

2022 Annual Report

Cundletown Public School



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Introduction

The Annual Report for 2022 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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School vision

At Cundletown Public School a committed collaborative education team strive to develop, 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, high expectations and a sense of belonging.

School context

Cundletown Public School is located in Cundletown 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 Manning 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 305 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 group), choirs, dance, and representative sport and actively participates in the North Manning Community of Schools activities. The school has an established culture that endorses high expectations and consistency in wellbeing, engagement and behaviour. The success of our 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 the strategic improvement plan. The situational analysis acknowledged and recognised effective practices and identified areas for school improvement.

Teachers 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 planning and 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	2022 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	Delivering
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	Sustaining and Growing
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: \$111,778.00

AP Curriculum & Instruction: \$180,685.20

Integration funding support: \$131,248.00

Summary of progress

Planning for and monitoring of student progress

Staff engaged in whole school professional learning based on the most effective evidence-based and research-based teaching methods to develop high performing teachers. This included professional learning around multiplicative and additive strategies and the moderation of writing which ensured all teachers operate with the deep understanding of and deliver quality teaching practices in literacy and numeracy. The leadership team led the professional learning and continually monitored the impact of programs and approaches used by teachers on student outcomes.

The Assistant Principal Curriculum and Instruction (APC&I) worked within teacher mentoring sessions to ensure the most effective teaching methods were adopted aimed to optimize learning progress in literacy and numeracy for all students. This was achievable through professional dialogue, collaboration, co-planning, co-teaching, classroom observation, modelling and through the provision of specific and timely feedback. Students' learning was monitored and data tracked to demonstrate growth in literacy and numeracy.

Future considerations will be to establish processes and practices to enable teaching staff the opportunity to demonstrate and share their expertise in the teaching of literacy and numeracy.

Improving Literacy and Numeracy K-6

The school has established and embedded explicit systems that facilitate a whole school approach to stage-based planning, programming, assessment, moderation and monitoring of student progress in reading, writing and numeracy. Teachers engaged in a collaborative process to analyse student data and develop evidence-based teaching and learning programs. Professional learning and departmental resources supported this process to develop best teaching practice. Teachers developed units of work inclusive of Learning Intentions and differentiated activities to meet the varying needs of students. The knowledge and skills of the APC&I and Learning and Support teacher (LaST) were utilised to incorporate research-based practice and to address students with learning difficulties. Assessment tasks were developed to assess the impact of teaching strategies on student outcome and to provide students with meaningful feedback on a continuous basis.

Collaborative planning will continue in 2023 to enable teachers to collectively develop evidence-based teaching programs reflective of student needs. Future considerations include building momentum by continuing to utilize stage meetings to moderate student's work, engage in rich and meaningful professional learning and develop whole school knowledge of the new syllabus, literacy and numeracy.

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 from 28% to be at or above the school's lower band system-negotiated target of 34.8%. 	<ul style="list-style-type: none"> Data indicated 47.17% of Year 3 students and 20.97% of Year 5 students (combined average of 34.1%) 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%.
<ul style="list-style-type: none"> Increase the percentage of students achieving in the top 2 bands in NAPLAN numeracy from 19.5% to be at or above the school's lower band system-negotiated target of 26.2%. 	<ul style="list-style-type: none"> In <i>numeracy</i>, 30.95% of Year 3 students and 28.89% of Year 5 students (combined average of 29.92%) are in the top two skill bands indicating achievement towards the systems-negotiated target baseline of 19.5%.
<ul style="list-style-type: none"> Increase the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN reading to 57.1%. 	<ul style="list-style-type: none"> Data indicates that 54.6% of Year 3 and 80.1% of Year 5 <i>Aboriginal students</i> (with a combined percentage of 68%) have achieved results in the top 3 NAPLAN bands in <i>reading</i> indicating achievement of the lower bound target 53%.
<ul style="list-style-type: none"> Increase the percentage of Aboriginal students achieving in the top 3 bands in NAPLAN numeracy to 58.9%. 	<ul style="list-style-type: none"> Data reveals 63.7% of Aboriginal students in Year 3 and 40% of Aboriginal students in Year 5 have achieved results in the top 3 NAPLAN bands in <i>numeracy</i>. This is a combined average of 51.85%, indicating progress towards the lower bound target of 54% in Year 5 and achievement in Year 3.
<ul style="list-style-type: none"> Increase the proportion of students achieving expected growth in NAPLAN numeracy from 67.8% to be at or above the school's lower band system-negotiated target of 70.6%. 	<ul style="list-style-type: none"> Expected student growth cannot be calculated as NAPLAN was not held in 2020.
<ul style="list-style-type: none"> Increase the proportion of students achieving expected growth in NAPLAN reading from 62.5% to be at or above the school's lower band system-negotiated target of 66.7%. 	<ul style="list-style-type: none"> Expected student growth cannot be calculated as NAPLAN was not held in 2020.
<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 50%. Increase the proportion of students Years 3-6 achieving at or above expected stanine level in PAT Maths from baseline 46.6% to at or above 56.4%. Increase the proportion of students Years 3-6 achieving at or above expected stanine level in PAT Reading from baseline 45.1% to at or above 54.6%. Increase in the proportion of students K-6 achieving at or above the expected reading level from baseline 44.8% to at or above 54.2%. School Excellence Framework School self-assessment and external 	<ul style="list-style-type: none"> Interview for Student Reasoning (IfSR) assessments in K-2 indicated on average 80.2% of students achieved above the target of 50% in the area of Quantifying Numbers <ul style="list-style-type: none"> 84.2% of students in Kindergarten achieved level 3 for Quantifying Numbers which is an increase from 55.2% in Semester 1 85% of students in Year 1 achieved level 6 for Quantifying Numbers which is an increase from 66% in Semester 1 75.5% of students in Year 2 achieved level 7 for Quantifying Numbers which is an increase from 64.5% in Semester 1 The percentage of students Years 3-6 achieving at or above expected stanine level (above Stanine 5) in <i>Progress Achievement Test Mathematics</i> (PAT) increased from baseline 46.6% to 73.25% indicating achievement of the lower bound target of 51.3%. The percentage of students Years 3-6 achieving at or above expected stanine level (above Stanine 5) in <i>PAT Reading</i> increased from baseline 45.1% to 51.5% indicating achievement of the lower bound target of 49.6%.

validation against the School Excellence Framework improves in the *Professional Standards* element theme of; Literacy and Numeracy from maintaining at *Sustaining and Growing* to trending towards *Excelling*.

Data indicates 82% of students (K-6) are achieving at or above expected *reading level* indicating achievement of the lower bound target of 49.3%.

Self-assessment against the *School Excellence Framework (SEF)* shows the school currently performing at sustaining and growing in the element of *Professional Standards*.

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: \$17,795.11

Summary of progress

- **Use of data to inform practice**

The establishment of the *Data Team* enabled ongoing analysis of whole school data including Tell Them From Me, NAPLAN, Progressive Achievement Test (PAT) assessments, Check-in, Interview for Student Reasoning (IfSR), 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. Feedback and recommendations were discussed further at the executive meeting to consider when future planning. Future recommendations will be to continue to communicate the impact of data collection and analysis to the school community and to continue to monitor the data collected and analysed to ensure it is valid, reliable and accurate.

- **Assessment**

Quality assessment of student learning was an integral component of all literacy and numeracy programs. Assessment was used to provide students with meaningful feedback on a continuous basis. 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 and summative assessment were implemented to measure student learning. Future recommendations will be to improve on utilising the data for the development of explicit descriptive feedback, peer and self-assessment, goal-setting and to guide lesson planning and explicit teaching.

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">• 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> to trending towards <i>Excelling</i>.	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing and trending towards excelling in the element of <i>Data Skills & Use</i> theme of; 'Data Analysis'.
<ul style="list-style-type: none">• 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> to trending	<ul style="list-style-type: none">• 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>towards <i>Excelling</i>.</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> to trending towards <i>excelling</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

Socio-economic background: \$189,599.00

Aboriginal background: \$96,028.49

Professional learning: \$3,000.00

Low level adjustment for disability: \$172,129.82

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 success and achievement.

Teachers have continued to implement wellbeing programs into their daily lessons such as Smiling Minds, a mindfulness-based social and emotional learning program. Programs were flexible to suit the needs of students within each class and aimed at developing respectful relationships in addition to the social and emotional development of individuals. A 'Student Wellbeing and Engagement' project was established which aimed to develop students' social-emotional skills and improve student engagement and well being. Staff were trained to deliver the Rock and Water program, aimed at increasing self-esteem, self-regulation and social acceptance and building self-confidence. School Learning Support Officers (SLSOs) were employed to provide assistance to students with additional learning and support needs. The well being initiatives will continue into 2023 and staff will engage in professional learning around trauma informed practice to improve response strategies and support practices. Future recommendations will be to develop peer support student focus groups to gain student voice and determine the full impact of initiatives on student wellbeing.

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. The attendance procedure flowchart outlines the steps for all staff to follow regarding student absentee. Regular review of student attendance occurs at stage meetings. Teachers and executive identified, analysed and monitored the attendance of students at risk. Intervention strategies were developed, and absentee was followed up in a timely manner. A representative at the Learning and Support Team meeting provided a whole school attendance report outlining students of concern, actions taken and future actions to follow up. All communication to parents/carers was 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 absenteeism.

The regular reviews of attendance data and identifying students of concern will be a continued focus for 2023. The continued implementation of the attendance procedure flowchart to ensure the consistent and effective management of student absence. The tracking and monitoring of student attendance at school will continue to be a focus for 2023 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 school's lower band system-negotiated target of 78.2%. 	<ul style="list-style-type: none"> • Data indicates 53.3% of students attending greater than 90% of the time or more which is a slight improvement from state average. An overall rate of 87.6% was reached which was 2.2% above state average.
<ul style="list-style-type: none"> • Increase the percentage of students with a positive wellbeing indicated through the Tell Them From Me (TTFM) survey data, to be above the school's lower band system-negotiated target of 92.1%. 	<ul style="list-style-type: none"> • Data from the Tell Them From Me survey around well being; <i>Advocacy, Sense of belonging & Expectations for success</i> indicated 84.7% of our students (Years 4-6) had a positive sense of belonging which was above state average but below school target of 92.1%.
<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> to trending towards <i>Excelling</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> to trending towards <i>Excelling</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>\$131,248.00</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"> • Improving Literacy and Numeracy K-6 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Identified Students are supported by a team of School Learning Support Officers to work with students in academic and social activities. <p>The allocation of this funding has resulted in the following impact: The timetable of support ensured the students with diagnosed disability and those identified as needing additional support are supported. Students received the assistance required to support them academically and socially in the classroom setting.</p> <p>After evaluation, the next steps to support our students will be: Identified students will continue to receive assistance required to support them academically and socially. The SLSO staff have had a positive impact on our students progress and well being. The timetable worked well and will continue in the new year with the budget adhered to. We have more students enrolling with special needs and our LaST and executive are working with parents through effective communication to achieve a positive and quality transition to school.</p>
<p>Socio-economic background</p> <p>\$319,172.11</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 • Engage for success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support what works best program implementation. • professional development of staff through Assessment as learning tasks to support student learning in literacy and numeracy. • providing students without economic support for educational materials, uniform, equipment and other items. <p>The allocation of this funding has resulted in the following impact: The organisation of planning days enabled teachers to collaboratively develop teaching and learning programs, meeting the diverse needs of students. Through the analysis of student data, teachers moderated work samples and developed effective teaching strategies and activities, aimed at improving student outcomes. The teams created programs and planned assessment tasks to identify, assess and monitor the learning needs of students.</p> <p>School learning support officers (SLSOs) were employed to work under the direction and supervision of the classroom teacher, providing assistance to students with additional learning and support needs including students with English as a second language.</p>

<p>Socio-economic background</p> <p>\$319,172.11</p>	<p>Additional assistance was provided for students with basic needs including clothing and food and to provide students with opportunities equal to that of their peers such as excursion and camp subsidies.</p> <p>The allocation of funding has enabled the implementation of student wellbeing initiatives. A 'Student Wellbeing and Engagement' project was established to develop students' social-emotional skills improving student engagement and wellbeing. The wellbeing programs included Social Skills, Confidence Building, Problem Solving and Persistence. Additional staff were deployed to compliment and support the implementation of programs to develop student's social and emotional wellbeing. All teachers were trained to deliver the Rock and Water program for students in Stage 1, Stage 2 and Stage 3 which are aimed to increase self-esteem, self-regulation and social acceptance, building self-confidence, self-respect and self-reflection. All teachers continued the implementation of 'Smiling Minds' at least once per week to develop respectful relationships in addition to the social and emotional development of individuals. A teacher was employed to work within years 3-6 and support student wellbeing and promote academic engagement, positive attitudes and respectful relationships. Funding provided upgrades to playground areas to enable students to access quiet areas and other play / social areas outside, with the inclusion of covered areas for play and lunch seating. Improving student attendance trend while decreasing the amount of unexplained student absentee will be a focus for 2023.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The collaborative planning days aimed to develop best teaching practice in numeracy and literacy. The use of data to inform practice, quality assessment, effective feedback, collaboration, reflective practice, and targeted professional learning was incorporated as a basis within these sessions. Teachers were able to identify areas for improvement, opportunity for professional learning and ways to implement the improvement process effectively in the classroom through co-planning, co-teaching and reflection. The moderation of student tasks enabled teachers to develop teaching strategies and learning activities reflective of student needs. Feedback from the evaluation of the planning days was very positive indicating a deeper understanding of teaching literacy and numeracy and the need to continue to develop differentiation. Additional time to moderate student work samples allowed the focus on planning days to be on evidence-based programming.</p> <p>The additional support for students within the classroom and on the playground through the employment of SLSOs have had a positive effect on student's academic, social and emotional wellbeing. Teachers have indicated a notable improvement in student performance, engagement and ability to self-regulate their behaviour. Time allocated for teachers to meet with parents/carers enabled student needs and goals to be developed in an authentic and timely manner.</p> <p>The playground upgrade has enabled students to access safe, quiet and social areas to play. Next year we will aim to upgrade the centre court yard so it is a usable and fun sensory space for our students.</p> <p>We will continue to implement student wellbeing initiatives and provide meaningful opportunities for students to engage with their learning and promote academic engagement, positive attitudes and respectful relationships. We will continue to engage students in the programs as we found a reduction in playground incidents and conflicts within the classroom. Students will continue to develop the social and emotional skills to be able to respond to situations appropriately. Improving student attendance and including decreasing unexplained student absentee will be a focus for 2023.</p>
<p>Aboriginal background</p> <p>\$96,028.49</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</p>

<p>Aboriginal background</p> <p>\$96,028.49</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engage for success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Results indicated that the Aboriginal students are improving academically and the support from the SLSOs is important. Aboriginal School Learning Support Officers were employed to work closely with teachers and Aboriginal students. SLSOs work within the classroom to assist the teacher to meet the needs of Aboriginal students. Time was allocated for teachers to develop Personalised Learning Pathways in consultation with Aboriginal students. Teachers have indicated that SLSO support is required to continue the support for our students. Results indicated that Year 3 and Year 5 average NAPLAN scores by Aboriginal students over time in reading, writing, spelling, grammar, punctuation and numeracy have an upward positive trend.</p> <p>After evaluation, the next steps to support our students will be: We will continue to assess and identify students for support and continue the focus on improving outcomes for our students and develop the strong parental partnerships we have. Improving student attendance will continue to be a school focus in the new year.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning 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 equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: The timetable of support allowed the students identified as needing additional support were being catered for. Students received the assistance required to support them academically in language development, socially in the classroom and also the playground setting.</p> <p>After evaluation, the next steps to support our students will be: We will continue to support eligible students in the new year.</p>
<p>Low level adjustment for disability</p> <p>\$172,129.82</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"> • Engage for success • Every day counts <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 • employment of Learning and Support Teacher (LaST)

<p>Low level adjustment for disability</p> <p>\$172,129.82</p>	<p>The allocation of this funding has resulted in the following impact: Students are more engaged in their learning as there have been less behaviour incidents from the classroom and playground. Parents are also supportive of the planning and processes in place for our students and their academic progress. Student attendance was a focus and structures and processes to enhance communication between families and the school were established and maintained as we have moved from the COVID-19 guidelines back to a regular school routine.</p> <p>After evaluation, the next steps to support our students will be: The SLSO staff have had a positive impact on our students progress and well being and our timetable of support will continue in the new year. We are catering for increasing students enrolling with special needs and our LaST and executive are working with parents to ensure a positive transition to school. Improving student attendance trend while decreasing the amount of unexplained student absentee will be a focus for 2023.</p>
<p>Location</p> <p>\$3,821.12</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 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"> • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: This funding has allowed assistance for our students to attend school organised excursions and the annual swim school.</p> <p>After evaluation, the next steps to support our students will be: Student assistance will continue to be included to support student engagement in school activities.</p>
<p>Professional learning</p> <p>\$31,072.86</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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"> • Engage for success • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff trained in mindfulness activities for Early Stage 1 & Stage 1 which included the GoT iT program and Smiling Minds teaching strategies. The well being programs implemented weekly throughout the year in Stage 2 include; 'Social Skills' will commence in Term 1, 'Confidence Building' in Term 2 and 'Problem Solving and Persistence' in Term 3. Rock and Water program will commence in Term 3 for Stage 2 and Stage 3 students. All staff by the end of the year will have completed professional learning in the Rock and Water program. • Safe on Social presentation will take place for students in Stage 3, staff and a parent information evening also. The presentation particularly focused on cyber safety and strategies dealing with online bullying. • Staff K-6 have engaged in professional learning around the implementation of the new K-2 Mathematics syllabus. Executive staff have undertaken professional learning to improve their leadership skills and broaden their knowledge around legal implications within schools. SLSOs and teachers have also engaged in professional learning for students with diabetes.

<p>Professional learning</p> <p>\$31,072.86</p>	<p>The allocation of this funding has resulted in the following impact: Professional learning in well being and engagement was completed with the impact observed of students developing better social and emotional skills to able to respond to stressful or negative situations more appropriately and knowing what to say and who to go to for assistance. The students enjoy engaging in the programs and there has been a reduction in playground incidents and conflicts within the classroom. Teaching and non-teaching staff were able to engage in professional learning to broaden knowledge around curriculum and student well being. Executive staff have engaged in leadership development to improve leadership skills and broaden knowledge around the law and implications when policy changes impact schools.</p> <p>After evaluation, the next steps to support our students will be: The Rock and Water program professional learning will be completed by all staff and the program will continue in the new year with in class activities and nominated students with parental permission to attend group activities. The Safe on Social program will again be offered in the new year and fully supported by staff and P&C. Peer Support professional learning will be offered and the program commence in the new year.</p>
<p>QTSS release</p> <p>\$60,908.13</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"> • Executive release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff aligned with their individual Performance and Development Plan. <p>The allocation of this funding has resulted in the following impact: Executive were able to meet and plan together on a weekly basis. This allocation provided time for executive to support their stage teams in improving teacher capacity facilitating quality teaching discussion and professional development activities.</p> <p>After evaluation, the next steps to support our students will be: The principal and executive were able to collaborate, develop and monitor a shared vision and transparency around activities and initiatives in our school.</p>
<p>COVID ILSP</p> <p>\$158,513.00</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 2022.</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"> • employment of teachers/educators to deliver small group tuition in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Analysis of data indicated the COVID ILSP has had a positive impact on student learning in Mathematics. The school target was K-2 students achieving at or above in IfSR increases from 41.3% to 50%. An analysis of IfSR data at the end of semester 1 for students in K-2 indicated significant growth and achievement of the school</p>

<p>COVID ILSP</p> <p>\$158,513.00</p>	<p>target: Kindergarten: QuN3 - 55.2% achieved at or above the expected level Year 1: QuN6 - 66% achieved at or above the expected level. Year 2: QuN7 - 64.5% achieved at or above the expected level All students in Stage 2 and Stage 3 showed significant growth in numeracy as indicated in the pre and post assessment through the DOE 'Numeracy/Mathematics Snapshots' As a direct result of the consistent, targeted intervention, students and teachers are reporting increasing engagement both in small group tuition and upon return to classroom.</p> <p>After evaluation, the next steps to support our students will be: Continue implementation of literacy and numeracy tuition through the COVID ILSP. Plan for frequent analysis of student assessment and review of recording of data and build in time for this information to be shared with class teachers.</p> <p>Continued professional learning (PL) including completion of learning modules to develop a deeper understanding of and capacity to deliver effective small group tuition.</p> <p>Ensure ongoing PL has been undertaken to enable consistent delivery of effective practice into next term. Evaluate impact on teaching and learning.</p> <p>Further PL will also include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in all classrooms.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Planning for and monitoring of student progress <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APC&I engages in collaboration, co-planning, co-teaching, observation and modelling of effective practice, providing specific and timely feedback through professional dialogue, focusing on the teaching of additive strategies. <p>Class teachers continually monitor student learning of additive strategies through "Assessment as learning" tasks.</p> <p>The allocation of this funding has resulted in the following impact: APC&I is engaged in personalised professional learning with class teachers around effective teaching of additive strategies in Mathematics. Co-teaching and assessment was also conducted to monitor student progress and analyse student data. Teachers were assisted in developing differentiated methods to teach addition and subtraction through the analysis of student data and programmed accordingly. Number talks were introduced into class teaching to focus on strategies students utilised.</p> <p>After evaluation, the next steps to support our students will be: A strategic planned approach to future professional learning will allow teachers to continue being supported in the new year which will include the implementation of the new syllabus for K-2 and 3-6 literacy and numeracy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	182	180	171	163
Girls	155	152	154	145

The above is a profile of the enrolment at our school.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	93.4	90.5	86.3
1	93.5	94.0	90.9	83.0
2	91.2	94.2	92.1	84.5
3	93.8	93.1	93.0	84.6
4	90.8	92.5	89.2	84.5
5	92.4	90.8	91.5	80.9
6	91.7	91.4	88.2	82.1
All Years	92.4	92.7	90.6	83.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

The above is a profile of the student attendance at our school.

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.2
Classroom Teacher(s)	15.47
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration and Support Staff	2.92

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	392,987
Revenue	4,683,595
Appropriation	4,507,843
Sale of Goods and Services	96,920
Grants and contributions	77,911
Investment income	921
Expenses	-4,653,951
Employee related	-4,108,166
Operating expenses	-545,785
Surplus / deficit for the year	29,644
Closing Balance	422,630

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.

	2022 SBAR Adjustments (\$)
Targeted Total	131,248
Equity Total	589,730
Equity - Aboriginal	96,028
Equity - Socio-economic	319,172
Equity - Language	2,400
Equity - Disability	172,130
Base Total	2,380,901
Base - Per Capita	82,121
Base - Location	3,821
Base - Other	2,294,958
Other Total	1,058,970
Grand Total	4,160,849

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.

Our NAPLAN results have demonstrated an improvement in Numeracy skills across Yrs 3 and Yrs 5 which was a focus for 2022 and will continue to be a focus in 2023. In writing we have also have a notable lift in students progress.

Parent/caregiver, student, teacher satisfaction

Our school collects and analyses data from student, parent and staff surveys to monitor and refine a whole school progress. The parent surveys returned this year have indicated there is a continued commitment within the school community and acknowledgement that students have made learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. Parents received information on what and how well their children are learning and regular information in accessible formats to support effective communication regarding school-wide initiatives and events. Cundletown Public School parents and community members continue to demonstrate positive support for our school as we are able to relax some of the COVID restrictions involving parent and community involvement in school. We will continue in the new year to increase and enhance communication and opportunity for parents and community to share participate and feel welcome in more activities in an inclusive school environment.

Student feedback, from the Tell Them From Me (TTFM) survey and class feedback, indicated an increase in expectations for their learning and more 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 students. We have very positive advocacy and will continue to focus on mindfulness training and anti bullying strategies. Some of the outdoor student spaces have been upgraded during the school holidays and have already impressed our students. Our school canteen was also renovated and now is modern, compliant healthy school canteen facility.

Teacher feedback was collected which included the eight drivers of students learning. Our staff indicated our school focus should continue strategic high impact professional learning including; the effective use of technology, building capacity of leadership and early career teachers to drive quality teaching across our school. Our staff indicated; there is positive strong morale, while staff 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.