

2021 Annual Report

Cundletown Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 with pleasure that I present the 2021 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 continued to work on developing Visible Learning (Prof. Hattie research base) pedagogy across the school. The professional learning of all staff has reinforced the amazing work that is happening in our classrooms, ensuring 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 will this year focus on the teaching of Mathematics K-6 with planned professional learning sessions dedicated to building knowledge of mathematical content and capacity to implement strategies that have impact, are relevant, practical and timely.

Our staff have been engaged in the planning process which has resulted in the development of a situational analysis which preceded our 2021-2024 School Improvement Plan. Our leadership team has organised and completed planning to evaluate and strategically plan for the years ahead.

Unfortunately, due to the COVID-19 pandemic, parents have been unable to be as actively involved in some school-based activities but we have continued to ensure communication is timely and partnerships are developed via online platforms, reinforcing our positive home and school engagement focus. Thank you to all parents / carers for your patience and understanding in these most unusual and sometimes challenging circumstances. Thank you to our school P&C, for their support throughout the year. I look forward to another year full of quality teaching and learning, resulting in high student engagement and achievement.

Message from the school community

Cundletown Public School Parents and Citizens (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 to Mr Sherrard Principal for your support of our P&C this year, we look forward to 2022.

The P&C fundraising efforts this year were affected by the COVID 19 pandemic, which saw many of our fundraising efforts curtailed. However, 2022 looks promising with the Annual Easter Raffle and Mother's Day Stall. P&C again donated funds for the Year 6 farewell cake in 2021 and made a donation of funds to the school towards updated reading resources. We would also like to thank the school community & businesses who kindly donate year after year to our fundraising efforts. The P&C supported the decision for the school canteen to transition to school operated in 2022.

School vision

At Cundletown Public School a committed collaborative education team strive to develop well-rounded, confident and self-directed learners who aspire to achieve their full potential in a complex and changing world. A welcoming, safe and supportive learning environment enables students to develop and value resilience, empathy, innovation, fairness, self-regulation and engagement in learning. In partnership with parents, carers and the wider community, Cundletown Public School promotes equity, excellence and opportunities for all students in an environment which promotes advocacy, a sense of belonging and high expectations.

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 districts. We promote a positive school culture of inclusion and connectedness, and are proudly known as 'The Caring School'. The enrolment of Cundletown Public School is stable and family orientated. The school enjoys strong support from and engagement with parents, carers, grandparents and the wider community. The school motto is "Learning for Life", aimed at producing challenged, engaged and inspired learners whose love of learning makes them learners for life, within a welcoming, safe and friendly environment.

The school consists of an enrolment of 325 students, 20% of whom identify as Aboriginal background. Cundletown Public School has a range of experienced and early career teachers. The school promotes the development of academic excellence, including support programs tailored to meet individual needs, and provision of opportunities to extend students. Our committed staff work collaboratively and engage in ongoing professional learning to maintain quality teaching practices enabling all students to connect, succeed and thrive.

The inclusion of extra-curricular opportunities is valued, including Triple C (performance band), choirs, dance, and representative sport. The school actively participates in the North Manning Community of Schools in partnership with Chatham High School. The school has an established culture that endorses high expectations and consistency in wellbeing, engagement and behaviour management. The success of past students is evident as they excel as leaders and academic achievers during their secondary schooling. The partnership between home and school is of significant importance at Cundletown Public School. Parents and carers engage in initiatives including classroom visits, information workshops, P&C activities, and parent volunteer programs.

The school community, involving students, staff and parents / carers were consulted in a thorough situational analysis followed by the development of a strategic improvement plan. The situational analysis acknowledged and recognised effective practices and identified areas for school improvement.

Teachers will continue to work collaboratively to develop and refine evidence-based teaching practices that are responsive to the learning needs of our students to maximise learning outcomes, particularly in literacy and numeracy. Quality assessment will be an integral component of all literacy and numeracy programs. The school will focus on improving the structures and processes for the collection, monitoring and analysis of school-wide data to identify strategic priorities, and develop plans for continuous improvement which reflect research on best practice. Staff will use school-wide student assessment data regularly to identify student achievements and progress at individual, group and whole school levels, in order to reflect on teaching effectiveness and inform future school directions.

The school will use a strategic and planned approach to develop whole school processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. A deeper understanding of effective feedback and improvements in soliciting and addressing feedback from students, staff, parents and the broader school community will inform teaching and drive school improvement.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and build foundations for academic success the school will further develop and refine evidence-based teaching practices that are responsive to the learning needs of our students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Planning for and monitoring of student progress
- Improving Literacy and Numeracy K-6

Resources allocated to this strategic direction

Socio-economic background: \$78,305.33

Low level adjustment for disability: \$123,329.80

Summary of progress

Planning for and monitoring of student progress

The allocation of funding enabled teacher collaboration to occur where teachers were released to develop teaching and learning programs in response to student achievement data. Professional learning and departmental resources were introduced into the planning process to ensure quality teaching and learning programs were established. Teacher professional learning covering quality teaching practice and the moderation process aimed to further develop quality evidence-based teaching practice reflective of student data. Assessment activities were reviewed to provide students with meaningful feedback on a continuous basis. Revised K-6 scope and sequences for English strands including grammar, writing, reading and spelling were completed. The development of a clear process for moderation was introduced to create the conditions and culture that support meaningful teacher collaboration. The lack of available casual staff due to the COVID pandemic disruption made it difficult to fully implement the collaborative process however progress was made. The moderation process will continue in 2022 to enable teachers to collaboratively analyse student data and develop evidence-based teaching practice. Future considerations include building momentum by utilising stage meetings more effectively to include moderation of student work, professional learning and the development of consistent assessment rubrics.

Improving Literacy and Numeracy K-6

A whole school approach to stage-based planning, programming, assessment, moderation and monitoring of student progress in literacy and numeracy was continued to be developed. The allocation of school funding enabled teacher collaboration where stage teachers were released together to develop teaching and learning programs in response to student data. Planning days were held in weeks 5 and 9 of each term where Mathematics program was developed collaboratively aimed at improving numeracy outcomes. In week 8 of each term further planning was held to work on the integrated literacy units to be developed collaboratively and aimed at targeting the learning needs of students in literacy for the term ahead. The lack of available casual staff in part due to COVID-19 was a barrier to implement the collaborative process completely without disruption. This collaborative process enabled consistency in the development of teaching and learning programs, the sharing of effective teaching practice and the collaborative analysis of student work samples.

Moderation occurred where teachers collectively analysed student work samples to reflect on and adapt education practice and improve student outcomes. This enabled teachers to identify areas in which students' learning needs may require additional attention and development. Continued teacher professional learning with department resources, best teaching practice and the moderation process will aim to strengthen the development of quality evidence-based teaching practice reflective of student data. After review and evaluation, adjustments and improvements to the process were made to ensure the ongoing development of evidence-based teaching and learning for Mathematics in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 bands in NAPLAN reading to be above the system-negotiated target baseline of 28%. • Increase the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN reading to 53%. • Increase the percentage of students achieving in the top 2 bands in NAPLAN numeracy to be above the system-negotiated target baseline of 19.5%. • Increase the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN numeracy to 54%. 	<ul style="list-style-type: none"> • Data indicated 37.84% of Year 3 students and 28.21% of Year 5 students (combined average of 33.03%) are in the <i>top two skill bands</i> for <i>reading</i> which is an increase from the systems-negotiated target baseline of 28%. • 75% of <i>Aboriginal students</i> have achieved results in the top 3 NAPLAN bands in <i>reading</i> indicating achievement of the lower bound target 53%. • In <i>numeracy</i>, 21.62% of Year 3 students and 15.79% of Year 5 students (combined average of 18.7%) are in the top two skill bands indicating progress towards the systems-negotiated target baseline of 19.5% • 71.5% of Aboriginal students in Year 3 and 50% of Aboriginal students in Year 5 have achieved results in the top 3 NAPLAN bands in <i>numeracy</i> indicating achievement of the lower bound target of 54%.
<ul style="list-style-type: none"> • Increase the proportion of students achieving expected growth in NAPLAN reading to be above the system-negotiated target baseline of 62.5%. • Increase the proportion of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 67.8%. 	<ul style="list-style-type: none"> • The percentage of students achieving <i>expected growth</i> in <i>reading</i> increased by 8.78% to 56.4% indicating progress toward the lower bound target of 62.5%. • The percentage of students achieving <i>expected growth</i> in <i>numeracy</i> increased by 8.12% to 48.6% indicating slight progress toward the system-negotiated target of 67.8%.
<ul style="list-style-type: none"> • Increase the proportion of students K-2 achieving at or above expected benchmark in <i>Schedule for Early Number Assessment</i> (SENA) from baseline 41.3% to at or above 45.4%. • Increase the proportion of students Years 2-6 achieving at or above expected stanine level in PAT Maths from baseline 46.6% to at or above 51.3%. • Increase the proportion of students Years 2-6 achieving at or above expected stanine level in PAT Reading from baseline 45.1% to at or above 49.6%. • Increase in the proportion of students K-6 achieving at or above the expected reading level from baseline 44.8% to at or above 49.3%. • School Excellence Framework School self-assessment and external validation against the School Excellence Framework improves in the <i>Professional Standards</i> element theme of; Literacy and Numeracy from maintaining at <i>Sustaining and Growing</i>. 	<ul style="list-style-type: none"> • The percentage of students K-2 achieving at or above expected benchmark in the <i>Schedule for Early Number Assessment</i> (SENA) reached 50% which exceeded our target for 2021. • The percentage of students Years 2-6 achieving at or above expected stanine level (above Stanine 5) in <i>Progress Achievement Test Mathematics</i> (PAT) increased from baseline 46.6% to 65.8% indicating achievement of the lower bound target of 51.3% (Note/ PAT Maths assessment was postponed until Term 4 Week 6 due COVID-19 restrictions). • The percentage of students Years 2-6 achieving at or above expected stanine level (above Stanine 5) in <i>PAT Reading</i> increased from baseline 45.1% to 51.1% indicating achievement of the lower bound target of 49.6%. • Data indicates 83% of students (K-6) are achieving at or above expected <i>reading level</i> indicating achievement of the lower bound target of 49.3% (ES1 - 88%, Stage 1 - 71%, Stage 2 - 92% and Stage 3 - 81%) • Self-assessment against the <i>School Excellence Framework</i> (SEF) shows the school currently performing at sustaining and growing in the element of <i>Professional Standards</i>.

Strategic Direction 2: Data and its use

Purpose

To use school-wide student assessment data regularly to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Use of data to inform practice
- Assessment

Resources allocated to this strategic direction

Socio-economic background: \$30,000.00

Per capita: \$2,000.00

Summary of progress

Use of data to inform practice

The establishment of a Data Analysis Team had a high level of support from staff and successfully enabled the analysis of whole school data including Tell Them From Me, NAPLAN, PAT assessments, Check-in, Scheduled Early Numeracy Assessment (SENA), teacher assessed reading levels and attendance data. The team included a representative from each stage who met once per term to analyse and identify areas of strength and areas for improvement.

A whole school assessment schedule was developed to establish consistency in the collection of internal assessment data and ensure the data was reliable, relevant, valid and accurate. Findings from the analysis of whole school data was presented to all staff each term for discussions and to determine future directions and areas of focus. The data analysis process will continue in 2022 with actions followed up by the leadership team.

Assessment

School-wide assessment schedules and practices for assessment were used to monitor, plan and report on student learning. Processes included; evaluation of assessment data to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time. Assessment will continue to be used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment was practised by teachers to embed the five elements of effective assessment: learning intentions, success criteria, explicit descriptive feedback, peer and self-assessment and goal-setting.

Analysing whole school assessment was a focus for the data team enabling teachers to respond to trends in student achievement at individual, group and whole school levels. This allowed for the development of school-wide practices and processes, ensuring students and parents understand the assessment approaches used in the school and their benefits for learning.

In stage teams, analysis of summative assessment data allowed for identifying the learning progress of individual students and cohorts. Teachers used summative data to identify student learning and validate formative assessment practices.

The School Capability Assessment and professional learning conducted with CORWIN has allowed us to identify the next steps in our Visible Learning (VL) journey. The full impact of the implementation of Visible Learning has not been evident due to the COVID-19 disruption which did not enable follow up from the professional learning to occur. Future considerations will include having a continued VL focus, professional learning and check-ins with staff regarding the implementation of VL, with a particular focus on the application on Structure of Observed Learning Outcome (SOLO) in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>• School Excellence Framework School self-assessment and external validation against the School Excellence Framework improves in the <i>Data Skills & Use</i> element theme of; 'Data Analysis' from maintaining at <i>Sustaining and Growing</i>.</p>	<p>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of <i>Data Skills & Use</i> theme of; 'Data Analysis'.</p>
<p>• School Excellence Framework School self-assessment and external validation against the School Excellence Framework improves in the <i>Data Skills & Use</i> element theme of; 'Data Use in Teaching' from maintaining at <i>Sustaining and Growing</i>.</p>	<p>• Self-assessment against the School Excellence framework shows the element of <i>Data Skills & Use</i> theme of; 'Data Use in Teaching' to be sustaining and growing.</p>
<p>• School Excellence Framework School self-assessment and external validation against the School Excellence Framework improves in the <i>Effective Classroom Practice</i> element theme of; 'Feedback' from maintaining at <i>Sustaining and Growing</i>.</p>	<p>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of <i>Effective Classroom Practice</i> theme of; 'Feedback'.</p>

Strategic Direction 3: Wellbeing and Engagement

Purpose

Have a strategic and planned approach to develop whole school wellbeing processes that support wellbeing of all students so they can connect, succeed, thrive and learn.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engage for success
- Every day counts

Resources allocated to this strategic direction

Per capita: \$11,200.00

Socio-economic background: \$31,100.00

School support allocation (principal support): \$840.57

Summary of progress

Engage for Success

The school has strategically planned for and implemented whole-school practices and processes to develop improvements in engagement and wellbeing to support the achievement of all students. This is aligned to What Works Best where the evidence shows that higher levels of engagement and wellbeing are linked to higher academic achievement.

All staff members engaged in online professional learning for the implementation of Smiling Minds, a mindfulness-based social and emotional learning program. The implementation and support documents enabled teachers to implement all aspects effectively equipping students with the skills they need to thrive in life, by building healthy minds. The school communicated to parents/caregivers the program goals and successes of the program leading to positive responses and valuable feedback.

The allocation of funds to support a *Student Wellbeing and Engagement* teacher position enabled class teachers to receive additional and targeted support for the engagement of and with identified students across the school. The development of extra curricula activities included *Rock & Water* and a *Girl's Group* which targeted student's wellbeing and learning needs gained very positive student feedback, promoted engagement and ensured optimum conditions for student learning.

The improved communication to all staff in reference to student behaviour saw the recording of incidents in SENTRAL enabling accurate recording, managing and tracking of behaviour incidents. The *Student Wellbeing and Engagement* program was interrupted due to impacts of COVID-19.

Teachers, parents and students engaged in the Tell Them From Me (TTFM) survey allowing some feedback to occur in this area. This feedback was analysed, presented to staff and future recommendations were discussed. Following the reduced COVID-19 restrictions, the school aims to increase community engagement and further develop a school-wide and collective responsibility for student learning and success, shared by parents/carers and students.

Review and continuation of the Smiling Minds program will occur in 2022 and the development of student groups to provide student voice throughout 2022. There will be a review of the *Student Wellbeing and Engagement* program with the Student Wellbeing and Engagement team in 2022, to ensure measurable improvements are implemented to support the wellbeing of students so they can connect, succeed, thrive and learn.

Every Day Counts

The school has planned consistent and systematic processes to enable teachers, parents and the community to work together to ensure student absences do not impact on learning outcomes. Although COVID-19 had a major impact on whole school attendance in 2021, student attendance was continually monitored and managed effectively. To achieve the improvement measures for attendance the school has established processes and procedures to track and monitor attendance which include:

The Attendance Procedure Flowchart was established with whole staff input and is currently the set procedures for all

staff to follow regarding student absence. This process ensures consistency across the school in the management of student absentee. This will occur with a regular review of attendance at stage meetings every 5 weeks. A follow up contact with families in regards to attendance, particularly regarding families hesitancy to send children due to fear of COVID-19 infection. And professional learning of staff to build in teachers a deep understanding of the relationship between attendance and achievement.

Academic success is correlated to high attendance. All communication to parents/carers is aimed at establishing a school culture that supports and is committed to the belief that "Every day counts". We strive to create a welcoming school environment, promoting positive attendance habits and tailoring early and individualised interventions to address problematic absenteeism.

The regular reviews of attendance data and identifying students of concern will be a continued focus for 2022. The continued implementation of the attendance procedure flowchart to ensure the consistent and effective management of student absentee. The tracking and monitoring of student attendance at school will continue to be a focus for 2022 with the engagement of the Home School Liaison Officer (HSLO) where required.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Increase the percentage of students attending school more than 90% of the time to be above the baseline of 73.7%. • Increase the percentage of students with a positive sense of belonging indicated through the Tell Them From Me (TTFM) survey data, to be above the baseline of 89.4%. 	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased to 75.2% which above school target of 73.7%. • Tell Them From Me data shows 78% (April) and 71% (November) of our students (Years 4-6) had a positive sense of belonging demonstrating a downward trend following a period of 'Learning from Home' as a result of the COVID-19 pandemic.
<ul style="list-style-type: none"> • School Excellence Framework School self-assessment and external validation against the School Excellence Framework improves in the <i>Learning Culture</i> element theme of; 'Attendance' from maintaining at <i>Sustaining and Growing</i>. • School Excellence Framework School self-assessment and external validation against the School Excellence Framework improves in the <i>Wellbeing</i> element theme of; 'A Planned Approach to Wellbeing' from maintaining at <i>Sustaining and Growing</i>. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of <i>Learning Culture</i> element theme of; 'Attendance'. • Self-assessment against the School Excellence framework shows the element of <i>Wellbeing</i> element theme of; 'A Planned Approach to Wellbeing' to be sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$85,707.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cundletown Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in: Students have had in class support to assist learning in line with Individual Education Plans (IEPs) and enhance curriculum based learning activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continued integration funding will target student need and ensure continued progress in the identified and updated learning plans.</p>
<p>Socio-economic background</p> <p>\$360,605.33</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cundletown Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Planning for and monitoring of student progress • Improving Literacy and Numeracy K-6 • Use of data to inform practice • Assessment • Engage for success • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff with authentic numeracy assessment to support student learning • employment of additional staff to support moderation program implementation • providing students with support for educational materials including uniform, equipment and other items <p>The allocation of this funding has resulted in: The impact of allocated funding allows extra teaching staff to support students in academic progress for literacy and numeracy in all stages. School Learning Support Officers (SLSO) supported engagement of students in class and in the playground promoting a safe playground environment for all. Student assistance was of benefit to those families in need of support with uniforms and canteen facilities. The playground upgrades resulted in renewed equipment area, sandpit and new outdoor shade area which is approved and construction commenced. Important initiatives in the school plan have been able to occur, with staff collaboration, including visible learning, Science Technology Engineering Maths (STEM) and teaching literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Socio-economic background</p> <p>\$360,605.33</p>	<p>funding will be: Teacher collaboration activities with all stage teams will continue in literacy and numeracy following school plan initiatives. The extra support of SLSOs personnel is also important support for students with identified need.</p>
<p>Aboriginal background</p> <p>\$76,722.42</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cundletown Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Aboriginal students have been successfully supported in curriculum activities and have an enhanced sense of achievement and belonging as evidence by NAPLAN results. Staff were released to meet and plan with Aboriginal parents and students for the current year IEPs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued use of funding to employ Aboriginal staff to support staff and students and community engagement at our School.</p>
<p>Low level adjustment for disability</p> <p>\$175,288.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Cundletown Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Improving Literacy and Numeracy K-6 • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention phonics program to increase learning outcomes <p>The allocation of this funding has resulted in: Consistent tiered in school support for the identified students across the K-6 grades.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to fund students identified by Learning Support Team and class teachers.</p>
<p>Location</p> <p>\$3,730.00</p>	<p>The location funding allocation is provided to Cundletown Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>Location</p> <p>\$3,730.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Upgrade of student play equipment area <p>The allocation of this funding has resulted in: The \$3 730 was utilised for upgrading and ongoing maintenance of our playground.</p> <p>After evaluation, the next steps to support our students with this funding will be: In the new year a new shade area is being planned for the sandpit.</p>
<p>Literacy and numeracy</p> <p>\$6,697.42</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cundletown Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: Continued equity of access for students for online resources which was very positive resource utilised while the learning from home learning restrictions were in place.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding will again be allocated for the learning resources in the new year.</p>
<p>QTSS release</p> <p>\$62,225.49</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cundletown Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: The use of QTSS time has provided the time for executive to plan, meet and discuss strategic activities that are part of the PDP process and are identified in the school plan.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>QTSS release \$62,225.49</p>	<p>The QTSS funding will again be utilised in the new year for executive to have the time assess evaluate plan and committee to the PDP focus school plan and collaboration activities.</p>
<p>Literacy and numeracy intervention \$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cundletown Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: The employed intervention teacher supported students in developing reading and mathematic skills and knowledge. The successful program will continue to support with identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: The organised timetable and program will continue next year to support the identified students from pre and post assessment.</p>
<p>COVID ILSP \$198,141.28</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing staff to provide online tuition to student groups in literacy/numeracy - Writing , Reading and Numeracy • providing targeted, explicit instruction for student groups in literacy and numeracy • releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 100% students improved in their writing from 1-3 levels on the Literacy Progressions sub-element 'Grammar: Sentence Level' and 2-4 levels on the writing sub-element 'Punctuation' • 96% of students improved from 1-3 levels in the Numeracy Progressions sub-element 'Quantifying Numbers: Number Recognition and identification & understanding of Place Value' • The average growth in reading was 3-4 levels with growth between 2 and 8 levels <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Tutors will be employed to target, monitor, implement and evaluate the literacy and numeracy intervention program tailored to the needs of the students. Regular monitoring of students as they transition back into classrooms and in-class support for some students will continue to ensure improvements in learning are maintained.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	172	182	180	171
Girls	165	155	152	154

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95	93.9	93.4	90.5
1	92.7	93.5	94	90.9
2	92.1	91.2	94.2	92.1
3	90.2	93.8	93.1	93
4	94.2	90.8	92.5	89.2
5	91.9	92.4	90.8	91.5
6	91.6	91.7	91.4	88.2
All Years	92.5	92.4	92.7	90.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	15.54
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	659,384
Revenue	4,297,569
Appropriation	4,252,907
Sale of Goods and Services	2,542
Grants and contributions	41,926
Investment income	194
Expenses	-4,485,188
Employee related	-3,885,859
Operating expenses	-599,328
Surplus / deficit for the year	-187,619
Closing Balance	471,765

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.

	2021 SBAR Adjustments (\$)
Targeted Total	85,707
Equity Total	612,616
Equity - Aboriginal	76,722
Equity - Socio-economic	360,605
Equity - Language	0
Equity - Disability	175,289
Base Total	2,477,573
Base - Per Capita	81,844
Base - Location	3,730
Base - Other	2,391,999
Other Total	784,114
Grand Total	3,960,011

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.

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

Cundletown Public School parents and community members continue to demonstrate strong positive support for our school including through the disruption of COVID and associated restrictions.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to well being and engagement. The parent surveys have indicated an increase in almost all measured areas in the Tell Them From Me (TTFM) survey. There is a continued demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. Parents receive information on what and how well their children are learning and receive regular information in accessible formats to support effective communication regarding school-wide initiatives and events.

Student feedback, from TTFM survey and class feedback, indicated a decrease in bullying and increase in student advocacy and positive behaviour at our school. Our student voice through class discussion and our Student Representative Council remains an important channel of information and suggestions from the student population.

Teacher feedback was collected which included the eight drivers of students learning and meeting notes. Our staff indicated that in all areas we were above the state mean average. A school focus for ongoing professional learning includes the effective use of technology, build capacity of early career teachers and continue to drive quality teaching across our school. Our staff indicated a positive strong morale, enjoy working at our school and have a commitment to school excellence and improving student outcomes.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.