Cumnock Public School
Annual School Report 2014
School context statement

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.

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>34</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>28</td>
<td>27</td>
<td>34</td>
<td>35</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

During 2014, the number of students enrolled at Cumnock Public School reduced to 52 students. This is due to a number of families moving out of the Cumnock region due to work or other personal commitments.

Student attendance profile

The school implemented an online roll marking system from during 2014, using the new Student Management System. Overall the schools attendance rate has improved. Kindergarten, Year 2 and 5 students’ attendance was an outstanding achievement. Year 1, 3 and 4 students’ attendance fell below the school average which will become a focus for these cohorts as they move into 2015.

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>Primary Part-Time Teacher</td>
<td>0.168</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.126</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.168</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.0</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.0</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, 2014 requires schools to report on Aboriginal composition of their workforce.

During 2014, there were no staff who identified as Aboriginal employed at Cumnock Public School.

**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>75%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Professional Learning at Cumnock Public School is designed and implemented to provide essential knowledge for improving teachers’ skills. Most importantly it is intended that all professional learning will have a positive impact on learning outcomes for all students.

During 2014 the Professional Learning undertaken by the teachers at Cumnock Public School was informed by the school’s targets set out in the School Management Plan.

Professional Learning Funds were used to pay for course fees and to provide a casual teacher to release the classroom teacher so they were able to attend external professional learning sessions.

**Staff Meetings and Professional Learning**

The teaching staff participated in an online professional learning program throughout the year designed to increase their understanding of the new mathematics syllabus. The focus of the Adobe Connect sessions was to inform staff of the changes to the Mathematics Syllabus, enhance student understanding of concepts and for teachers to develop a greater understanding of the mathematical principles in the new syllabus.

Additional professional learning completed during staff meetings included: using the Student Wellbeing and Student Management Systems for roll marking and behavior management, behavior management for students and classroom management.

**Pre 2 Professional Learning**

During 2014, Cumnock Public School was invited to join the Pre2 initiative which is run by a DEC teacher employed by the participating schools. The Pre2 network is made up of the large primary schools in the Orange and surrounding areas.

The professional learning accessed through Pre2 by the teachers included: Librarian Network Meetings, Early Stage 1 and Stage 1 Meetings, Stage 2 and 3 Meetings, Gifted and Talented / Differentiation Meetings and Accreditation at Higher Levels.

**External Course Professional Learning**

Throughout 2014, the teachers participated in a range of professional learning activities run by staff out of our school.

- Two teachers participated in the L3 Small Schools sessions which focused on teaching quality literacy sessions to children in Early Stage 1 and Stage 1. This was followed up by in school visits by Kelly Chambers who continued to coach and lead the teachers in using the L3 Pedagogies in planning their teaching and learning.

- Two teachers participated in the English Units of Work session run by the Primary English Teachers Association. This workshop focused on writing quality units of work using the new English Syllabus.

- Two teachers participated in a professional Learning session focused on utilizing the Literacy Continuum and using the online PLAN software to record student growth in the areas of Literacy and Numeracy. This was followed up in school with all students being placed on both the literacy and numeracy continuum in all aspects.

- Two teachers participated in 7 Habits of Highly Successful People and the FISH Philosophy. This professional learning was focused on how staff need to look after themselves and create a culture of fun to enhance student learning.

- One teacher completed professional learning relating to the updates of the National Disability Standards. This was completed in preparation for the Nationally Consistent Collection of Data for School Students with a Disability.
To support the Active After School Program one teacher participated in an AFL session and two teachers became qualified in Orienteering and became accredited AUSSWIM Teachers.

One Teacher participated in a Live Life Well sharing workshop presenting information re our school programs and learning about what other schools to do implement healthy eating and lifestyles into their school curriculum.

Mandatory Professional Learning

All of the staff participated in mandatory professional learning on staff development days and after school. Courses completed include: Child Protection, CPR, Anaphylaxis and the updated Code of Conduct.

Currently, two new scheme teachers who are maintaining their accreditation with BoSTES at the Proficient Level. There are no teachers who are seeking voluntary accreditation at Highly Accomplished or Lead.

Beginning Teachers

50% of staff have met the criteria for the award of an accreditation at the level of Proficiency through the NSW Board of Studies Teaching and Educational Standards (BOSTES).

The school did not have any permanent beginning teachers on its staff in 2014.

Financial summary

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

Financial Summary for the Year Ended 31 December 2014 (Cumnock Public School)*

<table>
<thead>
<tr>
<th>Component</th>
<th>2014 Actual ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(51,155)</td>
</tr>
<tr>
<td>Revenue</td>
<td>(636,286)</td>
</tr>
<tr>
<td>Appropriation</td>
<td>(609,297)</td>
</tr>
<tr>
<td>Sale of Goods and Services</td>
<td>(600)</td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>(25,928)</td>
</tr>
<tr>
<td>Investment Income</td>
<td>(462)</td>
</tr>
<tr>
<td>Gain and Loss</td>
<td></td>
</tr>
<tr>
<td>Other Revenue</td>
<td></td>
</tr>
<tr>
<td>Expenses</td>
<td>642,787</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>642,787</td>
</tr>
<tr>
<td>Employee Related</td>
<td>569,376</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>73,411</td>
</tr>
<tr>
<td>Capital Expenses</td>
<td></td>
</tr>
<tr>
<td>Surplus/Deficit for the Year</td>
<td>6,501</td>
</tr>
<tr>
<td>Balance Carried Forward</td>
<td>(44,654)</td>
</tr>
</tbody>
</table>

For 2014, the 229 schools are required to report on financial information from 1 January 2014 to 31 December 2014.

The school finance committee comprising of the Principal and School Administration Manager meet regularly to budget for yearly expenditure, plan for spending and review the current levels of spending. There were no substantial over or under spends during the 2014 period. Funds rolled over from 2014 will be used to support an additional teacher to be employed to increase the amount of Learning and Support time available to the students enrolled.

Funds received through the Resource Allocation Model (Cumnock Public School)*

<table>
<thead>
<tr>
<th>Component</th>
<th>RAM Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>544,499</td>
</tr>
<tr>
<td>Equity</td>
<td>42,513</td>
</tr>
<tr>
<td>Location</td>
<td>956</td>
</tr>
<tr>
<td>Aboriginal</td>
<td>24,956</td>
</tr>
<tr>
<td>Socio-Economic</td>
<td>16,601</td>
</tr>
<tr>
<td>Language</td>
<td>16,101</td>
</tr>
<tr>
<td>Targeted</td>
<td>1,985</td>
</tr>
<tr>
<td>Other</td>
<td>605,097</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014

School Achievements in the Arts

2014 began with a visit from Donna Riles from the Orange Conservatorium of Music to launch our music program. Donna Riles ran an interactive session where all of the children were encouraged to sing, dance and make music with their body and percussion instruments.

The music program continued with Mrs Thorne running weekly music sessions for each class. During these lessons the children learnt to read music, find the beat, appreciate different styles of music, learn about musical instruments and play percussion instruments.

During Semester 2, the children were offered the opportunity to participate in small group guitar lessons each fortnight. 12 students participated in these lessons with a teacher from the Conservatorium of Music. Every child loved the experience.

The music program culminated with a visit from the Pittwater High School band in Term 4. The band came to the school and performed a range of songs, taught us about different instruments and how they are played and allowed a student to conduct the band.

School Achievements in Sports

Throughout 2014, the students at Cumnock Public School participated in a range of sporting events including carnivals, Active After School Communities sessions, Gala Days and interschool sporting competitions.

- Over the past three years, participation in Active After School Communities has increased from 40% to 100%. 2014 was the final year of this program and the staff and students celebrated this by holding a Gala Day and inviting the Development Officers from AFL, NRL and Netball to come to the school and run clinics throughout the year.

- All of the students from Kindergarten to Year 6 participated in the OSSA Athletics Carnival and Cross Country. Skye Weston was awarded the Junior Girls Championship Trophy at the OSSA Athletics carnival and proudly represented Cumnock Public School at the District Carnival.

- A number of students competed at both District and Western Region in sports such as: Swimming, Athletics, Cross Country and AFL.

- A number of students were selected to compete in the Orange Small School Association sporting teams for: Cricket, Soccer, Cricket and Netball.

- All students, 8 years and older who are able to swim 25m participated in the 3 Way Swimming Carnival in Yeoval. This carnival prepares students for the Orange Small Schools Association Swimming Carnival where the students are required to swim 50m.

- Approximately 20 students completed the Swimming Scheme Program. This program is for students who are not able to swim the width of a swimming pool. All of the children who completed this program gained confidence while in the water and improved their skills.
**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)
- **Year 7:** from Band 4 (lowest) to Band 9 (highest for Year 7)
- **Year 9:** from Band 5 (lowest) to Band 10 (highest for Year 9)

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](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select *GO* to access the school data.

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

The staff at Cumnock Public School have continued to support Aboriginal students to achieve to the best of their ability. They have also begun to embed Indigenous perspectives across the curriculum.

- The students from Kindergarten to Year 6 participated in an excursion to Wambangalang EEC to learn more about Aboriginal culture, customs and experiences for NAIDOC week. Dean Murray, Aunty Jean and Allan Hall from the Aboriginal Education Team lead the students in a range of activities incorporating dreaming stories, sports, art and Aboriginal culture.
- Literacy units of work were developed incorporating Aboriginal customs and culture.
- All staff provide students with experiences to develop a deep understanding of Aboriginal culture.

- As a sign of respect an Acknowledgement of Country is recited at the beginning of all assemblies and school events.

**Multicultural education and anti-racism**

The staff and students at Cumnock Public School are committed fostering a positive culture and attitude. All staff members are committed to students being educated in an environment that is free from racism.

- Classroom teachers recognize and respond to the cultural needs of all children in the community
- Teaching and learning programs have identified children from different cultural and linguistic backgrounds to ensure their learning needs are met
- Mrs Karen Canning, has been trained as the school’s Anti-Racism Contact Officer (ARCO). The responsibilities of this role include handling complaints of racism, providing advice on how to resolve issues and educating the school community of the role of the ARCO.

**Aboriginal background**

The Resource Allocation Model (RAM) equity loading for students who identify as Aboriginal is calculated on the number of Aboriginal students enrolled at the school. During 2014, there were eight students who identified as Aboriginal.

All students who identified as Aboriginal were provided with additional in class support from a School Learning Support Officer. The additional support offered to the students was based on the needs identified by the student, parent or by the classroom teacher.

**Socio-economic background**

The Resource Allocation Model (RAM) equity loading for Socio-economic background is calculated using information obtained from every child’s enrollment form. Their parents level of school education, highest non-school qualification and occupation category are used to determine a Family Occupation, Education Index (FOEI) score and funding provided to the school is based on this.
Throughout 2014, this funding was used to employ a School Learning Support Officer (SLSO) to work in the three classrooms. In each classroom the SLSO undertook a range of roles such as: working 1:1 with students who required additional support under the supervision of the teacher, working with small groups of students, reading with students, providing additional support in the playground and to provide a small group social skills / sportsmanship program during structured play during recess and lunch.

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:

- Feedback from parents in consultation groups and in a written survey
- Discussions in P&C meetings
- Feedback from students re teaching and learning programs and areas for improvement

Evidence of achievement of outcomes in 2014:

- 100% of students in Year 5 achieved at or above minimum standard for Reading, Writing, Spelling, Grammar and Punctuation and Numeracy
- 100% of students in Year 3 achieved at or above minimum standard for Reading, Writing, Spelling and Numeracy
- 90.9% of students in Year 3 achieved at or above minimum standard for Grammar and Punctuation

Strategies to achieve these outcomes in 2014

- Analysis of NAPLAN data from previous years used to inform teaching and learning units of work
- Professional Learning for all teaching staff focusing on the new English and Mathematics syllabus and how to program effectively using these.
- Professional Learning delivered to all staff on integrating the Literacy and Numeracy continuum into teaching and learning programs.

School priority 2

To enhance teacher quality and leadership capacity for school improvement.

Outcomes from 2012–2014

- Across SEG small schools planning teams share expertise to write and trial teaching and learning units for the new Australian Curriculum and familiarise staff with Maths, Science and History documents
- 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
- Further enhance leadership capacity for school improvement across a collegial network of stage and/or KLA planning teams in SEG small schools

Evidence of progress towards outcomes in 2014:

- Teaching and Learning programs show the integration of information and communication technologies into lessons in each unit of work.
- Each student participated in weekly Technology lessons. Through teaching
basic skills to the students in these lessons the classroom teachers were able to focus on creating texts and using technology in a more sophisticated way during teaching and learning.

**Strategies to achieve these outcomes in 2014:**

- Cumnock Public School joined the Pre2 network of schools in Orange and the surrounding district. This partnership has allowed teachers to work with other teachers re embedding technology into teaching programs.
- Professional Learning Opportunities continued in 2014 with the Orange Small Schools Association. Collegial networks were developed when writing English Units of work for the new syllabus.

**School priority 3**

To continue to strengthen and develop productive partnerships and links with other schools, parents and the wider community

**Outcomes from 2012–2014**

- 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
- Continue to 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 2014:**

- 100% of Year 6 students participated in a transition program at the High School they would be attending.
- 100% of Year 6 students participated in the T5 Transition Program at Molong Central School. All students reported that this helped them to feel comfortable in the High School environment and helped them to transition to their High School of choice.

**Strategies to achieve these outcomes in 2014:**

- Parent information sessions and 1:1 meetings were held with parents to help them to support their children at home.

At the conclusion of these conversations parents report they felt more comfortable to work with their child at home and better understood the content being taught to their child.

- Community volunteers were invited to the school to participate in a range of activities including: Crunch and Sip, CWA Public Speaking, Reading Groups, Active After School Communities, Shrove Tuesday, Scripture and working in the Vegetable Patch.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

**Parents**

“This is an awesome school! My children love coming here and I always feel welcome”

“This three words that describe the school: welcoming, supportive and inclusive”

“I like how you join with other smaller schools in combined carnivals, spectacular etc”

“I really appreciate how you are offering a variety of experiences for all of the kids”

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**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, Senior Administration Manager
Amanda Schulz, Teacher

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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: