Our school at a glance

Students

At the end of 2009 there were 57 students enrolled at Cumnock Public School, a significant increase (35%) from the same time in the previous year.

Daily attendance for the school (90.7%) was higher than the Region (89.9%) but lower than the State (92.1%).

The school comprises three classes, a K/1, a 1/2/3 and a 4/5/6 composite group. At the end of 2009 class numbers were 17 in K/1 and 20 in both the 1/2/3 and the 4/5/6.

Staff

Staff in 2009 comprised:

Teaching Staff:
1 Primary Principal 5;
2 Primary Teachers;
0.168 (approx. half a day per week) Primary Part-Time Teacher;
0.126 Release from Face to Face;
0.168 Teacher/Librarian; and
0.1 Primary Teacher Learning Difficulties

SASS (School Administrative and Support Staff):
1 School Administrative Manager;
0.206 School Administrative Officer; and
0.20 General Assistant.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school ran a number of programs to give students extra educational opportunities during 2009.

These included:

Mathletics, Sport Skills development and Athletics coaching, Staying Safe, Values Education, Crunch and Sip, Dance, Public Speaking and Boys Education activities.

Students enjoying fresh fruit and vegies during Crunch and Sip

Student achievement in 2009

Literacy – NAPLAN Year 3

In 2009 six Year 3 students sat all aspects of the Literacy component of the NAPLAN.

Owing to the small number of students detailed results cannot be reported for privacy reasons.

Numeracy – NAPLAN Year 3

In 2009 six Year 3 students sat all aspects of the Numeracy component of the NAPLAN.

Owing to the small number of students detailed results cannot be reported for privacy reasons.

Literacy – NAPLAN Year 5

In 2009 eight Year 5 students sat for the NAPLAN.

Owing to the small number of students detailed results cannot be reported for privacy reasons.

Numeracy – NAPLAN Year 5

In 2009 eight Year 5 students sat for the NAPLAN.

Owing to the small number of students detailed results cannot be reported for privacy reasons.

Messages

Principal's message

Cumnock Public School strives to nurture excellence through comprehensive curriculum and a range of interesting extra-curricula opportunities. Our school promotes close partnerships with parents and the community, encourages student responsibility for learning and choice of
behaviours. Each student is valued as an individual and the concept of Quality Teaching for all is shared.

Educational programs deliver quality teaching and learning opportunities through integrated units with an embedded focus on literacy and numeracy. An ever-increasing focus on information and communication technologies prepares our students for lifelong learning in a rapidly changing society. A focus on the rights and responsibilities of each individual student enables us to ensure the welfare of all students remains a priority.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Steve McAlister  
Principal

P&C message
2009 has been an extremely busy and successful year for Cumnock Public School and the P and C. As always we started the year with our welcome BBQ, with many new families taking this chance to meet others in the community and to relax before the school year began in earnest.

Our P and C are active in raising funds for our children's education. Fundraising events throughout the year raised over $7000 to be used to obtain resources for the school.

I would like to thank the many volunteers in our School who help throughout the year. Whether it be with the Canteen, reading, helping with school functions or sporting events, it would not be possible without your support.

This year we introduced a new sports uniform for all students. The eye-catching design and colours have received many positive comments as our students circulate in the public eye.

I believe we have a terrific little school, thanks largely to our devoted and committed staff, who not only teach our children, but care and nurture them throughout their learning years.

It is important that we, as parents, play an active role in the teaching and learning partnership that shapes our children's futures. As I step down from the role of P and C President I encourage all community members to be involved and to support our school and I wish the new committee well in 2010 and beyond.

Narelle Hogan  
P&C President 2009

Student representative's message

Being school captain this year has been both an honour and a privilege. Our school has provided us with so many opportunities as leaders and as students.

Leading the school in the Pledge each morning has been a real honour, as has representing the school in sports, at special functions and on excursions and in public in general.

James Gavin and Madeleine Mercer  
School Captains

Part of the large crowd at our annual P and C Soccer and Netball carnival.

Our Year 6 School Leaders

From our first days at Cumnock Public School we have enjoyed it. Our teachers have been brilliant and caring and the students have respect for each other.

We have had a wonderful time representing our great school this year and wish next years captains, and all at Cumnock Public School, all the best.

James Gavin and Madeleine Mercer

School Captains
School context

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>44,621.00</td>
</tr>
<tr>
<td>Global funds</td>
<td>50,342.67</td>
</tr>
<tr>
<td>Tied funds</td>
<td>27,942.65</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>33,844.48</td>
</tr>
<tr>
<td>Interest</td>
<td>2,092.19</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,514.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>160,357.29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>16,269.45</td>
</tr>
<tr>
<td>Excursions</td>
<td>1,879.67</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>16,420.13</td>
</tr>
<tr>
<td>Library</td>
<td>2,049.59</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>6,463.33</td>
</tr>
<tr>
<td>Tied funds</td>
<td>18,847.97</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>2,490.92</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>19,383.88</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>8,229.29</td>
</tr>
<tr>
<td>Maintenance</td>
<td>1,514.30</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td></td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>95,453.81</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>64,903.48</td>
</tr>
</tbody>
</table>

Date of financial summary: 30/11/2009

Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.8</td>
<td>90.6</td>
<td>90.6</td>
<td>90.7</td>
</tr>
<tr>
<td>Region</td>
<td>92.0</td>
<td>92.0</td>
<td>92.2</td>
<td>89.9</td>
</tr>
<tr>
<td>State</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</td>
<td>92.1</td>
</tr>
</tbody>
</table>

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2-3</td>
<td>1</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>1-2-3</td>
<td>2</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>1-2-3</td>
<td>3</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>4-5-6</td>
<td>4</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>4-5-6</td>
<td>5</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>4-5-6</td>
<td>6</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>K-1</td>
<td>K</td>
<td>9</td>
<td>17</td>
</tr>
</tbody>
</table>

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Mr Steve McAlister is the teaching Principal and Miss Alison Croker is employed fulltime as classroom teacher. Mrs Amanda Schulz is responsible for the RFF, Teacher/Librarian and Support Teacher roles. During 2009 Miss Rebecca Knight was employed as a fulltime temporary classroom teacher.

The teaching staff are assisted by a school administrative manager, Mrs Robyn Bruce, a part-time school administrative officer, Mrs Narelle Hogan, and a general assistant, Mr Craig Whiley.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher Release from Face to Face</td>
<td>0.126</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>1.206</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4.600</td>
</tr>
</tbody>
</table>
There are no staff at Cumnock Public School who identify as being of Aboriginal or Islander descent.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

School performance 2009

Achievements

Arts
Dance again featured strongly at Cumnock Public School in 2009, with our 4/5/6 class competing successfully at both the Wellington and Orange Eisteddfods. Our K/1 and 1/2/3 classes also entertained parents and visitors through dance at a number of special events.

Our senior dance group.

Our students embraced the opportunity to create artworks for display at the Cumnock Show in March, with several of our students receiving awards for their displays.

Book Week celebrations were once again embraced by our staff, students and the wider community. Our students also enjoyed hosting their ‘Grand Friends’ on our annual Grand Friends Day.

Sharing a book on Grand Friends’ Day.

Sport
Sport and physical activity play an important role in the thorough development of students at Cumnock Public School. Through our PE lessons and organised Sport participation in sports and games is encouraged while increasing our students’ fitness levels and skill development. Our annual Fun Run was held in September and our swimming school saw ten students develop their water awareness and safety skills.

Age Champions at the 3-Way swimming carnival.

The school participates in athletics, swimming and cross country carnivals with neighbouring schools as well as competing in Orange Small Schools Association and Primary School Sports Association competitions. Cumnock Public School provided District representatives in swimming, athletics, cross country, netball, Rugby Union, touch and soccer throughout 2009, while also
having two students selected to represent Western Region in athletics and Rugby.

Western Area representatives James Gavin (Rugby) and Madeleine Mercer (athletics).

Other
Our school captains and other school leaders from year six joined with their peers from neighbouring small schools to take part in the Young Leaders conference in Sydney. This was an excellent opportunity to learn about the art of leadership and the qualities of a good leader.

Our student body also took part in a number of fund-raising activities throughout the year to assist a number of worthy causes, one of the most popular being ‘Crazy Hair Day’.

Academic
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 the assessments.

Literacy – NAPLAN Year 3
As there were fewer than ten candidates who sat the Year 3 NAPLAN Test in 2009 information regarding the percentage in skill bands cannot be shown due to privacy reasons.

Numeracy – NAPLAN Year 3
As there were fewer than ten candidates who sat the Year 3 NAPLAN Test in 2009 information regarding the percentage in skill bands cannot be shown due to privacy reasons.

Literacy – NAPLAN Year 5
As there were fewer than ten candidates who sat the Year 5 NAPLAN Test in 2009 information regarding the percentage in skill bands cannot be shown due to privacy reasons.

Numeracy – NAPLAN Year 5
As there were fewer than ten candidates who sat the Year 5 NAPLAN Test in 2009 information regarding the percentage in skill bands cannot be shown due to privacy reasons.

Progress in literacy
As has been the case for several years, the growth rate of our matched students in Literacy was significantly higher than the average growth rate across the state.
Progress in numeracy
As has been the case for several years, the growth rate of our matched students in Numeracy was significantly higher than the average growth rate across the state.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>83</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at and above minimum standard</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>88</td>
</tr>
<tr>
<td>Spelling</td>
<td>88</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>75</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
There are no students currently enrolled at Cumnock Public School who identify as being of Aboriginal or Islander descent.
All children study Aboriginal culture in HSIE and English units.

Multicultural education
94% of students from Cumnock Public school are of Anglo-Saxon descent. It is with this in mind that the need to look at cultures beyond our own is valued with such importance. HSIE provides the vehicle to study other cultures and encourage
attitudes of tolerance and respect in students for those different to themselves. In particular the students investigated our nearest neighbours and links to the global community during HSIE lessons.

Students taking part in the community ANZAC Ceremony.

Respect and responsibility

In our efforts to continue to provide a positive, caring and happy learning environment at Cumnock Public School we operate the I-Con system for rewarding positive behaviour and contributions to the school community by our students. This reward system focuses on the values we hold dear at Cumnock Public School – those of Cooperation, Courtesy and Contribution; Politeness, Pride and Performance; and Sense, Sensitivity and Support. Focusing on and fostering these attributes in the students engenders a sense of respect for themselves and each other and responsibility for their actions and behaviour.

Bronze and Silver Certificate recipients.

Progress on 2009 targets

Target 1

To improve individual student outcomes in Reading.

Through focussing further on Jolly Phonics and Grammar in the early years, the explicit teaching of reading strategies and by providing a greater range of visual texts and further consolidation of the scaffolding strategies, our students have shown significant growth in their knowledge and understanding of Reading and comprehension.

Our achievements include:

* 78% of students in Year 2 achieving above the minimum regional reading benchmark, an increase of 53% from Year 1 levels in 2008.

* 83% of students in Year 3 being placed in Band 4 or above in the NAPLAN Reading assessment, up from 33% in 2008.

* 63% of students in Year 5 being placed in Band 6 or above in the NAPLAN Reading assessment, up from 60% in 2008.

Silver Certificate recipients.
Target 2
Students show improved understanding and knowledge of measurement concepts as per stage statements.

The explicit teaching of concepts from the measurement strand of mathematics and the regular inclusion of practical measurement activities has increased our students understanding of this area.

Our achievements include:
* 100% of students in Year 3 being placed in Band 4 or above in the NAPLAN Numeracy assessment – including improved results in the Measurement strand, up from 43% in 2008.
* 63% of students in Year 5 being placed in Band 6 or above in the NAPLAN Numeracy assessment – including improved results in the Measurement strand, up from 60% in 2008.
* Practical measurement lessons conducted across years K to 6 on a weekly basis.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Culture and Language Conventions (Spelling, Grammar and Punctuation).

Educational and management practice

Culture

Background
The area of educational practice evaluated this year was culture. This area had previously been evaluated five years earlier when new leadership had joined the school. A desire to ascertain the changes, if any, in school culture that had taken place in this period determined our choice to conduct this evaluation. Responses were sought and received from students, staff and community members.

Findings and conclusions
All students surveyed stated that the school exists for the students, shares common beliefs, values learning and is a community of learners. 85% of parents responded to the survey. All of these respondents recognised that the school identifies, promotes and celebrates the values and beliefs which contribute to learning and promotes a sense of belonging within the community. All respondents supported our focus on caring, polite and sensible learners and acknowledged that improved student outcomes are the focus for decision making in the school. Longer term parents indicated that the school values new members and parents of new enrolments stated the school was welcoming and caring. The members of staff surveyed agreed with these findings and stated that leadership influences the school culture and that the school has a firm grasp of the community’s cultural context. Staff also indicated that the school values and celebrates student achievement.

Future directions
We will further ensure that all members of the school community are included in the decision making processes of the school and work together to achieve the school’s purpose. Self-evaluation and review processes will be positive and integral elements of school improvement and all change will be evidence based. Individuals will be encouraged to challenge their beliefs and practices through critical reflection.

Curriculum

Language Conventions

Background
The school self-evaluation process of the National Partnerships initiative indicated that while reading and numeracy areas of NAPLAN testing indicated continued development, this development was not matched in the areas of spelling, grammar and punctuation.

Findings and conclusions
Focus groups were carried out with three groups within the school. These groups were a parent group, a teacher group and a student group, using questions developed around findings obtained from the NAPLAN school performance analysis and the online surveys. The following findings were obtained:

* Teachers wanted more training in literacy, particularly wanting training relating to the explicit teaching of spelling, grammar and punctuation. All teachers felt that by focussing on these aspects of literacy our writing and overall literacy would improve.
* Teachers felt that the school’s recent focus on reading and comprehension skills development, while beneficial, had been to the detriment of a more balanced approach to all aspects of literacy.
* Students felt that their teachers wanted them to do well.
* Students thought that reading and writing were important but that spelling “only matters if people don’t know what you mean” (due to spelling errors in writing).
* Parents believed that the school has a culture of high expectations.
* Parents believe that reading and writing is important.

**Future directions**
A more balanced approach to teaching all aspects of literacy will be incorporated into school planning. More training in data analysis will take place to allow greater understanding of the scope of its uses in planning and teaching. Further incorporation of new learning and experiences that take place in the school utilising interactive whiteboards and connected learning will be embraced. Provision of information and education sessions to improve parental background knowledge will take place to allow for more effective contributions to the school planning processes.

**Other evaluations**

**Parent, student, and teacher satisfaction**
In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

* 88% of parent respondents state they are happy with the involvement of parents and children in the planning and reporting processes of the school.
* The P and C has become more actively involved in teaching and learning through input into school planning and by supplementing school funds for professional development.
* The P and C play a major role in the funding of physical resources within the school and also in the development of policy, particularly in regard to student welfare.
* Parents and community members are actively involved in the classrooms at CPS.
* Students in years 2 to 6 were generally satisfied with schooling at CPS, have a good relationship with their teachers, have good self esteem and a strong sense of identity.
* Although a small percentage of students do not see the relevance of schooling, very few experience negative feelings at or about school.

**Professional learning**
The average expenditure on professional learning per teaching staff member was $2397.50. The average number of days per teacher on professional learning was 7 days. Expenditure on the professional development of support staff in 2009 was $797.26 for 4 days.

**School development 2009 – 2011**

Inclusion in the National Partnerships – Low SES funding initiative has facilitated a re-alignment of school targets.

**Targets for 2010**

**Target 1**
To improve individual student results in writing and language conventions (spelling, grammar and punctuation).

Strategies to achieve this target include:
* Review school scope & sequence for the teaching of Language conventions K – 6 and modify to reflect students needs.
* Utilise the expertise of existing staff and teacher networks to train currently untrained staff in the implementation of Jolly Phonics, Jolly Grammar and Reading to Learn.

Our success will be measured by:
* Individual students will show a growth rate in writing equivalent to regional levels or better than the average of school records for the past two years.
* Individual students will show a growth in spelling age equivalent to or better than their chronological age.

**Target 2**
To improve individual student results in numeracy.

Strategies to achieve this target include:
* Improve teacher quality through teacher buddy systems, participation in network/joint planning meetings, sharing of best practice and utilisation of Maths Consultant and other regional personnel.
* Train staff in and Implement “Taking off With Numeracy” with an emphasis in Stage 2 and 3.

Our success will be measured by:
* Individual students will show a growth rate in numeracy equivalent to regional levels or better than the average of school records for the past two years.

**Target 3**
Increase the frequency of learning opportunities for students through the connected classroom initiative.

Strategies to achieve this target include:
* Train staff in Connected Classroom Technology.
* Access the services of the Connected Classroom Consultant.

Our success will be measured by:
* Connected learning evident in teaching and learning programs and classroom practice.
* More effective usage of interactive technology in teaching and learning.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Steve McAlister  Principal
Robyn Bruce  Administrative Staff
Amanda Schulz  Teaching Staff
Narelle Hogan  Parent Representative
James Gavin  Student Representative
Madeleine Mercer  Student Representative

School contact information

Cumnock Public School
Railway Parade Cumnock 2867
Phone: 02 63677207
Fax: 02 63677404
Email: Cumnock-p.school@det.nsw.edu.au
Web: Cumnock-p.schools.det.nsw.edu.au
School code: 1707

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:


Graduates of our School Swimming Scheme.