This included support for the awareness and understanding of Aboriginal culture in the education context. Our events this year including NAIDOC have been very positive for our school and the involvement of Chatham High staff and students in our activities was also welcomed. Once again great support from parents and community attending the school and supporting our students and cultural events was evident.
<b>Low level adjustment for disability</b>	\$50553	In 2019 differentiated teaching and learning programs were based on the assessment and teacher analysis of data including Scout and the progressions. The in-class support was also assessed and identified on a needs basis to provide support where identified. Student progress was reported on and communicated to parents at interview and written reports.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$58907	Staff reflections and feedback supported the use of Quality Teaching Successful Students resources to support our early career teachers and whole school professional learning. This allowed for an Assistant Principal position to continue in this role for 2019.
<b>Socio-economic background</b>	\$271842	In 2019 the school self funded the Early Action for Success program including the Instructional Leader role. Collaborative strategies were supported by stage team based programming and moderation days in support of literacy and numeracy. Reciprocal reading resources and future focussed learning resources in classrooms are also being supported this year. The Visible Learning professional learning also commenced and will continue in 2020.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	164	169	172	182
Girls	147	151	165	155

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	93.8	95	93.9
1	92.9	93.4	92.7	93.5
2	94.7	93	92.1	91.2
3	91.8	94.3	90.2	93.8
4	93.7	93.2	94.2	90.8
5	95.5	93.7	91.9	92.4
6	89	93.5	91.6	91.7
All Years	93.4	93.6	92.5	92.4
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
Assistant Principal(s)	4
Classroom Teacher(s)	15.53
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

### 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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	304,084
<b>Revenue</b>	3,909,823
Appropriation	3,825,873
Sale of Goods and Services	2,375
Grants and contributions	76,267
Investment income	1,159
Other revenue	4,150
<b>Expenses</b>	-3,707,861
Employee related	-3,314,213
Operating expenses	-393,648
<b>Surplus / deficit for the year</b>	201,962

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	145,060
<b>Equity Total</b>	493,645
Equity - Aboriginal	53,862
Equity - Socio-economic	271,842
Equity - Language	0
Equity - Disability	167,941
<b>Base Total</b>	2,379,981
Base - Per Capita	79,073
Base - Location	3,418
Base - Other	2,297,490
<b>Other Total</b>	737,074
<b>Grand Total</b>	3,755,760

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](https://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

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 promote a safe and inclusive environment. Parent/caregiver, students and teacher satisfaction feedback was gained from the participation in surveys, interviews, staff meetings and P&C meetings. Also the use of Skoolbag, school newsletter and Facebook was used to distribute information to our parents and they continue to support the use of this technology.

Our parents indicated that they enjoy the academic classroom visits and value the opportunity to spend time in classrooms. "Yes they're a fantastic way for parents to learn what their children are engaged in". Parents openly discuss the school programs and that they support the innovative ideas at our school. Parents indicate they are confident about their child's learning and well being at our school. "The school is the best one, we have been lucky to be a part of, thumbs up. Great staff and environment for learning". Our school has also commenced an attendance App for parents to respond immediately when students are absent. This has worked positively and parents indicated they wish it to continue.

Staff feedback was collected at staff and stage meetings by professional dialogue and survey. Feedback indicated that staff are positive about the school and feel supported in their roles at our school by the leadership team. The organised professional learning is well attended and supports Professional Development Plans. Our staff abilities with the use of technology in teaching and learning at Cundletown is at a high level. All staff are to be commended on their professional and caring response to the students and community during the devastating bush fires that occurred in late 2019. The disruption to term four impacted many communities in our local area.

Students were surveyed through Tell Them from Me resource and indicated they feel valued by their peers and others in the school. Students demonstrating positive behaviour at school results were 5% above state average. Students indicated they were interested and motivated in their learning with results showing the school was 2% above the state average. Students indicated that teacher advocacy for students was high at the school and again above state average measures.

We look forward to continuing the positive quality teaching and learning in 2020.

# 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.

## Other School Programs (optional)

In 2019 Cundletown Public School activities have included; the School Concert Band this year with 12 students learning musical instruments. The school choirs again performed at local events including the Taree & District Eisteddfod. The Triple C group again was spectacular performing at local events, nursing homes and local primary schools across the Manning area. We participated in the lower North Coast Public Speaking finals having students achieving a first and another a second place. We commenced our senior dance group in 2019 and reached a performance standard performing at school and community events. Our sporting representation was strong with students participating in gala days and at local, district, zone, region and state level NSWPSA championships.