

# 2023 Annual Report

## Cundletown Public School



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# Introduction

The Annual Report for 2023 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.

## School contact details

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## Message from the principal

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It is with pleasure I present the 2023 Annual School Report for Cundletown Public School. I am very proud of all our students and staff for their achievements this year. I am focused on continual improvement at Cundletown PS, to ensure our school is a leader in primary education in the Manning area. We have a talented and enthusiastic teaching team who are supported by a community that has pride in their school.

Thank you to our school P&C, it is wonderful to have a dedicated team of committed people supporting our school. I look forward to another year of quality teaching and learning in 2024.

## 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 300 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>

### Purpose

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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

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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

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#### AP Curriculum & Instruction Socio-economic background

#### Summary of progress

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##### Planning for and monitoring of student progress

Stage leaders have guided their teams to ensure the most effective teaching methods were adopted aimed to optimise 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. Assessment for, of and as learning was embedded as an integral component of all literacy and numeracy programs which was used to provide students with meaningful feedback on a continuous basis. Student learning was monitored and data tracked to demonstrate growth in literacy and numeracy. Teachers collectively engaged in the moderation of students writing, reading and numeracy tasks, enabling them to make consistent and comparable judgement of student learning, identify future interventions and evaluate effective teaching practice.

The Assistant Principal Curriculum and Instruction (APC&I) worked with teachers in the classroom to develop effective literacy and numeracy teaching strategies through mentoring, team teaching and demonstration lessons. The APC&I worked with teachers focusing on enhancing the quality of literacy and numeracy instruction across the curriculum.

Future considerations will be to develop effective evidence-based teaching practice and to plan for and monitor student progress aligned to the new English and Mathematics Curriculum.

##### Improving Literacy and Numeracy K-6

Professional learning time was allocated to all teachers through 'Curriculum Release' funding and stage planning days to develop deep understanding of and deliver quality teaching practices in literacy and numeracy while developing their understanding of the new English and Mathematics curricula. The curriculum release days incorporated professional learning which included 'Starting Strong' and 'Working with the Big Ideas' which developed core concepts embedded throughout the new K-10 Mathematics syllabuses. Teachers and school leaders were able to deepen their understanding of mathematical concepts aimed at designing units of work aligned to the new syllabus.

The literacy and numeracy stage planning days were embedded explicit systems that facilitated a stage-based approach to 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 explicit teaching and learning programs. Teachers developed units of work inclusive of Learning Intentions and differentiated activities to meet the varying needs of students. 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. Stage 2 teachers also engaged with a new spelling program while SLSO staff engaged in professional learning for the MacqLit program, designed to target literacy skills in readers who require individual support.

Collaborative planning will continue in 2024 to enable teachers to collectively develop evidence-based explicit teaching strategies and programs reflective of student needs. Future considerations include building momentum by continuing to utilise stage meetings to moderate student's work, engage in rich and meaningful professional learning and continue to



## 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

### Summary of progress

- **Use of data to inform practice**

The *Data Team* team included representative from each stage who met to analyse and identify areas of strength and areas for improvement. They analysed whole school data including; Tell Them From Me, NAPLAN, Check-in, Interview for Student Reasoning (IfSR), teacher assessed reading levels and attendance data. The findings were presented to all staff members for information, reflection and discussion. The feedback was also discussed further at executive meetings to consider recommendations for future planning. Future recommendations will be to continue to communicate the findings and plans to the school community and to continue to monitor the data collected and analyse to ensure it is valid, reliable and accurate.

- **Assessment**

Assessment is used to measure student progress and inform instructional strategies tailored to individual learning needs. The assessment schedule was reviewed by the Data Team and modifications were made to ensure consistency in assessment K-6. This was developed to ensure valid and reliable assessments and to form a basis for consistency of assessment across the entire school. Assessment played a vital role to monitor, plan and report on student learning progress. These processes encompassed analysing assessment data to determine individual learning levels, enabling differentiated teaching, and monitoring ongoing progress. It also offered students meaningful and continuous feedback about their learning. Assessment will persist in its flexible and responsive use as an integral aspect of daily classroom instruction. Both formative and summative assessments were employed to gauge student learning. Standardised assessments including NAPLAN and Check-In assessments and the department Snapshot and Stage-based tests in literacy and numeracy were utilised within the primary years. IfSR and Phonetic assessments were utilised to assess and monitor student learning K-2. Future recommendations aim to enhance the utilisation of data for explicit descriptive feedback, encourage peer and self-assessment, facilitate goal-setting, and guide lesson planning and explicit teaching. The reviewed assessment schedule will enable the implementation of consistent Snapshot and Stage based assessments within the primary years.

### 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"><li>• <b>School Excellence Framework</b> School self-assessment and external validation against the School Excellence Framework improves in the <i>Data Skills &amp; Use</i> element theme of; 'Data Analysis' from maintaining at <i>Sustaining and Growing</i> to trending towards <i>Excelling</i>.</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence framework Data skills and use shows the school currently performing at sustaining and growing in the element of data analysis.</li></ul>
<ul style="list-style-type: none"><li>• <b>School Excellence Framework</b></li></ul>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework Data skills</li></ul>

<p>School self-assessment and external validation against the School Excellence Framework improves in the <i>Data Skills &amp; Use</i> element theme of; 'Data Use in Teaching' from maintaining at <i>Sustaining and Growing</i> to trending towards <i>Excelling</i>.</p>	<p>and use shows the school currently performing at sustaining and growing in the element of data use in teaching.</p>
<p>• <b>School Excellence Framework</b>  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 Effective classroom practice shows the school currently performing at sustaining and growing in the element feedback.</p>



### Purpose

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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

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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

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Socio-economic background

Aboriginal background

Professional learning

### Summary of progress

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- **Every day counts**

The school has devised systematic and ongoing processes to facilitate collaboration among teachers, parents, and the community in order to mitigate the impact of student absences on learning outcomes. The attendance procedure flowchart delineates the steps for all staff to adhere to in cases of student absenteeism. Regular reviews of student attendance take place during stage meetings. Teachers and executives have identified, analyzed, and closely monitored the attendance of students at risk. Timely intervention strategies were formulated, and absenteeism was promptly addressed. Throughout Learning and Support Team meetings a representative provided a comprehensive school-wide attendance report outlining students of concern, actions taken, and future steps. All communication with parents/carers aimed to foster a school culture committed to the belief that 'Every Day Counts.' The school is dedicated to creating a welcoming environment, promoting positive attendance habits, and implementing early, individualized interventions to address absenteeism. Regular information is communicated to the school community to give parents/carers an overview of the importance of student attendance at school, focusing on attendance as a vital component of the initiative 'Every Day counts'. The positive impact of attendance will be highlighted and a table demonstrating the impact of non-attendance will be included.

In 2024, there will be a continued emphasis on promoting regular attendance, data reviews and the identification of students requiring attention. The implementation of the attendance procedure flowchart will persist to ensure consistent and effective management of student absence. Tracking and monitoring student attendance will remain a priority in the new year with the attendance team operation and include the Home School Liaison Officer (HSLO) engaged as needed.

- **Engage for success**

The school strategically planned and carried out comprehensive practices and procedures, aiming to enhance engagement and well-being in order to promote the success of every student. This approach aligns with the principles of What Works Best, as the evidence indicates a direct correlation between elevated levels of engagement and well-being and academic success. The Student Wellbeing team led the development of the School Behaviour Support and Management Plan in collaboration with the school community. This document was reviewed in line with the Department of Education's new *Inclusive, Engaging and Respectful schools (IER) package*. Individual students with additional learning and support needs were assisted through the employment of School Learning Support Officers (SLSOs). Aboriginal School Learning Support Officers (ASLSOs) were employed to work closely with Aboriginal students. Our High Potential Gifted Education focus had numeracy enrichment groups established targeting high performing students in Years 3 & 5. Teachers were trained to deliver the Rock and Water program for students K-6 which aimed to increase self-esteem, self-regulation and social acceptance, building self-confidence, self-respect and self-reflection. All teachers continue the implementation of well-being lessons to suit the needs of students within each class. The whole school student well-being program, Peer Support was implemented to nurture peer relationships and empowered students to take on leadership roles. Safe on Social was presented to students, staff and families which focused on online safety and the responsible use of technology. *Sistaspeak* aimed at Year 6 girls who identify as Aboriginal and was designed to inspire and motivate young Aboriginal students about the importance of building independence, the value of education

and developing cultural identity.

These initiatives have developed positive student well-being and increased school engagement and will continue into 2024. At the commencement of 2024, staff will deepen their knowledge by engaging in trauma informed practice training 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 well-being.

### Progress towards achieving improvement measures

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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
• 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%.	The number of students attending greater than 90% of the time or more has increased by 0.5%. While 77% of our students attended 85% of the time including 3 students were identified as achieving 100% attendance this year.
• Increase the percentage of students with positive well being indicated through the Tell Them From Me (TTFM) survey data to be above the schools lower band target of 92.1%.	Tell Them From Me data shows an improvement of reported positive well being, including a 6% increase in advocacy at school, 5% increase in a positive sense of belonging at school and 0.3% increase in expectations of success.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$10,602.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Cundletown Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The class teacher and parents indicated that the extra individual support and transition activities the students received was appreciated and that the student participated with enthusiasm with all the in prepared activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Allocate funding in the new year to allow for continued support of our identified students with in class support.</p>
<p>Integration funding support</p> <p>\$217,484.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of these funds has directly supported students in classroom learning activities. It has also supported student social and well being within our school playground. Class teachers organise and implement differentiated learning activities for these students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The individual student support programs will continue and be reviewed with the class teacher, parents and Learning and Support teacher meetings.</p>
<p>Socio-economic background</p> <p>\$291,453.22</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Literacy and Numeracy K-6</li> <li>• Use of data to inform practice</li> <li>• Engage for success</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul>

<p>Socio-economic background</p> <p>\$291,453.22</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support MacqLit program implementation and operation</li> <li>• resourcing to increase equitability of resources and services</li> <li>• professional development of staff to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  This year funding has allowed for organisation of teacher planning days to enable teachers to collaboratively develop teaching and learning programs which has included work on the new literary and numeracy curriculum implementation. Activities such as the analysis of student data, teachers moderation of work samples and effective teaching strategies aimed at improving student outcomes.</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.</p> <p>The funding has directly supported students learning and well being at school. The MacqLit program was resourced and allowed for support staff to be trained and now implement the valuable literacy program with students. Student assistance funds have allowed more students to access school excursions.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  This funding will again be planned and allocated to directly assist students in learning and well being activities at school. The funds will continue to support staff professional learning and to build capacity and support students. The attendance team this year was successful in case management style organisation that built parent-school partnerships while maintaining ongoing support for students to improve school attendance. The attendance team will continue in the new school year.</p>
<p>Aboriginal background</p> <p>\$104,000.43</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engage for success</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of SLSOs to support Aboriginal students with academic, well being and cultural activities in the classroom and playground.</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students were supported in completing their academic, well being and cultural learning activities in class allowing for greater focused learning and positive student progress.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The extra SLSO time for student support will continue for identified students in the new year and include the regular review parent teacher meetings supporting Personalised Learning Plan operation and positive, culturally safe student learning.</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing intensive support for students identified in beginning and emerging phases</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The funding has allowed for the continued support of identified students developing English language skills in class setting and individual tutoring.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to support identified students in 2024.</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The additional time allocated to this vital role in our school was to support the variety and complexity student learning needs the school is providing for this year. This has included working with teachers, facilitating parent teacher meetings and liaising with the school psychologist for support applications.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The position will be supported next year so the school has and a full time Learning and Support Teacher available to continue the increasing work supporting student learning needs.</p>
<p>Location</p> <p>\$3,885.59</p>	<p>The location funding allocation is provided to Cundletown Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The funding supports student travel to local activities outside the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will continue to allocate this funding to support our students participation in school activities.</p>
<p>Professional learning</p> <p>\$32,781.13</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engage for success</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p>

<p>Professional learning</p> <p>\$32,781.13</p>	<ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Allowed the continued collaborative teaching process to develop comprehensive programs reflective of student needs in literacy and numeracy particularly with the organised planning days.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The staff have indicated that this time is valuable and will be again supported next year.</p>
<p>QTSS release</p> <p>\$60,959.52</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The continued support of executive release has allowed for the valuable work in stage team collaboration to be maintained across the school. The continued work with professional observations and the new curricula implementation has been very beneficial.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The executive will continue to have QTSS time allocated in order to maintain the strong collaboration activities and the continued work with new curriculum.</p>
<p>COVID ILSP</p> <p>\$118,620.43</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 2023.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The student progress data indicated the consistent ongoing support has raised identified student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The tutoring style program will continue under the small group intervention in 2024.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	180	171	163	164
Girls	152	154	145	144

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	93.4	90.5	86.3	89.1
1	94.0	90.9	83.0	89.4
2	94.2	92.1	84.5	87.2
3	93.1	93.0	84.6	88.8
4	92.5	89.2	84.5	89.0
5	90.8	91.5	80.9	90.0
6	91.4	88.2	82.1	85.2
All Years	92.7	90.6	83.5	88.1
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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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)	15.36
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
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 2023, 2.5% 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 <sup>1</sup>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	422,630.17
<b>Revenue</b>	4,779,448.99
Appropriation	4,574,878.62
Sale of Goods and Services	96,898.33
Grants and contributions	103,920.85
Investment income	3,751.19
<b>Expenses</b>	-4,824,928.74
Employee related	-4,247,177.48
Operating expenses	-577,751.26
<b>Surplus / deficit for the year</b>	-45,479.75
<b>Closing Balance</b>	377,150.42

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

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	183,566
<b>Equity Total</b>	569,983
Equity - Aboriginal	104,000
Equity - Socio-economic	291,453
Equity - Language	2,400
Equity - Disability	172,130
<b>Base Total</b>	2,445,756
Base - Per Capita	80,160
Base - Location	3,886
Base - Other	2,361,710
<b>Other Total</b>	1,055,973
<b>Grand Total</b>	4,255,278

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Cundletown Public School collects and analyses data from student, parent and staff surveys to measure, adjust and refine whole school improvement.

The partnerships with parents and students support clear improvement aims for learning at our school. Parents receive information on the progress of their child's learning and regular information in accessible formats regarding school-wide initiatives and events. Cundletown Public School parents and community members continue to indicate and demonstrate positive support and involvement in our school with events such as; the 'Tour the School' and 'Meet the teacher' afternoon activities early in the school year. This was followed by; parent-teacher interviews, Easter Hat and Book week parades, Cundletown Public School Spectacular, Grandparents Day and the annual presentation day to name a few of the fantastic activities held. Our P&C remains an active committee supporting school activities and holding fund raising activities throughout the year. We will continue in the new year to enhance communication and opportunity for parents and community to share, participate and feel welcome in activities in an inclusive school environment.

Student feedback was collected from the Tell Them From Me (TTFM) survey and class discussion. This year indicated an increase in student advocacy, school pride, expectations for learning and more positive behaviour at our school. Student voice through class discussion and our Student Representative Council remains an important source of information and suggestions from our students. Some of the outdoor student spaces have been upgraded and have already impressed our students. The new covered COLA area has been resurfaced and lines painted for handball, basketball and netball along with new basketball and netball posts installed allowing more students access to activities in the playground. We will continue to focus on student well-being activities next year and have a school Chaplain appointed.

Staff feedback was collected and indicated the school will continue to prioritise the effective use of technology in learning, high impact professional learning with new curriculum and continuing to build capacity of current and future leadership. One staff member has commenced the highly accomplished teacher accreditation and will continue to be supported in this initiative. Staff also indicated; they enjoy working at our school and have a commitment to school improvement, teamwork, strong collaborative professional learning and continuous improvement of student well being and academic learning outcomes.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.