

# Cullen Bullen Public School

## Annual School Report



## School context

Cullen Bullen Public School is situated 25km north of Lithgow. The school is extremely well resourced and has excellent facilities. All teaching and support staff are strongly committed to improving literacy, numeracy and technology outcomes for all students. Teacher quality continues to be a focus with a strong emphasis on student engagement as well as innovative and engaging teaching and learning programs. Two full time Student Learning Support Officers were employed to support teaching and learning in several programs, including Multi-Lit and reading fluency.

Cullen Bullen School has a PP6 classification and receives equity funding through Transitional Equity Funds. The schools population generally fluctuates between approximately 18 and 30 students and has a current enrollment of 28 students - 8 of whom are of Indigenous heritage.

A small but committed P&C Association operates in close partnership with the school and meets monthly. It operates with the intention of organising a range of activities that support students through a variety of fund raising activities. In 2012 and 2013, it was responsible, in partnership with the school, for the building of a new kitchen facility that allows a life skills component to be incorporated into the school curriculum.

Historically, Cullen Bullen was established as a mining town, and local industry today is headed by coal mining and electricity production. The school benefits financially from well-established partnerships with the surrounding businesses and local community.

Cullen Bullen Public School benefited from Low SES National Partnership funding for 2009 - 2013 and Priority Schools funding for 2009 - 2012. The school receives Transitional Equity Funds for 2013 - 2015. These additional funding sources have strengthened the school's literacy and numeracy programs by providing student learning support, teacher professional learning and quality resources that have resulted in increased literacy and numeracy outcomes for all students.

## Principal's message

It has been a pleasure to lead Cullen Bullen Public School throughout 2013. It is quite amazing and daunting how quickly the year seems to have passed. In looking back on all of our students' achievements, the excursions and sporting events that have occurred and the growth that is evident in all of our students physically, emotionally and academically, I am extremely satisfied that the year has been a great success. I am particularly proud of the achievements of the students and the personal growth they have achieved in meeting the individual targets set in their Individual Learning Plans.



There are several groups and individuals that I would like the opportunity to thank. Firstly I would like to thank our students. Each of them is an extremely important and individually valued member of the Cullen Bullen Public School community. Each of them brings their own unique perspective, values and attitudes to our school each day, forming the basis for a wonderful learning atmosphere that is enjoyed by all.

I would also like to take this opportunity to thank and congratulate the teaching, support and administrative staff whom have been responsible for assisting the students achieve their personal potentials throughout the year. They have consistently worked to ensure that all students receive the highest quality education possible. At the same time they have nurtured the students, both emotionally and physically, whilst ensuring that they enjoy excellent social connections with their peers.

Our school has also been wonderfully supported by a variety of community members who have

contributed to school life throughout 2013. I would particularly like to thank our P & C who have worked tirelessly to raise funds for our students and assisted in a myriad of other ways.

Looking forward, I'm sure that 2014 will also be a successful year for the Cullen Bullen Public School community. Several new initiatives will be undertaken as well as additional learning opportunities afforded to the students by an ever strengthening partnership between our Western Gateway Education Community Small Schools network.

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.

**Mark Davies**  
**Principal**

### **P & C and/or School Council message**

This is my tenth year serving on the Cullen Bullen Parents and Citizens Association either as an executive or as a member.

Over the years there have been changes—students, families and staff come and go, but the one constant is the commitment to public education and to the school shown by the P&C and its members.

2013 has been an exciting year for the Cullen Bullen Public School P&C.

We have welcomed a new Principal – Mr Mark Davies, assisted in the design and installation of a new kitchen and commenced the operation of a P & C run school canteen.

The P&C recently held a Market Day and there has been much interest from the public to make this a regular event.

Our focus over the next twelve months will be to raise \$1800.00 to contribute towards an interactive whiteboard and projector for the Stage 2/3 classroom, have several of our P&C members undertake a *Food Safety Handling* Course conducted through TAFE (we currently have one member with this certificate) and to

continue working alongside school staff to raise funds for resources and equipment.

I look forward to working as a member of the P&C for many years to come and would like to thank P&C members, staff and community members who support the school.

**Rebecca Abrahams**  
**President Cullen Bullen Public School**  
**Parents and Citizens Association**

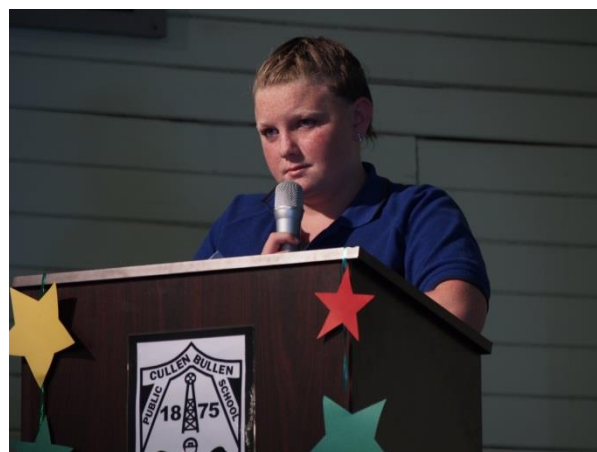
### **Student representative's message**

In my time at Cullen Bullen Public School, I have had the greatest of experiences. Some of these have included Billy Cart Day, ANZAC Day services, Small Schools excursions and many other fantastic memories and life experiences.

I have enjoyed my time at Cullen Bullen Public School and I look forward to my future ahead. Other things I have enjoyed about Cullen Bullen is having been able to complete my schooling here and being given the opportunity to fundraise for a gift to the school. I would particularly like to thank my teacher this year for working with me on my fundraising activities and for rewarding me for my hard work. My gift to the school was a new portable PA system.

I appreciate all the memories I have of Cullen Bullen Public School.

**Bobbie Burns**  
**Student Leader 2013**

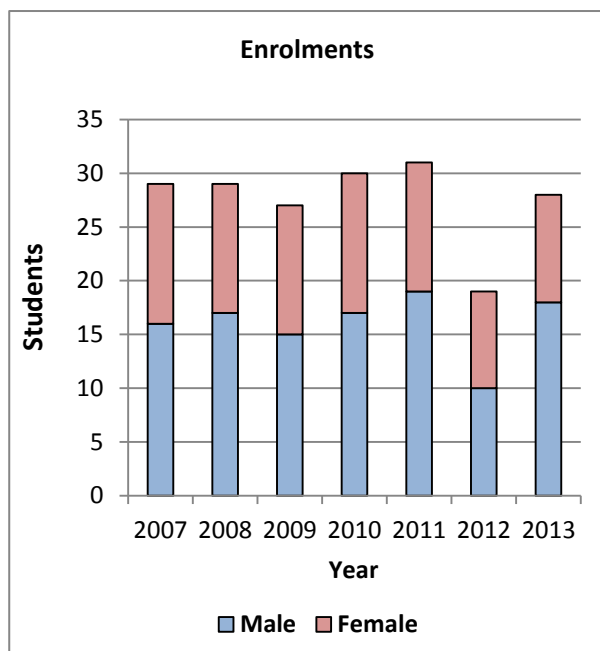


## Student information

Numbers at Cullen Bullen Public School have regularly fluctuated over the years. The 2013 school year ended with 28 students enrolled K-6. These students form two classes with 13 in the K-2 class and 15 in the 3-6 class.

### Student enrolment profile

Gender	2007	2008	2009	2010	2011	2012	2013
Male	16	17	15	17	19	10	18
Female	13	12	12	13	12	9	10



### Student attendance profile

Year	2009	2010	2011	2012	2013
K	90.5	91.0	92.6	96.2	88.8
1	88.4	90.0	86.8	88.3	84.3
2	89.9	91.0	93.7	100.0	91.7
3	94.3	83.0	90.6	88.9	100.0
4	98.2	96.4	92.0	90.6	91.8
5	91.6	95.5	92.2	92.4	88.4
6	92.3	91.5	92.9	95.0	85.4
<b>Total</b>	<b>92.0</b>	<b>91.9</b>	<b>91.8</b>	<b>92.3</b>	<b>90.1</b>

### Management of non-attendance

Cullen Bullen Public School has an Attendance Action Plan to monitor student absences and to encourage greater attendance.

## 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

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teachers	
Classroom Teacher(s)	2
Teacher of Reading Recovery	
Learning and Support Teacher(s)	0.1
Teacher Librarian	
Teacher of ESL	
School Counsellor	
School Administrative & Support Staff	4
<b>Total</b>	<b>7.1</b>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. There were no indigenous staff employed at Cullen Bullen Public School in 2013.

### Teacher qualifications

All teaching staff met the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	N/A
NSW Institute of Teachers Accreditation	66



## 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	30/11/2013
<b>Income</b>	\$
Balance brought forward	63297.74
Global funds	47652.63
Tied funds	94812.38
School & community sources	9400.13
Interest	2219.69
Trust receipts	762.00
Canteen	0.00
Total income	218144.57
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	1271.63
Excursions	5148.85
Extracurricular dissections	3074.04
Library	105.00
Training & development	908.58
Tied funds	83705.18
Casual relief teachers	1916.02
Administration & office	21973.62
School-operated canteen	0.00
Utilities	5746.99
Maintenance	5441.02
Trust accounts	787.36
Capital programs	0.00
Total expenditure	130078.29
<b>Balance carried forward</b>	<b>88066.28</b>

A full copy of the school's 2013 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

## School performance 2013

### Arts

In 2013 at Cullen Bullen Public School, students have been engaged in a wide range of creative arts learning experiences. Our achievements in this area included:

- Student participation in the WGEC schools choir, performing as part of Education Week celebrations
- Exhibition of students' work on a 'Work of the Week' wall in the school foyer
- Visiting the Blue Mountains Nepean Dance Festival

- K-6 Performance at our Annual Presentation night
- Stage 2 & 3 boys participation in a Hip-Hop dance program in Term 4 at Katoomba High School



### Sport

All students are encouraged to participate in a range of sporting activities and programs. This includes weekly sport lessons and daily fitness program with a focus on each student developing their motor skills and a sense of sportsmanship. In 2013 our highlights were:

- All students participated in athletics and swimming carnivals as part of the WGEC small school group
- Active participation in the School Fitness Program promoting active lifestyle and regular fitness
- All students participated in a K-6 intensive Learn to Swim program
- All students participated in a tabloid sports day for Education Week
- Numerous students represented the school at district level in athletics and cross country
- AFL clinic – Stages 2 and 3 – Portland Central School
- 1 student qualified for the regional cross country carnival
- 2 students represented the school at a regional rugby league trial

### Other

Programs and activities at Cullen Bullen Public School focus around enhancing student engagement and welfare. This year students have been provided with a wide range of opportunities including:

- School Easter Hat Parade
- *'The Man Who Planted Trees'* – virtual theatre performance – Sydney Opera House
- Life Education Program held at Capertee Public School
- *'Deadly Australians'* presentation at Portland Public School
- *'Crossing'* – a play held at Coerwull Public School as part of the crossing of the Blue Mountains celebrations / commemorations
- Stage 2 excursion to Dubbo with Bathurst Small Schools
- Student shopping excursion in preparation for School Feast
- School Feast – Culmination of *'Products and Services'* Unit
- Education Week – Open classroom and tabloid sports day
- *'First Aid in Schools'* student workshop
- K-2 excursion to Sydney Aquarium
- Kindergarten Transition Program
- Stage 3 Camp – Aussie Bush Camps – Kincumber with Bathurst Small Schools
- Billy Cart Day
- Student Leadership nominations, speeches and elections
- Visiting author – Alicia Braithwaite



## 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> and enter the school name in the *Find a school* and select *GO* to access the school data.

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

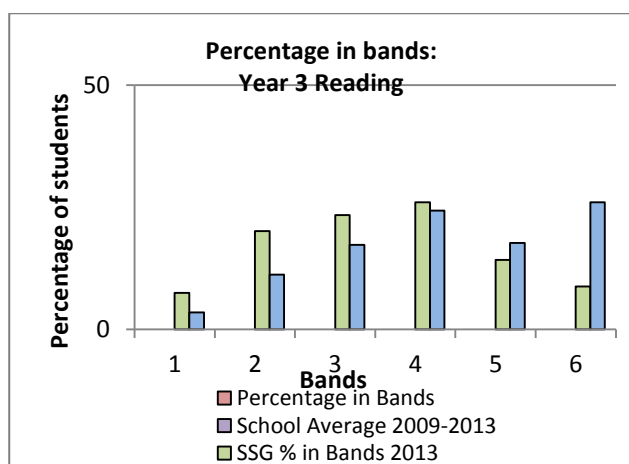
Due to the size of the cohort the results are unable to be displayed. Individual results were provided and discussed with each parent.

In 2013 one Year 3 student undertook NAPLAN testing in literacy.

**The Literacy Program** in the school has developed the student abilities to enhance their competent independent work habits. It also utilises one-to-one instruction for students with high needs.

English lessons are group based with groups focussing on a different aspect of literacy through rotations. Technology is incorporated into literacy group rotations.

Student tracking is maintained across the school on the literacy continuum using standardised testing and resources such as reading benchmarking, T.O.R.C.H and Waddington, supported by qualitative and quantitative assessments.



### NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

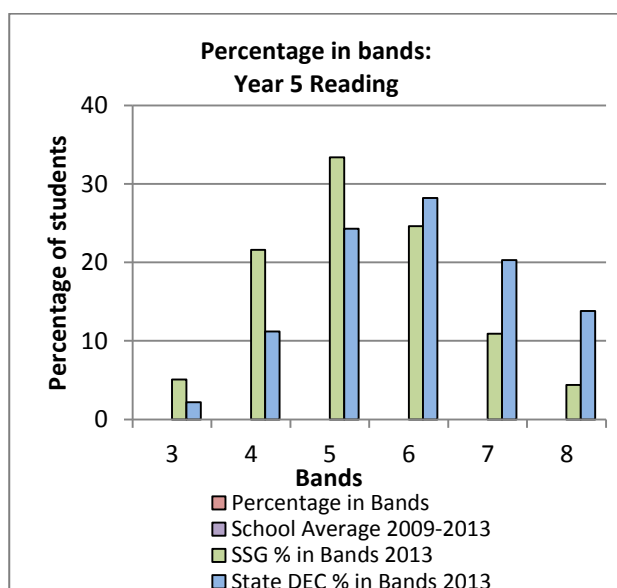
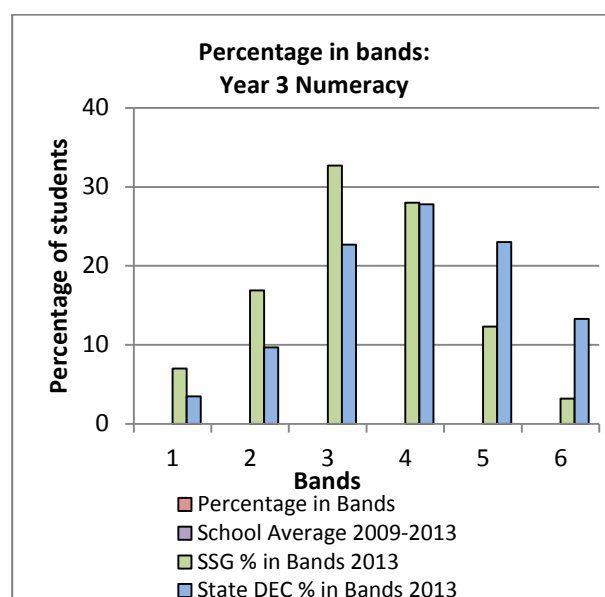
Due to the size of the cohort the results are unable to be displayed. Individual results were provided and discussed with each parent.

In 2013 five Year 3 students undertook NAPLAN testing in literacy.

and Maths games engage the students in exciting learning.

Daily Mathematics lessons begin with an authentic life-based 'problem of the day' and problem solving processes are taught explicitly across the school.

Student tracking is maintained across the school on the numeracy continuum using standardised testing and resources such as 'Best Start' and 'Count Me In Too' in conjunction with qualitative and quantitative assessments.



### NAPLAN Year 5 - Numeracy

Due to the size of the cohort the results are unable to be displayed. Individual results were provided and discussed with each parent.

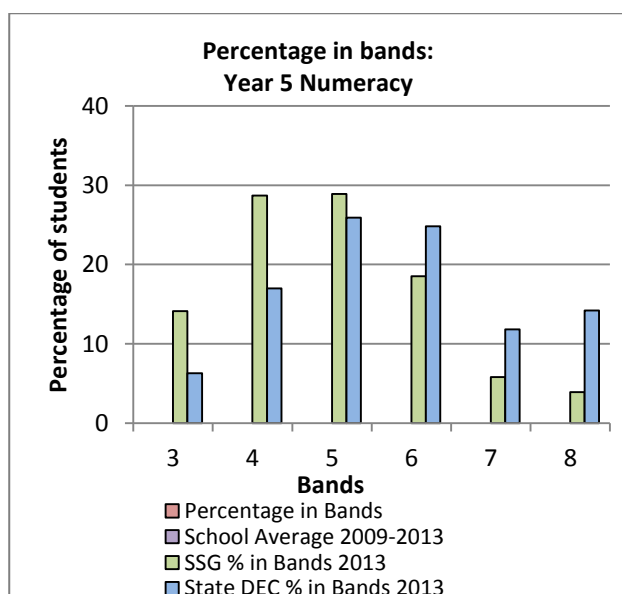
In 2013 five Year 3 students undertook NAPLAN testing in literacy.

### NAPLAN Year 3 - Numeracy

Due to the size of the cohort the results are unable to be displayed. Individual results were provided and discussed with each parent.

In 2013 one Year 3 student undertook NAPLAN testing in numeracy.

**The Numeracy Program** in the school includes an increasing utilisation of technology across all grades. The interactive whiteboard, iPad apps



## Significant programs and initiatives

Cullen Bullen has received a significant amount of additional funding through initiatives such as Equity funding and Low SES National Partnership Funding. These funds have been imperative in helping to employ additional staff to support and implement a range of quality literacy and numeracy programs.



## Aboriginal education

The school has ensured that indigenous perspectives have been incorporated into all teaching units taught this year.

On the final staff development days of 2012 all staff completed training on the '8 Ways Aboriginal Pedagogies' program and have incorporated elements of the program into their teaching pedagogy throughout the year.

Our kindergarten students benefited from participation in the 'Wambinya' program and were provided with additional SLSO support in all aspects of literacy.

The school has also maintained a relationship with the local AECG and has consulted with them in order to ensure close ties to the local indigenous community.

## Multicultural education

Multi-cultural perspectives have been a part of our classroom programs and Multi-cultural perspectives were particularly highlighted in Term 4 with a study of the text '*The Little Refugee*' by Anh Do. As part of our classroom programs we were able to study Vietnam and other cultures from around the world and students were given the opportunity to compare the Australian culture with Asian cultures as well as participating in a study of world religions.

## Transitional Equity Funding

Transitional Equity funding is a government initiative to support public schools serving communities with a high concentration of students from low-socio economic backgrounds. The program provides funding to help create equity across the school sector. It aims to provide funds to help increase the literacy and numeracy skills from students from low-socio economic backgrounds.

At Cullen Bullen Public School funds were used to employ an additional SLSO to implement the Multilit program and to provide additional support to individuals within the classroom.

## National Partnerships and significant Commonwealth initiatives

The school has received significant funding as part of the National Partnership Program between 2008 and 2013. The program has allowed us to employ additional teachers, lowering the teacher-student ratio and providing higher quality instruction to our students. Funds were also used to provide Professional Learning to staff, purchase resources and assist in costs for a range of school programs aimed at increasing student performance in literacy and numeracy.

## Participation in the Low SES National Partnership increased school capacity in:



### **Professional Learning (reform/s- 1,2,3,4)**

Processes in planning whole-school Professional Learning that were refined and strengthened during the life of the Low SES School Communities National Partnership. Cullen Bullen Public School continued to ensure the provision of Professional Learning opportunities for all staff, as identified in the School Management Plan, in order to achieve and maximise student-learning outcomes. The targets set in the School Management Plan were reflected in each teacher's Professional Learning Plan at a whole school and personal level. The structured planning of professional learning allowed staff to develop common goals directly linked to school targets and gave the school a platform to strategically implement targeted professional learning in order to initiate and sustain improvements in student learning outcomes.

### **Support for Individual Students (reform 4)**

The Low SES School Communities National Partnership provided Cullen Bullen Public School with the platform and resources to specifically address the learning needs of all students through the development of Individual Learning Plans (ILPs).

### **Changes in whole-school evaluation and planning: (Reform 5)**

As a result of participation in the Low SES School National Partnership whole-school evaluation and planning processes were reviewed, refined and strengthened.

Gathering data was crucial in the development of key outcomes and targets in all school priority areas. Data was gathered from a variety of sources. These included staff, parent and community surveys. In addition, several key assessment data sources were used in the development of ILPs. These included NAPLAN, reading Benchmark data, standardised literacy assessments, literacy and numeracy tracking, Best Start and Count Me In Too (CMIT) data. This data drove decision making in all aspects of school planning and informed direction for the development of ILPs providing a focus for the development of the School Management Plan (SMP) and the Annual School Report.

### **Involvement in the Western Gateway Educational Community (Reform/s – 4, 6)**

As a result of the Low SES National Partnership the Western Gateway Educational Community (WGEC) continued to flourish with connections between schools continuously being strengthened. This had a myriad of benefits for the nine member schools that included:

- enhanced opportunities for professional learning and improved principal network collaborations:
- an aspiring leader's network
- joint planning of student learning experiences
- redefined transition to Kindergarten programs
- enriched transition to High School programs

### **Equity**

Equity funding is a government initiative to support public schools serving communities with a high concentration of students from low-socio economic backgrounds. The program provides funding to help create equity across the school sector. It aims to provide funds to help increase the literacy and numeracy skills from students from low-socio economic backgrounds.

At Cullen Bullen Public School funds were used to employ an additional SLSO to implement the Multi-lit program and to provide additional support to individuals within the classroom. Funds were also used to purchase learning resources for the children and to provide professional learning to staff.

## **School planning and evaluation 2012—2014**

### **School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan.

In 2013 our school carried out evaluation of our school plan. This involved collecting and analysing data to report on our progress towards achieving our targets. This data was also used to inform our National Partnership Final Report.

We used a variety of tools to measure the effectiveness of school programs in helping us achieve our targets. These tools included:

- Analysis of programs, plans, budgets, assessment information, and program evaluations (TARS)
- Formal documentation of ILPs.
- Documentation of professional learning from MyPL
- LST meetings – discussion and analysis of student academic results, welfare issues and individual programs
- Attendance data was analysed in consultation with the HSLO
- ILP parent interviews and documentation were used to inform the school about individual programs and teaching practices
- Classroom observations were conducted
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART, Best Start Data and the use of the Literacy and Numeracy continuums



### Findings and conclusions

A school improvement team was formed to work on the evaluation, findings and conclusions and future directions for the school.

At the beginning of Semester 2 2013 the school's numbers increased from 24 to 27. This led to the allocation of an additional teaching position for the remainder of the year. This facilitated the establishment of two separate classes. This impacted on human resource planning and led to modifications to strategies outlined in the 2012-2014 School Management Plan.

### Findings and conclusions- Literacy

- ILPs and literacy groups proved to be a successful strategy for boosting individual growth in literacy
- Continuous student monitoring and tracking on the Literacy Continuum allowed teachers to develop quality teaching and learning programs in literacy, and to report on student progress in a consistent manner
- 96% of students achieved target growth on the Literacy Continuum as set in ILPs
- Growth charts for the Discovery Fluency Reading Program demonstrate that 100% of students participating in the program achieved expected growth
- 75% of students engaging in the MULTILIT program achieved expected growth
- School assessment schedule informed quality teaching and learning programs in literacy
- Staff meetings and professional development sessions on implementation of the new English syllabus have been useful in preparing teaching staff to implement the new English syllabus in 2014

### Future Directions- Literacy

- Continue to develop comprehensive ILP's for all students based on the Literacy Continuum
- Continue to track students on the Numeracy Continuum using SENTRAL
- Implement NSW syllabus for the Australian Curriculum (English) throughout 2014
- Use of targeted funds to establish staffing levels to allow smaller group instruction in literacy rotations
- Continue to implement the Jolly Phonics and Jolly Grammar program in classroom programs and practice for all students K-2
- Implement Accelerated Literacy program in classroom programs and practice for all students 3-6

### Findings and conclusions- Numeracy

- ILPs and numeracy groups proved to be a successful strategy for boosting individual growth in numeracy
- Continuous student monitoring and tracking on the Numeracy Continuum allowed teachers to develop quality teaching and learning programs in numeracy, and to report on student progress in a consistent manner
- Participation in the 'Maths Matters' program ensured all staff have begun to embed a 'problem of the day' to begin all mathematics lessons and to teach problem solving processes explicitly
- Count Me In Too continues to be an effective strategy for teaching numeracy K-6 with resources developed in 2012 used extensively during numeracy sessions
- Staff familiarisation with the new Mathematics syllabus has begun with assessment tasks developed aligned to it

#### **Future Directions- Numeracy**

- Continue to develop comprehensive ILP's for all students based on the Numeracy Continuum
- Use of targeted funds to establish staffing levels to allow smaller group instruction in numeracy rotations
- Continue to track students on the Numeracy Continuum using SENTRAL
- Staff to complete all professional learning in preparation for implementation of the NSW syllabus for the Australian Curriculum (Mathematics) throughout 2014
- All staff to be provided with professional learning in using PLAN to track student progress in numeracy
- Continue to use Count Me In Too strategies as a tool for teaching during numeracy rotations
- Continue to use problem solving as a basis of all mathematics lessons with explicit problem solving strategies taught in all numeracy lessons

### **School planning 2012—2014: progress in 2013**

As part of Cullen Bullen Public School's annual review process, targets outlined in the 2012 Annual School Report have been adjusted to best meet the needs of the school community. These targets are listed below.



#### **School priority 1**

##### **Literacy**

##### **Outcomes from 2012–2014**

- All students in K-6 to achieve individual learning growth in all aspects of literacy as identified in Individual Learning Plans
- All students in Year 5 to achieve expected growth in all aspects of NAPLAN literacy
- Increase the number of students in K-6 achieving at or above stage outcomes in spelling and grammar and punctuation

##### **Evidence of progress towards outcomes in 2013:**

- Qualitative data indicates that 96% of students have achieved individual learning growth in Literacy as indicated in Individual Learning Plans (ILPs)
- Quantitative data indicates ES1 and S1 students have met Best Start Literacy benchmarks as follows: ES1- 50%, Year 1- 43% and Year 2- 80%
- Quantitative data indicates that 14 of 15 S2 & S3 students have achieved at or

above expected growth in school based assessment tasks in literacy (93%)

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

- Individual Learning Plans, aligned to the literacy continuum, developed in consultation with all stakeholders for all students K-6 in the area of literacy
- Continued implementation of the Jolly Phonics and Jolly Grammar program in classroom programs and practice for all students K-2
- Implementation of the Accelerated Literacy program under umbrella of the N.S.W English Syllabus for the Australian curriculum for 3-6 students
- Provide professional learning in Accelerated Literacy for 3-6 teaching staff
- Effectively utilise the school developed assessment schedule to inform quality teaching and learning programs.
- Use the literacy continuum and PLAN to identify capability and track student progress.
- Teaching staff from the Lithgow WGECE Small Schools will meet to share and compare student work based on assessment tasks and work samples created to track students on the Literacy and Numeracy Continuums with a focus on Consistency of Teacher Judgment for the purposes of reporting on individual student achievement in literacy



## **School priority 2**

### **Numeracy**

#### **Outcomes from 2012–2014**

- All students in K-6 to achieve individual learning growth in all aspects numeracy as identified in Individual Learning Plans.
- All students in Year 5 to achieve expected growth in NAPLAN numeracy
- Close the gap in numeracy so that 60% of students are achieving at or above stage outcomes in number by 2014

#### **Evidence of progress towards outcomes in 2013:**

- Qualitative data indicates that 93% of students have achieved individual learning growth in Numeracy as indicated in Individual Learning Plans (ILPs)
- Quantitative data indicates ES1 and S1 students have met Best Start Numeracy benchmarks as follows: ES1- 50%, Year 1- 43% and Year 2- 80%
- Quantitative data indicates that 12 of 15 S2 & S3 students have achieved at or above expected growth in school based assessment tasks in numeracy (80%)

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

- Individual Learning Plans, aligned to the numeracy continuum, developed in consultation with all stakeholders for all students K-6 in the area of numeracy
- Supplement staffing allocation to create a full time teacher position to facilitate smaller cohesive groups in numeracy sessions to provide support and extension to students during numeracy groups
- Allocate set staff meetings for professional learning in Numeracy with a focus on preparation for the new National Mathematics curriculum
- All teaching staff trained in the Maths Matters program
- Curriculum leader to train parents in the Maths Matters philosophy
- Principal to provide Professional Learning for staff on the Numeracy continuum and PLAN used to track individual student growth



### School priority 3

#### Student Engagement and Community Partnerships

##### Outcomes from 2012–2014

- Increase average student attendance to 93% by December 2014
- Increase the number of parents and community members actively involved in school activities
- Provide educational and cultural opportunities for students to increase vocabulary, improve general knowledge and make connections with their learning

##### Evidence of progress towards outcomes in 2013:

- The attendance rate increased from 2012 to 90%, however, this rate was affected by significant student illness in Term 3 as well as a high rate of unexplained absences
- In 2013 we have had a steady increase in parents actively involved in the student engagement programs such as 'Life Skills'
- Establishment of a P&C operated canteen 2 days per week
- Discussions and surveys with parents and community members have indicated that most feel welcome and are happy to assist and participate in school programs
- Excursion folder indicates a range of educational excursions for students in K-6
- Regular participation in small school sporting events
- Increased use of VC technology for virtual excursions
- Participated in and planned activities within the WGEC SS network
- **Strategies to achieve these outcomes in 2014:**
- Continue to implement the school's Attendance Action Plan and monitor student attendance through Learning and Support Team meetings
- Teachers released from class to meet with parents and students to develop detailed Individual Learning Plans for all students in K-6
- Actively encourage parent and community volunteer involvement in classroom activities and school improvement projects

- Provide professional learning and leadership opportunities for teaching staff for using IWB, video conferencing and Bridgit technology
- Enhance teaching and learning experiences for all students through the use of interactive and innovative technology
- Strengthen Western Gateway Education Community Small Schools network.
- All staff implementing the Attendance Action Plan
- Principal to meet termly with other WGEC and WGECSS Principals to develop professional learning opportunities in determined areas of need
- Teaching staff from the Lithgow WGEC Small Schools will meet to share and compare student work based on assessment tasks and work samples created to track students on the Literacy and Numeracy Continuums with a focus on Consistency of Teacher Judgment for the purposes of reporting on individual student achievement in numeracy
- Principal to formally meet with all staff in Term 1 to develop individual Professional Learning Plans aligned to the professional standards for teachers



### Professional learning

During 2013, all school staff engaged in a variety of professional learning activities to allow them to assist our students to meet targets in the School Management Plan. A major focus for all teaching staff has been preparation for the implementation of the new English syllabus with staff completing all necessary modules for implementation in 2014. Professional learning was also undertaken for the 'Maths Matters' project, prescribed administration of medications, epilepsy management, midazolam administration, understanding autism-inclusion online, Disability Standards for Education, Non-violent Crisis Intervention and the WGEC Leaders Leading Learning Network as well as all

mandatory training prescribed by the Department of Education and Communities. All staff developed a Professional Learning Plan and all professional learning is conducted in accordance with the School Management Plan.

All school staff participated in School Development Day professional learning activities throughout the year.

Currently there are two new scheme teachers at Cullen Bullen Public School. One teacher is currently maintaining accreditation at Professional Competence whilst the other teacher is working towards accreditation.

These teachers meet regularly with the Principal to track their progress against the relevant teaching standards.

## **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.

In 2013 our school carried out evaluations on:

- Learning (Literacy)
- School Culture

### **Learning (Literacy)**

- 72% of students almost always or usually agree that they have good access to equipment that helps them learn in Literacy
- 100% of students almost always agree that the school expects them to achieve to the best of their ability in Literacy
- 90% of students almost always agree that their teacher finds new ways to help them understand Literacy
- 95% of parents indicate that they almost always or usually agree that the school expects students to achieve their best in Literacy
- Only 30% of parents/carers almost always agree that their child looks at samples of his/her work over time to see how he/she has improved in Literacy

- 100% of teachers strongly agree that there are sufficient resources at the school to support the teaching of Literacy
- 85% of students agree or mostly agree that they really like to go to school each day
- 90% of students agree or mostly agree that the things they learn are important to them
- 90% of students agree or mostly agree that school is a place where they learn to get along with other people
- 95% of parents/carers agree or mostly agree that the school knows about its families and the community in which it serves
- No parent/carer indicated they almost always agree that parents support what is happening at the school. 66% indicate they usually agree and 34% sometimes agree
- 100% of staff indicated that they almost always attempt to cater for the different learning styles of their students

## **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.

Mark Davies - Principal

Kylie Clarke - SAM

Tabitha Player - Teacher

Rebecca Abrahams - P&C Representative

### **School contact information**

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School Code: 1700

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:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>