School context

Cumnock Public School is located 60 km from the town of Orange in the township of Cumnock (Pop. 282) in the State’s Central West. The school has three multi-stage classes – K/1, 2/3 and 4/5/6. Students come to school from the township and from surrounding farms.

With the combined support of staff, parents and the wider community, our school 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.

Principal’s message

2013 was a year of change for Cumnock Public School. Mr McAlister was appointed to Forbes North Public School and Mrs Canning began the year as the Relieving Principal. During Term 1, a merit selection panel appointed Mrs Canning as the permanent Principal.

The students embraced the change and continued to triumph and achieve in the classroom, sporting arena and in extra-curricular activities. During 2013 the children were involved in a wide range of activities including Live Life Well, Small Schools Spectacular, Enviro Readers, Crunch and Sip, University Competitions, Jump Rope for Heart and NAIDOC week activities.

In 2013 Cumnock Public School joined the Active After School Communities Program and offered two sessions per week of structured physical activity. Two teachers and two parents became community coaches and sports such as athletics, lawn bowls, martial arts, circus, golf, netball and soccer were offered to the children on a weekly basis.

The children enjoyed participating in the wide range of curriculum, sporting and cultural activities and their enthusiasm, creativity and commitment to learning and working to the best of their ability has ensured that 2013 was another great year for Cumnock Public School.

Thank you to the Cumnock Public School P&C who have been extremely supportive of the educational goals set by the staff and students at the school. Their fundraising efforts have allowed the school to purchase additional resources such as book and computers to support the educational programs at the school.

I would like to thank the staff, students, parents and community for making me feel so welcome at Cumnock Public School. I look forward to working together with you to ensure our students achieve in all areas of their lives.

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.

Karen Canning
Student representative’s message

It has been an amazing honour being school captains at Cumnock Public School in 2013.

We have had many responsibilities such as saying the school pledge, raising the flag every morning and holding the school banner at special occasions such as the ANZAC Day ceremony and inter school sporting carnivals. We also had the privilege of attending Mrs Carole McDiarmid (Western NSW Regional Director) retirement Ultimate Spectacular event.

We would like to say a big thank you to the teachers, students and staff for supporting us all throughout the year. We hope the captains for 2014 will have as much fun as we did.

Thank you everyone for a great 2013 and we hope you all have a great time at Cumnock Public School in 2014.

Keri Phillips and Matayia Gregory

Student information

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

Student enrolment profile

The school commenced 2013 with 61 enrolments. Our enrolments at the end of 2013 were 55.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>18</td>
<td>34</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>26</td>
</tr>
<tr>
<td>Female</td>
<td>22</td>
<td>15</td>
<td>28</td>
<td>27</td>
<td>34</td>
<td>35</td>
<td>29</td>
</tr>
</tbody>
</table>

The attendance figures for Cumnock Public School are slightly below Regional and State averages due to unexplained absences which were referred to the Home School Liaison Officer and sickness.

Management of non-attendance

School attendance is monitored by the Classroom Teacher and Principal. Students who have consistent non-attendance issues at Cumnock Public School are supported to attend school according to DEC policy and referred to the Home School Liaison Officer (HSLO) for management and intervention.
Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.462</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>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. There are no staff at Cumnock Public School that identify as Indigenous.

Staff Retention

Mr Steve McAlister was promoted during 2013. Mrs Karen Canning was appointed as Principal in Term 1 2013. Mrs Kim Doulman and Mrs Wendy Goodwin were employed as temporary School Learning Support Officers. All other staff remained the same as 2012.

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>20%</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>40%</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>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>100326.78</td>
</tr>
<tr>
<td>Global funds</td>
<td>66557.63</td>
</tr>
<tr>
<td>Tied funds</td>
<td>64415.66</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>7564.72</td>
</tr>
<tr>
<td>Interest</td>
<td>2447.84</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>3077.34</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>244389.97</td>
</tr>
</tbody>
</table>

**Expenditure**

| Teaching & learning                  | $           |
| Key learning areas                   | 14141.55    |
| Excursions                            | 1084.52     |
| Extracurricular dissections           | 7576.31     |
| Library                               | 553.39      |
| Training & development               | 2545.57     |
| Tied funds                           | 93805.36    |
| Casual relief teachers                | 5849.51     |
| Administration & office              | 26794.79    |
| School-operated canteen              | 0.00        |
| Utilities                             | 13633.47    |
| Maintenance                           | 9047.24     |
| Trust accounts                        | 3123.34     |
| Capital programs                      | 0.00        |
| **Total expenditure**                 | 178155.05   |
| **Balance carried forward**           | 66234.92    |

A full copy of the school’s 2013 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 performance 2013

Cumnock Public School takes great pride in the achievements of all of its students. Participation and personal bet is encouraged in all areas of school life including academic, sporting areas, creative and visual arts and environmental education.
Academic achievements

NAPLAN
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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Other achievements

Cumnock Public School takes great pride in the achievements of all of its students. Participation, sportsmanship and doing our personal best are qualities that are encouraged in all areas of the school.

Creative and Visual Arts
During 2013 the Creative Arts program provided the students with a wide range of learning experiences including music, art and dance.

All of the students at Cumnock Public School learnt and performed a range of songs in our music program. The students participated in the “Music Count Me In” program and performed at a range of events such as ANZAC Day, school assemblies and presentation night.

The students were involved in a variety of visual art experiences including painting, print making, weaving and sculpture. The student’s artworks were displayed at the Cumnock Show, in the school and at the Department of Education and Communities Office in Orange.

The highlight of the year was the OSSA Small School Spectacular where all of the students danced at the Orange Theatre.

Under the supervision and guidance of Angela Galbraith all of the children learnt two dances and performed these at a sold out evening performance and to a matinee audience.

Congratulations to all of the students who danced to the best of their ability. It was wonderful to see your talents showcased at an amazing event!

Sport
2013 was a busy year, with all of the children participating in a variety of sporting activities including the 3 Way Swimming Carnival, OSSA Swimming Carnival, Active After School Communities sports, OSSA athletics, 3 Way Athletics and the OSSA Cross Country.

Sport and physical activity continue to play an important role in the development of students at Cumnock Public School. Through our PE lessons, AASC program and organised sport participation of all students is encouraged. The increased participation in sport has resulted in improved student fitness and skill development.

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

Aboriginal education

Cumnock Public School recognizes the importance of all children gaining an appreciation of Aboriginal history and culture. An Aboriginal perspective is included in all teaching and learning programs. The students participated in NAIDOC week activities at Wambangalang and were immersed in Aboriginal Arts when Yala Gari came to the school and performed.

Our student enrolment at the end of 2013 included 9.1% of students identifying as Aboriginal.

Multicultural education

Cumnock Public School has maintained a focus of multicultural education in all area of the curriculum by providing students with learning experiences which develop the knowledge, skills and attitudes required for a culturally diverse society.

Awareness of cultural diversity and the important contributions made by Australians from all cultural backgrounds is highlighted in teaching programs. Multicultural education is incorporated into the Key Learning Areas through Literacy activities and the Creative Arts. All of the students participated in the Country Women’s Association Morocco study.

During 2013, the school completed a range of anti-racism initiatives including the training of an Anti-Racism Contact Officer (ARCO). At the conclusion of 2013 there were two students who identified as having English as a Second Language.

National partnerships and significant Commonwealth initiatives

- Low SES School Communities National Partnership

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 continued in 2013 and incorporated the local Catholic Primary Schools in Molong and Manildra well as a continuation with Euchareena, Cudal and Manildra Public Schools. 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.

- Empowering Local Schools National Partnership

Cumnock Public School is a National Partnership Empowering Local School. Under this National Partnership we have utilized the Local School Local Decision mandate. This national partnership allowed additional teachers to be employed to support our literacy and numeracy programs and allowed for additional School Learning Support Officer time in each classroom.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Consultation with P&C
- Data analysis of NAPLAN and other assessments
School planning 2012—2014: progress in 2013

School priority 1 – Literacy and Numeracy
Outcomes from 2012–2014

Improvement in student performance in literacy and numeracy by:

- Increasing the number of students in Year 5 NAPLAN achieving expected growth between year 3 and year 5 in Spelling from 3 out of 8 in 2012, 6 out of 11 in 2013 and 5 out of 7 in 2014
- Raising the number of students in Kindergarten showing growth of at least two levels in at least 4 aspects of Best Start Literacy from 6 out of 7 in 2012 to 7 out of 8 in 2013 and 4 out of 5 in 2014
- Increasing the number of Year 3 students achieving at or above the minimum standard in NAPLAN Reading from 5 out of 7 in 2012 to 9 out of 12 in 2013
- Increasing the number of students in Year 5 NAPLAN achieving expected growth between year 3 and year 5 in Numeracy from 4 out of 8 in 2012 to 6 out of 11 in 2013 and 5 out of 7 in 2014

Evidence of progress towards outcomes in 2013:

- Increased use of data analysis to inform teaching and learning
- 6 out of 8 Kindergarten students showed growth of at least 2 levels in at least 4 aspects of Best Start Literacy when re-tested in Term 3.
- Learning and Support Teacher employed for an additional one and a half days each week to intensively teach individuals and small groups of children
- 6 out of 11 students achieved expected growth or above in Numeracy tests.

Strategies to achieve these outcomes in 2014

- Develop a K-6 Assessment Framework for Literacy and Numeracy
- Expand teacher knowledge on quality teaching of literacy and numeracy through mentoring and professional learning activities

School Priority 2 – Leadership and Teacher Quality
Outcomes from 2012–2014

To enhance teacher quality and leadership capacity for school improvement by:

- Improving teacher quality in utilising information and communication technologies embedding ICT into classroom practice
- Increasing teacher leadership capacity to improve student learning outcomes
- Enhancing leadership capacity for school improvement through a collegial network of stage and/or KLA planning teams in SEG small schools
- Writing and trial teaching and learning units for the new Australian English Curriculum in collaboration with small schools planning teams and familiarise staff with Maths, Science and History documents

Evidence of progress towards outcomes in 2013:

- Orange Small School Association teams have develop a three year cycle scope and sequence for English and Science for Early Stage One to Stage 3
- All teaching staff have participated in mandatory Professional Learning to develop their knowledge and understanding of the new curriculum documents.
- Staff have participated in professional development relating to the integration of technology in all key learning areas.

**Strategies to achieve these outcomes in 2014:**
- Professional Learning for all staff to focus on the writing of quality English Units of work integrating multi modal texts and technology
- Increase the numbers of computers in each classroom
- Create a technology classroom where each student is able to access and use a computer or laptop to enhance their learning
- Staff to participate in professional learning relating to the integration of technology across all key learning areas

**School priority 3 – Community Partnership and Student Management**

**Outcomes from 2012–2014**
To continue to strengthen and develop productive partnerships and links with other schools, parents and the wider community by:

- 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 39% in 2012 to 50% in 2013
- Improve the transition structures for stage 3 students from local primary schools into stage 4 at their local high school

**Evidence of progress towards outcomes in 2013:**
- All students in Year 6 participated in the T5 transition program at Molong Central School
- Newsletters features tips to parents on how to support their children to complete their homework, understand maths problems, NAPLAN etc
- Parent information sessions offered during the year in the Community House to discuss strategies to ensure student improvement

**Strategies to achieve these outcomes in 2014:**
- Continue the T5 Transition program and participate in ongoing planning meetings between feeder schools and our local high schools
- Develop a transition policy to ensure all relevant information and documentation is provided to local High Schools
- Continue to provide parent information sessions relating to supporting children at home, reading strategies, technology etc

**Parent/caregiver, student, and teacher satisfaction**
In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**What does Cumnock Public School do well?**
“Active After School Communities – we get to play lots of different sports and have learnt lots of new skills”; “Approachable, caring and supportive staff”; “Community members are welcomed and encouraged to come to the school to help out in Crunch & Sip, Reading Groups and special events”.

**What would you like introduced at Cumnock Public School?**
“More music, dance and art”; “Children to be taught specific skills to use computers and programs”; “more playground and sports equipment”; “implementation of the Stephanie Alexander Kitchen Garden Program”.

It is noted that the response to the above questions was small, so it assumed from this limited response that most families are satisfied with how the school operates.
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.

Karen Canning - Principal
Robyn Bruce – School Administrative Manager
Amanda Schulz - Teacher
Rebecca Thorne - Teacher
Stuart Fitzgerald – P&C President
Matayia Gregory & Keri Phillips – School Captains

School contact information
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Email: Cumnock-p.school@det.nsw.edu.au
Web: Cumnock-p.schools.det.nsw.edu.au
School Code: 1707
Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: