Our school at a glance

Students

At the end of 2008 there were 42 students enrolled at Cumnock Public School, a decrease of one student from the previous year.

Daily attendance for the school (90.6%) was marginally lower than the Region (92.2%) and the State (94.1%).

The school comprises two classes, K-3 and 3-6 composite groups. At the end of 2008 class numbers were 23 in K-3 and 19 in 3-6.

Staff

Staff in 2008 comprised:

Teaching Staff:
1 Primary Principal 5;
1 Primary Teacher;
0.168 (approx. half a day per week) Primary Part-Time Teacher;
0.084 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 and 0.19 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 2008.

These were:
Maths 300, Sport Skills development, Daily Fitness, Staying Safe, Values Education, Dance, Public Speaking and Success For Boys ICT/Photostory workshops.

Student achievement in 2008

Literacy – NAPLAN Year 3

In 2008 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 2008 seven 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 2008 five 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 2008 five 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 and/or School Council message
As always we started the year with our annual P&C welcome BBQ, a great way to introduce our new families to the community and to relax before the school year began in earnest.

Our major fundraising event was again the annual Soccer and Netball Carnival. We catered for over 50 teams involving over 500 students and just as many parents and friends. I would like to thank all our members who gave 100% to make this day the success it has become known for.

Indeed, 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.

Some of the P and C’s future projects include the construction of a new resource storage and sports shed. With plans being drawn up, the last details are being ironed out and this should start to take place early next year.

We have also had meetings regarding the Sports Uniform. We will be introducing a new sports top, navy short, navy jacket and matching track pant. The sports top and jacket will have our Cumnock logo embroidered on them. These will be available through the school.

I am a great supporter of the great environment for our children’s education that is provided at Cumnock Public School. Not only have we great facilities and learning resources, we have a dedicated and loyal teaching and support staff. Thank you to Steve, Alison, Amanda, Robyn, Eve and Suzie for overseeing every aspect of our children’s educational development.

Last, but certainly not least, thank you to the P&C Committee for their continued support. Your contribution throughout the year has made my job easier. I would also like to welcome the new members of the executive taking office in 2009.

Narelle Hogan
P&C President 2008

Student representative's message
For 2008 we have been lucky enough to have been the Cumnock Public School captains. We were very excited when we heard our names called out on presentation night as this was a great honour and opportunity for us both. One of the rolls of being school captain is saying the school pledge in front of the school, whilst raising the flag. This was a pleasure to do each morning. Our highlights of the year were leading the school at carnivals, on excursions and representing the school at the CWA luncheon. It is a sad time as we farewell Cumnock Public School but we know that the experiences presented to us at this great school have us well prepared to face the challenges ahead. We have had an excellent time being school captains and have really enjoyed having the responsibility of this important role. We hope that all the future school captains enjoy the role as much as we did. It has taught us how to lead and we will cherish that for the rest of our lives.

Grace Gavin and Abby Pittis

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>Date of financial summary: 30/11/2008</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>39 747.93</td>
</tr>
<tr>
<td>Global funds</td>
<td>41 144.41</td>
</tr>
<tr>
<td>Tied funds</td>
<td>24 098.16</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>23 135.19</td>
</tr>
<tr>
<td>Interest</td>
<td>2 816.53</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1 290.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>132 232.42</td>
</tr>
</tbody>
</table>

| **Expenditure**                      |   |
| Teaching & learning                 |   |
| Key learning areas                  | 7 044.55  |
| Excursions                          | 6 257.27  |
| Extracurricular dissections         | 9 911.30  |
| Library                              | 1 629.39  |
| Training & development              | 3 136.66  |
| Tied funds                          | 26 602.66 |
| Casual relief teachers              | 3 916.19  |
| Administration & office             | 15 486.29 |
| School-operated canteen             | 0.00     |
| Utilities                           | 9 256.91  |
| Maintenance                         | 3 080.00  |
| Trust accounts                      | 1 290.20  |
| Capital programs                    | 0.00     |
| **Total expenditure**               | 87 611.42 |
| **Balance carried forward**         | 44 621.00 |

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School context

Student information

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

Student enrolment profile

Student Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>29</td>
<td>30</td>
<td>27</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Female</td>
<td>31</td>
<td>30</td>
<td>24</td>
<td>22</td>
<td>15</td>
</tr>
</tbody>
</table>

Student attendance profile

Student Attendance

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>95.1</td>
<td>92.8</td>
<td>90.6</td>
<td>90.6</td>
</tr>
<tr>
<td>Region</td>
<td>92.2</td>
<td>92.0</td>
<td>92.0</td>
<td>92.2</td>
</tr>
<tr>
<td>State</td>
<td>93.8</td>
<td>94.0</td>
<td>94.0</td>
<td>94.1</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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>4-5-6</td>
<td>4</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>4-5-6</td>
<td>6</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>4-5-6</td>
<td>5</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>K-1-2-3</td>
<td>K</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>K-1-2-3</td>
<td>3</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>K-1-2-3</td>
<td>1</td>
<td>1</td>
<td>17</td>
</tr>
</tbody>
</table>

Growth in student numbers throughout 2008 has meant increased class sizes, with K-3 having 23 members at the end of the school year and 3-6 having 19.

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 McAllister 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.

The teaching staff are assisted by a school administrative manager, Mrs Robyn Bruce, 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>1</td>
</tr>
<tr>
<td>Support Teacher Learning</td>
<td>0.1</td>
</tr>
<tr>
<td>Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Release from Face to Face</td>
<td>0.084</td>
</tr>
<tr>
<td>Total</td>
<td>2.352</td>
</tr>
</tbody>
</table>

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 2008

Achievements

Arts

Dance again featured strongly at Cumnock Public School in 2008, with our K-3 class entertaining parents and visitors at a number of special events.

Three students – Grace Gavin, James Gavin and Lilly Porch – successfully represented our school at the Central West CWA public speaking competition in Bathurst.

Our annual Book Week celebrations were very successful with all students taking part in a fancy dress parade of favourite book characters on a Cowboys and Cowgirls theme. The pre-school children also joined in the fun.

The senior class embraced drama activities under the tutelage of trainee teacher Miss Kristin Leary, and presented a topical and, at times, amusing performance of “The Rainforest Debate” in term two.

Many of our students also successfully entered pieces in the ‘Mulga Bill Festival’ bicycle art competition.
Sport
Sport and physical activity play an important role in the thorough development of students at Cumnock Public School. A daily fitness program is a feature of the school and encourages participation in sports and games while increasing fitness levels and skill development. 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 representatives in swimming, athletics, cross country, Rugby Union, touch and soccer throughout 2008.

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.

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3
As there were fewer than ten candidates who sat the Year 3 NAPLAN Test in 2008 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 3 NAPLAN Test in 2008 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 3 NAPLAN Test in 2008 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.

![Average progress in reading between Year 3 and Year 5](image)

![Average progress in writing between Year 3 and Year 5](image)
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 2008

| Percentage of Year 3 students achieving at and above minimum standard |
|--------------------------|-----------------|
| Reading                  | 67              |
| Writing                  | 100             |
| Spelling                 | 43              |
| Punctuation and grammar  | 57              |
| Numeracy                 | 86              |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

| Percentage of Year 5 students achieving at and above minimum standard |
|--------------------------|-----------------|
| Reading                  | 100             |
| Writing                  | 100             |
| Spelling                 | 80              |
| Punctuation and grammar  | 80              |
| Numeracy                 | 100             |

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.

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.

Progress on 2008 targets

Target 1

Continued improvement in Literacy levels

Through explicit teaching of spelling rules and conventions of grammar and punctuation, by providing a greater range of visual texts and further consolidation of the scaffolding strategies introduced last year, our students have shown significant growth in their knowledge and understanding of Literacy concepts.

Our achievements include:

* continued increase in average marks of students in school based literacy assessment across each stage
* 100% of all Year 5 students who have attended this school since Year 3 showing growth that is commensurate with or above the state average
* continuing to have a high representation of students in the middle to higher bands in National Testing.
Target 2
Continued improvement in Numeracy levels
Through careful analysis of 2007 Basic Skills Test data and addressing areas for development as indicated by this analysis our students have shown significant growth in their knowledge and understanding of Numeracy concepts.

Our achievements include:
- 100% of all Year 5 students who have attended this school since Year 3 showing growth that is above the state average
- 100% of all Year 5 students recording scores that placed them in bands 5 to 8 (higher) in National Testing
- 75% of all Year 3 students recording scores that placed them in bands 4 to 6 (higher) in National Testing

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 2008 our school carried out evaluations of Leadership and Physical Education.

Educational and management practice

Leadership

Background
Students and parents were surveyed in 2008 using leadership surveys. We wanted to find out what students thought about our initiatives to improve their learning experiences and their feelings of involvement in the school. Importantly we also wanted to find out what parents felt about their children’s progress and their own experiences of the school. Teachers were also surveyed on leadership in general terms.

Findings and conclusions
Parents and students generally believe that the school leadership team understands and supports the school to make improvements and build on the strengths of the school.
The majority of parents and students feel that the school finds ways to improve the students educationally and offer challenges.

Parents, teachers and students all acknowledged that students are inspired and motivated by the school and students are encouraged to accept leadership roles within the school.
The results also showed that some parents felt that the school did not fully appreciate their child as a student or leader. They felt that leadership roles amongst students should be more fairly distributed. They also felt that their child was not acknowledged enough for achievements made.

Future directions
There is a need to carefully look at the consistency of recognition of individual students and in the distribution of awards throughout our school. This will be evaluated and improvements made in 2009.

Curriculum

Physical Education

Background
As part of a review on K-6 student’s physical education skills, teachers with expertise in particular physical activities were utilised across all classes. Staff carefully reviewed their programming to ensure all students were receiving the correct amount of hours each week in a good cross section of activities. Quality PE lessons to all students K-6 were presented with a focus on fundamental movement for K-2 and game skills for years 3-6.

Findings and conclusions
- All students are now involved in regular fitness programs.
- Teachers observed a small improvement in the game skills of students.
- The school offered a varied well organised PE program consisting of fitness, games gymnastics and dance.
- Parents were happy with the program but concerned for the cost of some of these activities

Future directions
- K-2 fundamental movement skills will be managed by teachers this year.
- An outside agency will be used for dance K-6 to work with teachers and develop skills in students
- A scope and sequence for physical education will be developed.

Other evaluations

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
The students at Cumnock Public School when surveyed are very happy to come to school each
day. The majority of students feel that the environment is safe and caring. They feel that the teachers are interested in their learning and challenge them to achieve and improve. They generally agree that there are opportunities for all to experience leadership and they are acknowledged for their achievements.

The parents feel that Cumnock Public School is a friendly school that is tolerant and accepting of others. They feel that their children are cared for by staff and generally feel children are safe and secure. They were happy with the wide range of extracurricular activities that are provided and the efforts by teachers to ensure individual needs are met in learning. While most parents felt that discipline was fair there were some parents who were unsure about this process.

Some parents were unsure about the teaching of values at school while others felt these are promoted within our school.

The staff at Cumnock Public School believe that the school is friendly and the students are tolerant of others. The staff believe that fair discipline exists for students and that we have a set of values, although many felt that these may not be recognised by the community. The staff are willing to change and grow providing they are supported in their efforts by relevant professional learning.

Professional learning

The average expenditure on professional learning per teaching staff member was $1736.10. The average number of days per teacher on professional learning was 5 days. Expenditure on the professional development of support staff in 2008 was $542.50 for 2 days.

School development 2009 – 2011

2009 represents the first year of our next three year planning cycle. Our targets are taken from the school plan.

Targets for 2009

Target 1

To improve individual student outcomes in Reading as reflected in school assessment records.

 Strategies to achieve this target include:
• Develop a school scope and sequence of comprehension activities in each stage. Link scope and sequence activities to assessment strategies.
• Intensive staff discussion and support on effective class strategies in comprehension, linking to Quality Teaching model.

Our success will be measured by:
• All students to achieve growth in comprehension as measured in class assessment strategies.

Target 2

Students show improved understanding and knowledge of measurement concepts as per stage statements.

 Strategies to achieve this target include:
• Develop a school scope and sequence of the Measurement strand for each stage. Link scope and sequence activities to assessment strategies.
• Identify, trial and purchase resources to support numeracy with a focus on Measurement.

Our success will be measured by:
• All students to achieve growth in Measurement strand as measured in classroom assessment strategies.

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
Grace Gavin  Student Representative
Abby Pittis  Student Representative

School contact information

Cumnock Public School
Railway Parade Cumnock 2867
02 63677207
02 63677404
Cumnock-p.school@det.nsw.edu.au
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: