Our school at a glance

Students
At the end of 2011 there were 58 students enrolled at Cumnock Public School, an increase of 11.5% from the same time in the previous year. Daily attendance for the school (88.5%) was below that of the Region (92.2%) and a decrease of 4.7% from 2010. The school comprises three classes, a K/1, a 2/3 and a 4/5/6 composite group. At the end of 2011 class numbers were 20 in K/1, 19 in 2/3 and 19 in the 4/5/6 class.

Staff
Staff in 2011 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
0.4 Primary Teacher Learning Difficulties

SASS (School Administrative and Support Staff):
1 School Administrative Manager;
0.206 School Administrative Officer;
0.4 Learning Support Officer;
0.1 Community Liaison 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 2011. These included: Mathletics, Sport Skills development, Learn to Swim, Values Education, Crunch and Sip, Public Speaking, Singing, Year 6-7 Transition Program, Lego-mation, the Vegetable Garden Project and Boys Education activities.

Student achievement in 2011

Literacy – NAPLAN Year 3
In 2011 ten Year 3 students sat all aspects of the Literacy component of the NAPLAN. While our average results in Reading and Writing were below those of the State and School Education Group (SEG), our results in Spelling were above those of the SEG and well above the State and SEG for Grammar and Punctuation.

Numeracy – NAPLAN Year 3
In 2011 ten Year 3 students sat all aspects of the Numeracy component of the NAPLAN. Average results for Numeracy were above those of the SEG but marginally below the State average.

Literacy – NAPLAN Year 5
In 2011 four 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 2011 four 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

I strongly believe that 2011 has been a positive year for our P&C with collaboration being a highlight between parents, staff and students. We have had a year that has ranged from deep considered discussions concerning our school’s gas heaters to brainstorming ideas on how we could invest our P&C’s funds into the school. I think that everyone in our school community has had every opportunity to voice their opinions and views and we have seen a year of well attended meetings as a result.

Some of our successes for the year have included running our Soccer & Netball Carnival, the Camp draft canteen in April and again in October, our annual pie-drive, providing catering for a number of staff training days, a field day run by the Central West Catchment Management Authority and the Quick-shear.

Our canteen service continues to be a steady fundraiser and is well supported by our parents in both volunteering and ordering. The introduction of new meal options has been very popular.

I am extremely grateful to all of the parents, staff and friends who have volunteered over the year. I cannot express my gratitude for your enthusiasm, dedication and unquestionable commitment. We are a school community and the fabric of being a community is to work together, share, support and nurture everyone in that community.

Pip Job

P&C President 2011

Student representative’s message

It has been a huge honour to be Cumnock School Captains in 2011. As we have both been students at Cumnock Public School since the first day of Kindergarten in 2005 the leadership has had a special meaning to us.

We have been able to do so many important things that we never thought we would get to do. From raising the flag and saying the pledge each morning to leading the school on Anzac Day, marching with the ‘diggers’ at the front of the line and holding the Cumnock Public School flag we have tried to set a good example for our fellow students. Leading the school at special assemblies has been a particular highlight as visitors to our school get to appreciate all our students’ achievements.

Together we know we have achieved something very special in 2011 and we would like to thank the teachers, support staff and students who have supported us through the year.

Lilly Porch and Sam Moon

School captains 2011
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 2011 there were 58 students enrolled at Cumnock Public School, an increase of 11.5% from the same time in the previous year.

Student attendance profile

Daily attendance for the school (88.5%) was below that of the Region (92.2%) and a decrease of 4.7% from 2010.

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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<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>7</td>
<td>17</td>
</tr>
<tr>
<td>K-1</td>
<td>1</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>2-3</td>
<td>2</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>2-3</td>
<td>3</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>4-5-6</td>
<td>4</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>4-5-6</td>
<td>5</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>4-5-6</td>
<td>6</td>
<td>7</td>
<td>21</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 2011 class numbers were 20 in K/1, 19 in 2/3 and 19 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.
Mr Steve McAlister is the Principal and Professional Learning Coordinator. Mrs Amanda Schulz is employed fulltime as a classroom teacher. 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 Melissa Campbell is employed on a part time temporary basis and is responsible for the Support Teacher Learning role.

The teaching staff is assisted by a school administrative manager, Mrs Robyn Bruce, a part-time school administrative officer, Mrs Narelle Hogan, a part time Learning Support Officer, Mr Matt Mercer, a part time Community Liaison Officer, Mr Stuart Fitzgerald and a general assistant, Mr Craig Whiley.

The table below shows the staffing entitlement for Cumnock Public School but does not reflect the flexible staffing arrangements made possible through National Partnerships Low SES funding. This funding has enabled the employment and allocation of additional Learning Support Teacher allocation, extra Learning Support Officer time, a Professional Learning Coordinator and Community Liaison Officer.

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>2.294</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>School Administrative &amp; Support Staff</td>
<td>1.406</td>
</tr>
<tr>
<td>Total</td>
<td>4.968</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>
<tr>
<td>Postgraduate</td>
<td></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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>98522.27</td>
</tr>
<tr>
<td>Global funds</td>
<td>58218.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>37398.88</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>19456.82</td>
</tr>
<tr>
<td>Interest</td>
<td>4355.11</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>2320.40</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>220271.88</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>14815.66</td>
</tr>
<tr>
<td>Excursions</td>
<td>656.71</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>14775.74</td>
</tr>
<tr>
<td>Library</td>
<td>4018.50</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1981.55</td>
</tr>
<tr>
<td>Tied funds</td>
<td>50526.29</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>4578.57</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>22966.54</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>15708.70</td>
</tr>
<tr>
<td>Maintenance</td>
<td>2489.65</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>2320.40</td>
</tr>
<tr>
<td>Capital programs</td>
<td>6355.68</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>141193.99</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>79077.89</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts
Cumnock Public School students continue to embrace learning activities in the creative and performing arts. Our students have thoroughly enjoyed creative arts lessons involving ceramics, sculpting and non-traditional art forms under the expert tutelage of community volunteers.

All students from Kindergarten to Year 6 contributed to the creation of two pieces for submission to the ‘Animals on Bikes’ sculpture trail project – ‘An A to Z of Animals’ and ‘Hungry Perchy’. The ‘A to Z of Animals’ is actually 26 separate pieces displayed along the 130 km stretch of the tourist drive between Molong and Dubbo, while ‘Hungry Perchy’ received the runner-up prize for Best Endangered Species at the official judging and exhibition.

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.

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 2011.

Our annual Learn-To-Swim program allowed 10 students to develop their water awareness and safe practices.

Other

Our student body took part in a number of fund-raising activities throughout the year to assist a number of worthy causes.

We had 6 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 five students received awards from the Zone level of the CWA International Country of Study competition for their work on Iceland.

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

The percentage of Year 3 students achieving results that placed them in Bands 4, 5 or 6 varied according to the area tested. 30% of students were in Bands 4 to 6 for Reading, 50% of students were in Bands 4 to 6 for Writing, 70% of students were in Bands 4 to 6 for Spelling and 70% of students were in Bands 4 to 6 for Grammar and Punctuation. No students were in the lowest Band (Band 1).
Numeracy – NAPLAN Year 3

60% of students recorded results that placed them in Bands 4 to 6 for Numeracy with no students in Bands 1 or 2.

Literacy – NAPLAN Year 5

As there were fewer than ten candidates who sat the Year 5 NAPLAN Test in 2011 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 2011 information regarding the percentage in skill bands cannot be shown due to privacy reasons.

Progress in literacy

The average rate of progress in Reading for matched students within the school from Year 3 to Year 5 has increased in the last 3 year cycle and continues to be above the average progress of students across the SEG and the State.
This is also the case in the area of Grammar and Punctuation.

While students are still showing growth in Spelling from Year 3 to Year 5, the average rate of growth has dropped in this area over the past 3 year cycle.

Progress in numeracy

While students are still showing growth in Numeracy from Year 3 to Year 5, the average rate of growth has dropped in this area over the past 3 year cycle.

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.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

There are two students (3.4%) 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 and have undergone significant immersion in Aboriginal culture through library research and exploration activities. Links with neighbouring schools have been established and utilised to enhance the understanding of Aboriginal culture and the celebration of NAIDOC.

Multicultural education

93% 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. Students also participated in research activities for the CWA International Project Competition on Iceland.

**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 was expanded this year to include a fourth Primary School, Euchareena PS joining with Cumnock, Cudal and Manildra and partner secondary school Molong Central School. The program allows students in year 6 to experience secondary schooling through a series of specialist lessons delivered by staff at the partner high school.

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 continues to expand our horizons in connected learning. We now have two connected classroom suites and are continuing to access professional learning and connected experiences to enhance the children’s learning experiences.

The regional Connected Learning Coach continues to be of particular assistance in this area.

**Other programs**

**Respect and responsibility/Values Education**

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 2011 59 Bronze certificates were awarded in the I-Con system. This is the first time in the Program’s history that every student has reached this level. Of these students 51 (88%) went on to achieve their Silver certificates and of these 20 (39% - or 34% of the total student population) were also awarded the Gold level.

**Progress on 2011 targets**

**Target 1**

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

Our achievements include:

- The number of students in Year 3 achieving the top two Bands has increased in all aspects of Literacy including Reading and Writing
- The number of students in Year 5 achieving the top two Bands has increased in Reading but decreased in Writing

**Target 2**

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

Our achievements include:

- The number of students in Year 3 achieving the top two Bands for Numeracy has decreased by one
- The number of students in Year 5 achieving the top two Bands for Numeracy has decreased by one

**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 2011 our school carried out evaluations of the school planning processes as part of the educational and management practice and Writing as part of the curriculum evaluation and as a targeted area for improvement through the National Partnerships –Low SES funding program.
Educational and management practice

School Planning

Background

Cumnock Public School is proud of its core emphasis of striving to meet the current and emerging needs of the students. One key aspect of this is the school planning process which was last evaluated in 2006. Staff, students and parents were surveyed to canvass the critical issues and to ascertain what has changed in regard to school planning over the past five years.

Findings and conclusions

• 100% of staff indicated that they were involved in the school’s planning process, a process that is flexible and designed to meet the needs of the students.
• 100% of parents who responded to the survey indicated that they were usually given sufficient notice of coming events and that the school’s targets are clearly identified and explained. However, some concern was noted by working parents that daytime events could be better attended with great prior notice given.
• All students surveyed stated that a variety of special events were provided for them each year but were unsure whether these events were part of the school plan.
• 100% of senior students surveyed stated that they were encouraged to help plan events at our school while 83% of younger students agreed with this statement.

Future directions

The school will continue to actively pursue parental and community input into the school planning process. We will further ensure that major events are incorporated into the teaching and learning processes at the school as they align with the school’s plan.

Curriculum

Writing

Background

The purpose of this evaluation was to investigate current classroom and whole school approaches to the teaching of writing in line with the targets outlined in the School Management Plan. It also explored the teachers’ attitudes toward teaching and learning of this vital Literacy skill.

Findings and conclusions

• 100% of staff surveyed felt that their students had shown improvement in all aspects of writing during the year and post NAPLAN (Years 3 and 5).
• Staff members value the use of skills rubrics that allow students to more readily understand the purpose of their writing.
• There is a continued focus on the range of text types across stages.
• Parents indicated that they felt writing was an important subject and that they enjoyed seeing examples of their children’s work.
• Some parents were unsure whether the school’s spelling program supported the writing program and how writing is taught in the school.
• Although parents were exposed to the range of different text types they were not familiar with the ‘terminology’ associated with these.
• The students surveyed stated that writing was important and that they had improved their writing this year.
• Senior students indicated an appreciation of the use of skills rubrics as these provide direction for writing.
• Only a small majority of students surveyed stated that they enjoy writing and that they like to write at home.

Future directions

The school will continue to incorporate the use of skills rubrics to reinforce the purpose and structure of various text types when teaching writing. More opportunities will exist for parents to develop their understanding of the different types of writing the children are exposed to and to familiarize themselves with the meta-language of writing. We will endeavour to increase the children’s enjoyment of writing as a recreational activity as well as for a specific purpose by providing more relevant stimulus material.
Other evaluations

Parent, student, and teacher satisfaction

In 2011 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.

82% of students in 3-6 stated that the work is challenging.

87% 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. 45% of respondents have utilised the Community House facility, though 84% have indicated they would like to become more involved in this area. However, only 23% indicated concern that fewer opportunities were available through Community House during 2011.

Professional learning

More than 50% of total National Partnerships Low SES expenditure was incurred on the provision of Teacher Professional Learning through course fees, provision of casual staff and the establishment of a Professional Learning Coordinator. A further 7% of the total school budget was also invested in Teacher Professional Learning.

Key areas addressed by professional learning in 2011 were analysis of NAPLAN data, using data to drive teaching and learning, using connected classroom technology, best start and reading fluency and comprehension through the Focus on Reading program.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

Literacy and Numeracy

Outcome for 2012–2014

To improve Literacy and Numeracy skill levels for all students.

2012 Targets to achieve this outcome include:

- Increase the number of students in Year 5 NAPLAN achieving expected growth between year 3 and year 5 in Spelling from 2 out of 4 in 2011 to 5 out of 9 in 2012
- Raise the number of students in Kindergarten showing growth of at least two levels in at least 4 aspects of Best Start Literacy from 3 out of 6 in 2011 to 3 out of 5 in 2012
- Increase the number of Year 3 students achieving at or above the minimum standard in NAPLAN Reading from 3 out of 10 in 2011 to 4 out of 7 in 2012
- Increase the number of students in Year 5 NAPLAN achieving expected growth between year 3 and year 5 in Numeracy from 1 out of 4 in 2011 to 3 out of 9 in 2012

Strategies to achieve these targets include:

- Utilise NAPLAN data analysis to identify student strengths and areas of concern and utilise this knowledge in planning teaching and learning activities
- Utilise Best Start data to identify strengths and weaknesses of incoming Kindergarten
students, modify teaching programs accordingly and re-assess Best Start in T3
• Supplement existing STL allocation to allow intensive teaching and learning in Literacy and Numeracy and targeting of specific areas

Leadership and Teacher Quality

Outcome for 2012–2014
To enhance teacher quality and leadership capacity for school improvement.

2012 Targets to achieve this outcome include:
• Further improve teacher quality in utilising information and communication technologies embedding ICT into classroom practice
• Further increase teacher leadership capacity to improve student learning outcomes

Strategies to achieve these targets include:
• Access professional learning through the Professional Learning and Leadership Development Directorate’s “Classroom Teacher Program”
• Continue the existing in-school Professional Learning Coordinator position to further facilitate all professional learning activities of staff.

Community Partnerships and Student Engagement

Outcome for 2012–2014
To strengthen and develop productive partnerships and links with other schools, parents and the wider community

2012 Targets to achieve this outcome include:
• Increase the access for students, parents and community to technology based educational resources to foster improvements in literacy and numeracy
• Increase the number of parents who are confident to support the education of their children after school and at home from 19% in 2011 to 50% by 2014
• Improve the transition structures for stage 3 students from local primary schools into stage 4 at their local high school

Strategies to achieve these targets include:
• In partnership with the school P&C create an educational support structure which will allow parents and students to access school educational resources, learning tools and staff support
• Establish after school “Homework Classes” as an educational support structure which will allow parents and students to access school educational resources, learning tools and staff support
• In partnership with local Primary schools and local High school, continue the T5 transition structure for terms 2 and 3 improving the joint planning structures and sharing of teacher expertise between local schools

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
Rebecca Knight
Pip Job Parent Representative
Sam Moon Student Representative
Lilly Porch 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: