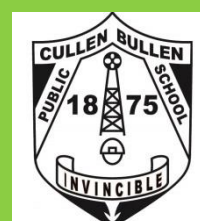




Education &
Communities

CULLEN BULLEN PUBLIC SCHOOL Annual School Report 2014



School Code 1700

School context statement

Cullen Bullen Public School is situated 25km north of Lithgow. The school is 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 both classrooms.

The school was established in 1875 and is central to a number of coal mines and related industries. The site, playground, classroom and library combine to make a challenging learning environment which is conducive to developing pride, achievement, a work ethic, citizenship and a sense of worth in all who are associated with the school.

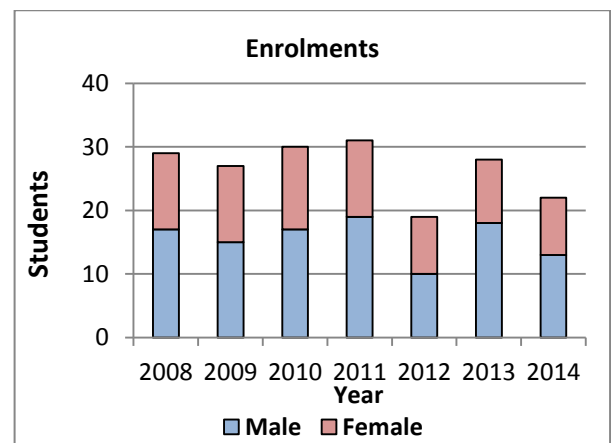
A small but committed P&C Association operates in close partnership with the school and meets monthly. It operates with the intention of organising a range of activities that support students through a variety of fund raising activities and provides a parent operated canteen each Monday and Fridays for lunch.

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 schools population generally fluctuates between approximately 18 and 30 students. 2014 student enrolments started strong at 30 students and decreased to 24 students after families moved from the area. Student enrolments remain an continued focus.



Student attendance profile

Student attendance increased during term 4 of 2014 from 92% to 95%.

| Year | 2011 | 2012 | 2013 | 2014 |
|-------|------|-------|-------|------|
| K | 92.6 | 96.2 | 88.8 | 91.8 |
| 1 | 86.8 | 88.3 | 84.3 | 89.9 |
| 2 | 93.7 | 100.0 | 91.7 | 81.1 |
| 3 | 90.6 | 88.9 | 100.0 | 92.4 |
| 4 | 92.0 | 90.6 | 91.8 | 92.4 |
| 5 | 92.2 | 92.4 | 88.4 | 96.0 |
| 6 | 92.9 | 95.0 | 85.4 | 91.5 |
| Total | 91.8 | 92.3 | 90.1 | 91.9 |

A positive attitude to school attendance is the focus for programs operating within the school.

School programs continue to promote improved attendance with frequent rewards and activities promoted to support attendance.

Environmental education and lunch time sports create a school atmosphere which promotes student engagement.



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) | 1 |
| Teacher Librarian | |
| Teacher of ESL | |
| School Counsellor | |
| School Administrative & Support Staff | 3 |
| Total | 7 |

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

[Enter a statement describing the Aboriginal composition of the school workforce. Principals are strongly advised to refer to the Support Document on page 4 for further information.]

Teacher qualifications

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

| Qualifications | % of staff |
|-------------------|------------|
| Degree or Diploma | 100% |
| Postgraduate | 50% |

Professional learning and teacher accreditation

All staff were extensively involved in professional learning programs throughout 2014.

The programs undertaken were:

- The Western Gateway Educational Community (WGEC) combined Staff development Day.
- Staff development of K-6 School based Maths program and its implementation.
- Staff development focus on teaching writing
- Early Stage 1 L3 training – “Language, Learning and Literacy”.

- Online training for the implementation of the Maths syllabus – Syllabus Plus sessions
- Online training for the implementation of the English syllabus- Syllabus Plus sessions
- Online training -Using the Continuums K-6 and PLAN software training.
- Online training for Anaphylaxis
- Core Financial Literacy workshop
- Local school staff development days were spent on mandatory training (CPR update, Code of Conduct, Keeping them Safe update, Health and safety updates, emergency and anaphylaxis training)
- Growth and leadership training

Staff professional development will remain a focus in 2015.



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 | 30/11/2014 |
| Income | \$ |
| Balance brought forward | 0.00 |
| Global funds | 0.00 |
| Tied funds | 0.00 |
| School & community sources | 0.00 |
| Interest | 0.00 |
| Trust receipts | 0.00 |
| Canteen | 0.00 |
| Total income | 0.00 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 0.00 |
| Excursions | 0.00 |
| Extracurricular dissections | 0.00 |
| Library | 0.00 |
| Training & development | 0.00 |
| Tied funds | 0.00 |
| Casual relief teachers | 0.00 |
| Administration & office | 0.00 |
| School-operated canteen | 0.00 |
| Utilities | 0.00 |
| Maintenance | 0.00 |
| Trust accounts | 0.00 |
| Capital programs | 0.00 |
| Total expenditure | 0.00 |
| Balance carried forward | 0.00 |

[Enter text here.]

Instructions for 229 schools on the Financial Summary are included on page 7 of the ASR 2014 Support Guidelines.

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

[Enter text here.]

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.

Alternatively:

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

[Enter your text and graph from the electronic Data Summary Sheet where appropriate.]

NAPLAN Year 3 - Numeracy

[Enter your text and graph from the electronic Data Summary Sheet where appropriate.]

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

[Enter your text and graph from the electronic Data Summary Sheet where appropriate.]

NAPLAN Year 5 - Numeracy

[Enter your text and graph from the electronic Data Summary Sheet where appropriate.]



Other achievements

Teachers K-2 have started training in Literacy for Learning (L3) to complement the daily Literacy program for students who do not bring a rich Literacy background to their first year of school.

This is a research-based, cost effective Kindergarten to grade two classroom intervention, targeting text reading and writing.

We have an instructional leader who is employed for one day each week to provide expert leadership and direct support to their school to build teacher capacity and expertise in the teaching of literacy and numeracy.

Significant programs and initiatives – policy

[Enter text here.]

Aboriginal education

[Enter text here.]

Multicultural education and anti-racism

[Enter text here.]

Significant programs and initiatives – equity funding

[Enter text as appropriate for the following heading – refer to the *ASR Support Guidelines* for further information]

Aboriginal background

[Enter text here.]

Socio-economic background

[Enter text here.]

English language proficiency

[Enter text here.]

Learning and Support

[Enter text here.]

Other significant programs and initiatives

[Enter text here.]

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:

- [Enter text here.]
- [Enter text here.]
- [Enter text here.]

School planning 2012-2014:

School priority 1

[Enter priority here.]

Outcomes from 2012–2014

[Enter outcomes here]

Evidence of achievement of outcomes in 2014:

- [Enter text here.]
- [Enter text here.]
- [Enter text here.]

Strategies to achieve these outcomes in 2014:



School priority 2

[Enter priority here.]

Outcomes from 2012–2014

[Enter outcomes here.]

Evidence of achievement of outcomes in 2014:

- [Enter text here.]

- [Enter text here.]
- [Enter text here.]

Strategies to achieve these outcomes in 2014:

- [Enter text here.]
- [Enter text here.]
- [Enter text here.]

School priority 3

[Enter priority here.]

Outcomes from 2012–2014

[Enter outcomes here.]

Evidence of achievement of outcomes in 2014:

- [Enter text here.]
- [Enter text here.]
- [Enter text here.]

Strategies to achieve these outcomes in 2014:

- [Enter text here.]
- [Enter text here.]
- [Enter text here.]

[Add more priorities as required.]

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.

[Enter text here.]

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.

- [Enter text here.]

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.

[Enter team member and position.]

[Enter team member and position.]

[Enter team member and position.]

[Enter team member and position.]

[Enter team member and position.]

School contact information

[Enter school name.]

[Enter school address.]

Ph: [Enter here.]

Fax: [Enter here.]

Email: [Enter here.]

Web: [Enter here.]

School Code: [Enter here.]

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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

