2010 Annual School Report
Cumnock Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
At the end of 2010 there were 52 students enrolled at Cumnock Public School, a slight decrease (8%) from the same time in the previous year. Daily attendance for the school (93.2%) was higher than the Region (89.9%) and an increase of 2.5% from 2009. The school comprises three classes, a K/1, a 2/3 and a 4/5/6 composite group. At the end of 2010 class numbers were 20 in K/1, 19 in 2/3 and 13 in the 4/5/6 class.

Staff
Staff in 2010 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
0.1 ESL Teacher

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 2010. These included: Mathletics, Sport Skills development, Learn to Swim, Values Education, Crunch and Sip, Dance, Public Speaking, Year 6-7 Transition Program, Orange Small Schools Spectacular, Claymation and Boys Education activities. The Community House initiative and School Vegetable Garden project also commenced in 2010.

Student achievement in 2010

Literacy – NAPLAN Year 3

In 2010 eight 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 2010 eight 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 2010 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 2010 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, with the combined support of staff, parents and the wider community, strives to be a caring, co-operative,
courteous place that provides for the academic, social, emotional and physical education of each child. The school provides stimulating activities to challenge students in these areas and produce school citizens of which we can be proud.

Cumnock Public School provides excellent opportunities for learning within a close and supportive environment. The school tailors activities to meet the individual needs of all students. Class programs cater for encouragement and extension of each child's potential, using all available resources.

In cooperation with parents, the school aims to provide students with appropriate opportunities for self-discipline and for developing a tolerance and acceptance of those with special needs. The school aims to prepare them for the complexities and challenges of the world at large. Our work environment is characterized by teamwork and open communication.

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

The P&C is a vital part of the school community. We are in a position to influence how our children learn and the experiences they will get to enjoy. We must challenge ourselves in how we believe we can support this. We need to think about how we can raise funds in a creative manner and how we can support our school staff in a positive manner that creates the greatest outcome possible for our children.

I acknowledge and thank all of the volunteers who have donated their time to helping the P&C, the school and our children during the last 12 months. We have had a strong level of support from our school community throughout the year.

Our school has continued to grow in numbers due to the innovative program initiated by the Cumnock Progress Association. I welcome all new families to our school and community and encourage you to share your skills and experiences with us all, so as we can continue to provide fantastic opportunities for our children.

2011 brings some exciting prospects. Our children will experience the new library and our new veggie garden project will be an important fabric in uniting our children with the community. The more opportunities we can provide for our children the more experiences they will receive. Let’s build on this during 2011 and continue to create more opportunities so that there is always something just over the horizon for our children.

Pip Job

P&C President 2010

Student representative’s message

Being School Captains has been awesome! We have been able to do so many important things that we never thought we would get to do. At first being school captain was a little scary to be honest. We had to represent our school in every good way possible, which we thought might be quite hard, but we got through it easily in the end.

We both came from larger schools before enrolling at Cumnock and we probably wouldn’t have had chance to be School Captains at our previous schools. Our small school gave us a greater opportunity.

Some of the other great opportunities we have had include leading the school on Anzac Day, marching with the ‘diggers’ at the front of the line and holding the Cumnock Public School flag. That made us really proud. We also went to the Young Leaders Conference in Sydney with all of Year Six. It was a great experience. During Education Week We went to Orange High School for the Western Region Education Week launch and received certificates for being school leaders.

Together we know we have achieved something amazing this year. Thank you to all those people
who have helped us on our way.

Danika Phillips and Joshua Fitzgerald

School captains 2010

Our student leaders, Danika Phillips and Josh Fitzgerald, with Principal Mr McAlister.

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

At the end of 2010 there were 52 students enrolled at Cumnock Public School, a slight decrease (8%) from the same time in the previous year.

Management of non-attendance

Staff at Cumnock Public School work closely with parents, care givers and, where necessary the Home-School Liaison Officer to ensure high levels of student attendance is maintained.

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 2010 class size audit conducted on Wednesday 17 March 2010.

<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>K-1</td>
<td>K</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>2-3</td>
<td>2</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>2-3</td>
<td>3</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>4-5-6</td>
<td>4</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>4-5-6</td>
<td>5</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>4-5-6</td>
<td>6</td>
<td>5</td>
<td>14</td>
</tr>
</tbody>
</table>

Structure of classes

The school comprises three classes, a K/1, a 2/3 and a 4/5/6 composite group. At the end of 2010 class numbers were 20 in K/1, 19 in 2/3 and 13 in the 4/5/6 class.

Staff information

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

Staff establishment

Mr Steve McAlister is the teaching Principal and also has the responsibilities of Support Teacher
Learning. Miss Alison Croker and Mrs Amanda Schulz are employed fulltime as classroom teachers. Mrs Eve Munro is responsible for the RFF and Teacher/Librarian roles on a permanent part time basis. Miss Rebecca Knight is employed as a fulltime temporary classroom teacher. Mrs Ros Craig is responsible for the teaching of English as a Second Language on a part time basis.

The teaching staff is 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.

<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>2.294</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 of ESL</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.406</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5.068</td>
</tr>
</tbody>
</table>

There are no staff members 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>
</tbody>
</table>

Financial summary

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

Date of financial summary: 30/11/2010

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$</td>
</tr>
<tr>
<td>Global funds</td>
<td>64 903.48</td>
</tr>
<tr>
<td>Tied funds</td>
<td>57 179.91</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>93 880.75</td>
</tr>
<tr>
<td>Interest</td>
<td>31 081.23</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3 921.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>1 648.65</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>187 711.79</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>23 636.65</td>
</tr>
<tr>
<td>Excursions</td>
<td>7 810.81</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>17 138.76</td>
</tr>
<tr>
<td>Library</td>
<td>3 078.18</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>4 481.57</td>
</tr>
<tr>
<td>Tied funds</td>
<td>55 537.43</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4 425.51</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>22 035.01</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>10 520.80</td>
</tr>
<tr>
<td>Maintenance</td>
<td>3 779.63</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>1 648.65</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>154 093.00</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>33 618.79</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

Achievements

Arts

Cumnock Public School students continue to embrace learning activities in the creative and performing arts. Our students joined with over 500 students from the Orange Small Schools to perform ‘Save Our Planet’, a major production featuring song, dance and dramatic performances. This production was very well received by the communities of our small schools and the broader theatre community also.

Our students also enjoyed additional creative arts lessons involving ceramics, sculpting and non-traditional art forms under the expert tutelage of community volunteers.

Sport
Sport and physical activity continue to 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. For the first time in many years our ability to participate in several regular events has been hampered by inclement weather.

Our annual Fun Run was cancelled this year, as was the annual 3-Way athletics competition with neighbouring schools.

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 and netball throughout 2010.

Our annual Learn-To-Swim program allowed 12 students to develop their water awareness and safe practices.

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.

We had 9 entries in the University of New South Wales academic competitions this year in English, Writing, Spelling, Science and Maths. Of these entries we recorded 3 credits and a distinction. Four of our students travelled to Bathurst after being chosen to represent at the CWA Public Speaking Area finals and a further two students received awards from the Zone level of the CWA International Country of Study competition for their work on Scotland.

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 these 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 2010 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 2010 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 2010 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 2010 information regarding the percentage in skill bands cannot be shown due to privacy reasons.

Progress in literacy

The growth rate of our matched students in the areas of Reading, Spelling and Grammar and Punctuation continues to be significantly greater than the average growth rate across the state, and also greater than those schools in our Similar Schools Group.
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 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88</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 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</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. Links with neighbouring schools are currently being explored to enhance the understanding of Aboriginal culture and the celebration of NAIDOC.
Multicultural education

96% 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 an attitude 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.

In 2010 53 Bronze certificates were awarded in the I-Con system. 41 Silver certificates were also awarded and 22 students reached the Gold level.

Two students, Lilly Porch in year 5 and Danika Phillips in year 6, were awarded the inaugural CPS School/Community Medal for outstanding contributions to the school and the broader learning community.

National partnership programs

Cumnock Public School is a National Partnerships Low SES School. Under National Partnerships we are undertaking significant programs in Literacy, Numeracy, Information and Communication Technology, Professional Learning and School and Community Partnerships.

Our transition to high school program (T4) allows students in year 6 to experience secondary schooling through a series of specialist lessons delivered by staff at our partner high school. Neighbouring primary schools also take part in this program.

Community House provides opportunities for parents, care givers and community members to access school facilities and resources to enhance their own learning and that of their children.
Information sessions and workshops have been presented by school staff and external experts from TAFE, family services and community groups.

**Connected learning**

Cumnock Public School has made a significant investment in connected learning during 2010. We took delivery of our second connected classroom suite in November and are continuing to access professional learning and connected experiences to enhance the children’s learning experiences.

The regional Connected Learning Coach has been of particular assistance in this area.

**Other programs**

The senior class entered the Catchment Management Authority’s ‘Enviro-Reader’ competition for the first time in 2010. The children learned all about animals in the local environment and used this knowledge to write and illustrate fictional stories designed to educate young readers about their local surroundings. Of the five stories chosen from schools throughout the Central West of New South Wales to be published as readers and distributed to schools, three of these stories – “Caroline Saves the Day” by Matthew O’Neil and Paige Rogers, “Pob’s Great Search” by Josh Fitzgerald and Danika Phillips and “Who Rules the River?” by Zayden Phillips and Jayden Fender - came from Cumnock Public School.

Through focusing further on Jolly Grammar in the early years, the explicit teaching of grammar and punctuation concepts in the context of writing specific text types and by expanding our spelling program K-6, our students have shown significant growth in their knowledge and understanding of writing and language conventions.

Our achievements include:

- School average growth in writing and language conventions greater than State, Region and SEG average
- 92% of students showed growth in SA Spelling test results

**Target 2**

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

The explicit teaching of concepts from the working mathematically strand of mathematics and the regular inclusion of practical problem solving activities have increased our students understanding of this area.

Our achievements include:

- School average growth in numeracy greater than State, Region and SEG
- 100% of students in Year 5 achieved better than minimum growth in Numeracy
- No students in the bottom two strands for numeracy in year 3 or year 5

**Target 3**

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

Cumnock Public School now has two (2) connected classrooms. All staff has undergone initial professional learning in using this technology to improve student learning opportunities and outcomes.

Our achievements include:

- Connected lessons taken place with student and parent participation

**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 2010 our
school carried out evaluations of student welfare as part of the educational and management practice and Information and Computer Technology and Connected Learning as part of the curriculum evaluation and as a priority area for National Partnerships – Low SES communities.

**Educational and management practice**

**Student Welfare**

**Background**
At Cumnock Public School students, teachers and parents work together, sharing the responsibility for learning in a disciplined environment where excellence, high achievement and creativity are fostered and students are inspired to do their best. Student welfare and effective learning are dependent on positive partnerships between all members of the learning community. At Cumnock Public School, student welfare is based on the core values of Caring, Polite, Sensible learners.

These values are embedded in all aspects of behaviour management and are explicitly taught to the students across all school settings in our pursuit of providing a safe and happy learning environment for all.

During 2010 our school introduced the Behaviour Matrix to enhance our student welfare procedures and to lessen the impact of inappropriate behaviour on the learning of all students. Data was collected from staff, students and parent surveys on student welfare and information was obtained from behaviour records in the school.

**Findings and conclusions**

- 100% of parents and teachers believe that they have a thorough understanding of the schools core values and their link to student welfare, while 92.3% of students know what these values are;
- 83% of parents, 100% of teachers and 96% of students understand what the core values look like in different school settings;
- 100% of teachers are aware of the system for recording inappropriate classroom and playground behaviour, while 96% of students and 75% of parents are aware of this system because they have never been involved;
- 83% of parents and students believe that parents are kept well informed of any inappropriate behaviour, while 87.5% of the staff believe that they are kept well informed of inappropriate behaviour across the school;
- 100% of staff, parents and students believe that the core values are explicitly taught across the school;
- 100% of teachers and 75% of parents believe that the teaching and acknowledgment of the core values does promote positive behaviour; and
- 98% of students believe that they are rewarded for 5C behaviour.

**Future directions**

The surveys and data obtained from the review of student welfare in our school indicated that:

- The system of student welfare needs to be based on education of the students and the parents;
- The strategies used to deal with student welfare need to be consistent, positive and encouraging for all students;
- The strategies and approaches utilised need to be flexible and adaptable as the student welfare needs change;
- There is a need for the systems of ICONS and Merit awards to reward those students who are consistently displaying the core values, not just the ones who do it on occasions;
- Students need to be encouraged to take increased responsibility for their own behaviour;
- A whole school community approach is necessary for ongoing change and improvement in student welfare; and
- School is a happier and safer place if we all follow the core values.

**Curriculum**

**Information and Computer Technology (I.C.T) and Connected Learning**

**Background**

Cumnock Public School continues to integrate the use of ICT to support learning across all key learning areas. Throughout 2010, the school has continued to strive to have 100% of students using ICT to support learning and has supported the staff in increasing their capacity and competence to use technology to enhance quality teaching practice. Analysis of data obtained from parent, staff and student surveys on the use of ICT has provided a comprehensive
evaluation of this curriculum area with accurate findings and clear directions for improvements in the use of ICT to support learning.

Findings and conclusions

Data gathered throughout 2010 indicated the following strengths and areas for improvement:

- 100% of teachers and 92% of parents believe that teachers are trained and skilled in the use of technology;
- 92% of parents believe that students have sufficient access to computer facilities in the school, while 87.5% of teachers and 81% of students believe that there are sufficient computers in the school to support learning;
- 100% of teachers and students believe that they get equitable access to computer resources and 100% of parents believe that their students are encouraged to use technology to research and support learning;
- 100% of teachers integrate the use of ICT in planning and programming to ensure that ICT enhances the quality of teaching and learning;
- 100% of teachers believe that ICT is used effectively in the school to support enrichment activities as well as to support students with learning needs;
- 100% of students, parents and teachers believe that ICT is an important tool in student learning; and
- 100% of teachers, 92% of parents and 94% of students believe that CPS embraces technology as an integral part of student learning.

Future directions

Analysis of data collected throughout 2010 has identified the following areas for future planning and improvement in the implementation of ICT:

- Need for extra allocation of time to the ICT co-ordinator to manage the complex network of interactive whiteboards, two connected classroom suites and classroom computers;
- Increased levels of teacher professional learning, sharing time and mentoring in ICT best practice;
- Continuation of the collaborative planning across stages to ensure that the scope and sequence of ICT learning meets the changing needs of student learning eg. multi-media;

- Development of consistent, simplified and explicit ICT procedures across the whole school;
- Acquisition of additional PCs for all classrooms;
- Education of parents in the software applications used at school;
- Continue the excellent level of ICT skill development in our students through the explicit teaching model used; and
- Encourage further commitment by the P&C to enhance the interactive technological learning that will prepare our students for future learning.

Other evaluations

Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students were surveyed on overall Engagement. Survey results indicate almost 100% of students have a positive attitude toward school in general and find the teaching and learning relevant and meaningful.

100% of students indicated that they enjoy teaching and learning activities in Maths, Creative Arts, PD/H/PE and ICT.

79% of students in 3-6 stated that the work is challenging.

84% of students 3-6 find teacher feedback to be positive and helpful.

Staff members were surveyed on professional learning. Responses indicate that while the school is well resourced and professional development activities meet the needs of teaching staff, further professional learning in Literacy, Numeracy and Information and Communication Technology (Connected Learning) is desirable for ongoing knowledge and skill building, particularly in the analysis of data to drive teaching and learning.

Parents who responded to the survey on Community Engagement rated the school very highly in the aspects of Communication, Home and School Links, Community and Identity, the Role of the Family and Consultative Decision Making.
Initiatives to encourage community participation in the school are valued but are not utilised by community members regularly. Only 45% of respondents have utilised the Community House facility, though 82% have indicated they would like to become more involved in this area.

**Professional learning**

24.5% of total National Partnerships Low SES expenditure was on Teacher Professional Learning. A further 7% of the total school budget was also invested in Teacher Professional Learning.

Key areas addressed by professional learning in 2010 were analysis of NAPLAN data, using data to drive teaching and learning, using connected classroom technology, best start, reading fluency and comprehension.

**School development 2009 – 2011**

**Targets for 2011**

**Target 1**

*Increase the number of students in Yr 3 and 5 in the top two bands for reading and writing*

Strategies to achieve this target include:

- Further develop staff understanding of NAPLAN data analysis and its uses in identifying student strengths and areas of concern and utilising this knowledge when planning teaching and learning activities.
- Train staff in the implementation of the “Focus on Reading” professional learning package.
- Review school scope & sequence for the teaching of Language conventions K – 6 and modify to reflect student needs.

Our success will be measured by:

- Evidence of data analysis driven teaching and learning in class programs for Literacy.
- Focus on Reading strategies incorporated into teaching & learning programs.
- Scope & sequence reviewed & modified.

**Target 2**

*Increase the number of students in Yr 3 and 5 in the top two bands for Numeracy in NAPLAN testing 2011*

Strategies to achieve this target include:

- Further develop staff understanding of NAPLAN data analysis and its uses in identifying student strengths and areas of concern and utilising this knowledge when planning teaching and learning activities.
- Identify, trial and purchase resources to support practical lessons in all strands of Numeracy.
- Develop an improved school scope and sequence for numeracy in each stage to reflect NAPLAN analysis of student needs.

Our success will be measured by:

- Evidence of data analysis driven teaching and learning in class programs for numeracy.
- Stage based assessment in place, utilised and indicating improved student outcomes in numeracy.
- Scope & sequence reviewed and modified.

**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
Alison Croker          Teaching Staff
Pip Job                Parent Representative
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