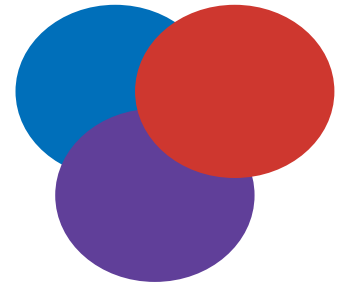


Cullen Bullen Public School Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of Cullen Bullen as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including Equity Funding.

Message from the Principal

Cullen Bullen Public School continued to provide a stimulating, supportive and safe learning environment for its students, which has been achieved through dedication of the hard working staff including, teachers, school learning support officers, office staff, general assistant and cleaner.

During 2015, Cullen Bullen enrolled 26 students and secured two classroom teacher positions allowing for both a K-2 and 3-6 class. This year, a number of improvements have been made to the school including the establishment of a school music program in partnership with the Lithgow Conservatorium of Music; purchasing of new school instruments including twenty ukuleles and keyboard; building of gardens to strengthen the environmental education program; purchasing of additional iPads and desktop computers; repainting of classrooms, kitchens and office area in the main school building; purchasing of new air conditioning; resurfacing of the school tennis court; and building of a new cubby house for students.

Our efforts were not restricted to resource upgrades but also to policy development and documentation on school systems. A revised anti bullying policy was collaboratively developed, which focussed on students being self - disciplined and responsible for their own behaviour, which encouraged and fostered a pride in self and school. The school continued the L3 (language for learning) program with the aim to improve teaching of literacy and numeracy across K-2, strongly supported by the school's Instructional Leader. Additional school funding supported employment of an additional classroom teacher to support writing and reading and supported the development of programs in environmental education, technology and music.

During 2015, Cullen Bullen PS adopted a new model for the 2015-2017 School Plan. The new Cullen Bullen school plan focuses on 3 key areas for improvement. Excellence in Teaching and Learning; Student Engagement and Inclusivity; and Future Focussed Partnerships. These directions were determined in consultation with the Cullen Bullen community through a series of planning workshops and were developed to ensure ongoing growth and development of our school.

The profile of the school within the community has been heightened following improved communication via a new and up to date website, a re-designed and user friendly newsletter, local newspaper articles, visits to local playgroup and nursing homes, and invitations to local community groups to participate in school activities. This year has been very productive and enriching with many highlights and successes to celebrate. The support and assistance of our parents and community has been an essential component of a welcoming and productive school. The support and hard work of our Parents & Citizens has been much appreciated.

Michelle Gallop
Principal



School contact details:

Cullen Bullen Public School

15-23 Castleraegh highway

Cullen Bullen, 2790

School email: cullenbull-p.school@det.nsw.edu.au

School Phone: 02 6359 0543



School background

School vision statement

Cullen Bullen Public School is committed to the provision of a high quality teaching and learning environment which is inclusive, engaging and supportive. We are committed to personal excellence, individual strengths a love of learning and a capacity to achieve. Cullen Bullen began its participation in the Early Action for Success strategy in Term 2, 2014. The strategy aims to promote improved performance in the early years of school through high quality leadership that focuses on personalised learning and early intervention to ensure students at risk are identified and provided with additional support.

School context

Cullen Bullen Public School is situated 25km north of Lithgow. The school was established in 1875 and is central to a number of coal mines and related industries. The school is well resourced and has excellent facilities including tennis court, a small school bus, vegetable gardens and iPads for every student. Teaching and support staff are strongly committed to improving outcomes for students and work in partnership with an Instructional Leader to support student learning in both literacy and numeracy. Teacher quality continues to be a focus with a strong emphasis on engaging teaching and learning programs and student engagement. The school has established the following areas of priority: the new Australian Curriculum implementation, literacy, numeracy, quality teaching, student engagement and wellbeing, community engagement, staff professional learning and positive behaviour learning reforms. A small but committed P&C Committee operates in close partnership with the school and meets monthly.



'Art by Design' at Eskbank House

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports Public Schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. This year, our school undertook self-assessment using the elements of the School Excellence Framework.

In 2015, school staff were introduced to the School Excellence Framework through professional learning to understand the 3 domains of the School excellence framework; Learning, Teaching and Leading. Through exploration of each of the domains staff mapped the schools performance against the aspects of the framework under the performance headings of Delivering, Sustaining and Growing, and Excelling.

Below is a table which outlines how the school is progressing in each element in regards to each learning domain identified in the school excellence framework.

Domain	Learning Domain	Statement of school excellence	Cullen Bullen School Performance
Learning	Curriculum and Learning	In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.	Delivering
Learning	Well being	In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.	Sustaining and Growing
Learning	Collaborative practice	In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.	Developing
Teaching	Effective classroom practice	In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.	Sustaining and growing
Teaching	Learning and development	In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.	Delivering
Teaching	Professional standards	In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards	Delivering
Leading	Leadership	In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.	Delivering
Leading	School planning, implementing and reporting	In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.	Delivering

This new method of planning and assessing our school achievements has had a substantial, positive impact on our school. Details of our achievements in 2015 and next steps in 2016 for our School Plan 2015-17 goals are outlined on the following pages. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.



Strategic Direction 1

EXCELLENCE IN TEACHING AND LEARNING

Purpose

To inspire excellence in teaching and learning through quality educational practices and focussed professional learning. This will promote high quality and personalised learning environments where all students achieve - become successful and confident lifelong learners.

Overall summary of progress

Cullen Bullen PS has participated in ongoing self-assessment, reflection and evaluation of the progress for Strategic Direction 1. This has occurred at regular intervals to determine and demonstrate school achievement.

Overall achievements:

Cullen Bullen PS has focused on high quality teaching practices including Language for learning (L3) and teaching early numeracy strategies (TENS). The L3 focus has been supported by engagement of an instructional leader across K-2 classrooms and implementation of the L3 pedagogy for all students in 3-6. The school collects and uses information at five weekly intervals to support students' success and point of need teaching. Student progress is consistently monitored at 5 weekly intervals using PLAN data.

In the domain of Teaching, the school focus has been on L3 (Language for learning), Tens (teaching early numerical strategies) and implementation of new curriculum documents. This has been supported by tiered intervention for small differentiated and targeted learning groups and consolidated through specific and explicit feedback given to students.

Professional learning for teachers has been aligned to school priorities to support curriculum implementation. Curriculum provision has also been enhanced through collaborative learning alliances across a cluster of schools, and involvement of parents in planning to support students as they progress through the stages of education. Teachers have collaboratively worked together to improve teaching and learning for the whole school to ensure quality teaching and learning practice. School programs address the needs of identified student groups and processes are in place to provide coaching support to improve teacher quality and student performance.

The wellbeing of students has remained a priority for all members of the Cullen Bullen Public School community. All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. This has been highlighted through increased communication between home and school using SMS messaging and Facebook and evidenced through positive, respectful relationships among students and staff and community.

All staff have undertaken professional learning in 2015 to strengthen teaching capacity to implement the L3 pedagogy across all grades, K-6; and to implement new curriculum in writing and math. Staff have regularly collected, collated and analysed data such as standardised assessments including PLAN and NAPLAN to determine goals for achievement and to develop a consistent teacher judgement of expectations. Staff are continuing to align teaching and learning with the New South Wales Syllabus for the Australian Curriculum as they are implemented and participate in professional learning targeted to school priorities and their professional learning needs. Across the school there has been increased teacher capacity to implement high quality teaching and learning programs.



Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)		
80% of Kindergarten students will reach cluster 4 (Reading level 9)	<ul style="list-style-type: none"> 80% of Kindergarten students achieved or exceeded reading level 9 at the end of 2015. Data collected twice per term to monitor student growth and recorded on PLAN Student growth is evident for Literacy and Numeracy across the continuums indicated through PLAN. 	
80% of year 1 students will reach cluster 6 (Reading level 16)	<ul style="list-style-type: none"> L3 pedagogy is evident in class programs K-6 80% of year 1 students reached reading level 16 at the end of 2015 	
80% of year 2 students will reach cluster 8 reading (Reading level 26)	<ul style="list-style-type: none"> 60% of year 2 students reached reading level 16 at the end of 2015 Reflective practise is built into Literacy and Numeracy teaching driven by regular staff meetings to analyse data, record student gains and discussion of interventions 	
Annually, teachers and leaders demonstrate evidence of professional growth against the Performance Development Framework.	<ul style="list-style-type: none"> 100% of school staff participated in formal meetings to discuss and agree on your key responsibilities, performance indicators and areas for development. Through the process of planning staff have successfully aligned professional learning to strategic directions outlined in the school plan. 	

Next steps

Milestones for 2016 – Strategic direction 1

- Early Action for Success benchmarks reached for students K- 2.
- Individual improvement in literacy achieved for students receiving Tiered 3 intervention
- L3 teaching strategies embedded across grades K-6
- Student progress recorded regularly using PLAN data
- Student growth is evident for Numeracy for grades K-6
- Embedded assessment indicates student progress
- Individual improvement in numeracy achieved for students receiving intervention from LST
- TEN teaching strategies embedded across grades K-2
- PDF documentation collated and stored
- Identified teacher learning goals determined, completed and revised for 2016
- Mandatory training needs met for 100% of staff
- Teacher accreditation requirements on track as applicable
- Teachers embedding quality educational practices in line with the Australian Curriculum



Strategic Direction 2

STUDENT ENGAGEMENT AND INCLUSIVITY

Purpose

To develop a culture of engagement, love for learning and eagerness to participate in school life through provision of engaging, inclusive and project based learning experiences. This will ensure that every student is actively engaged in purposeful learning.

Overall summary of progress

Cullen Bullen PS has participated in ongoing self-assessment, reflection and evaluation of the progress for Strategic Direction 2 of the School plan. This has occurred at regular intervals to determine and demonstrate school achievements.

Overall achievements:

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. The school's commitment to improved attendance, and maintaining of a positive school environment has demonstrated positive influence on students with measured decreases in inappropriate behaviour and an increase in the opportunities for students to be recognised for positive behaviour choices. All classrooms at Cullen Bullen are effectively managed with well-planned teaching taking place so that students can engage in learning productively with minimal disruption. Parents and the wider Community are advocates for the school's programs and successes.

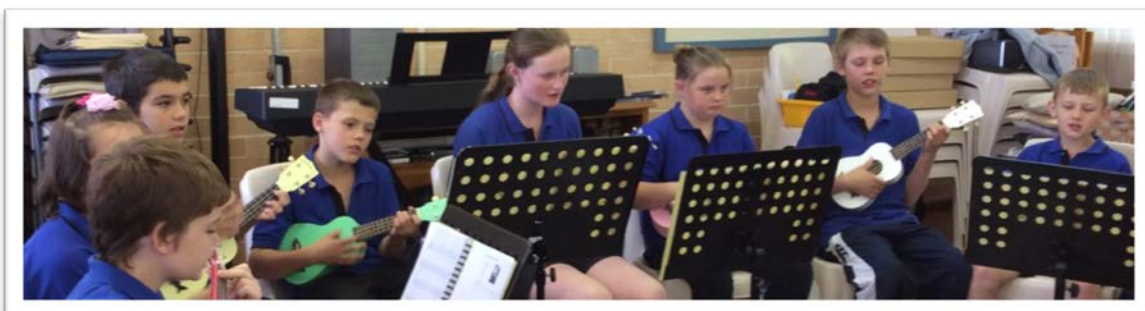
Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
An increase in the schools attendance rate from 92% to 94%.	<ul style="list-style-type: none">• Attendance significantly increased in grades 3,4 and 5 with 100% attendance in grade 3, 94.9% attendance in grade 4 and 97.4% in grade 5.• This resulted in an overall average across grades 3,4,and 5 of 97.3%.• Whole school attendance decreased to 89.5% in 2015. School attendance was significantly impacted upon by illness of siblings.• Survey results indicate improved student engagement substantiated through the Tell Them From Me surveys and attendance data across pockets of the school population.• Attendance and student engagement were promoted through extra-curricular opportunities to provide creative and innovative experiences that build the skills of all students.	
100% of students with additional support needs are provided with Individual Learning Plans prepared in consultation with parents.	<ul style="list-style-type: none">• 100% of students requiring individual learning plans were provided with plans.• 100% of students with Aboriginal backgrounds were provided with personalised, learning support plans.	

	<ul style="list-style-type: none"> Aboriginal perspectives embedded into school business and learning programs with particular emphasis during days of recognition and study of the stage 2 history curriculum.
Increased student participation in kindergarten to school transition programs	<ul style="list-style-type: none"> Kindergarten enrolments increased to five students in 2015 with 100% of students attending the Kindergarten transition to school program.
Increased numbers of students attending school excursions and out of school events	<ul style="list-style-type: none"> Significant increases in student participation in excursions increased across the school during 2015. 92% of K-2 students attended all school excursions and out of school events excluding the beach visit. Events included the Australian Museum in Sydney, local pool visits for swimming lessons and a day at the beach. 96% of all 3-6 students attended all school excursions and events, excluding the beach visit. Events included a sport and recreation camp at Lake Burrendong, a visit to Dubbo Zoo and a day at the beach.
Increased parental awareness and engagement in school business.	<ul style="list-style-type: none"> Parents are aware of stage expectations and understand where their child is along the continuum of learning as detailed in newsletters, parent/staff meetings and P&C meetings. Parents are informed of ways to support their child's learning at home. Parental involvement in school programs and wider community program connections remains low with the exception of P&C committee members. Year 6 students inducted as leaders

Next steps

Milestones for 2016 – Strategic direction 2

- Milestone monitoring is reviewed at 5 weekly intervals
- Provide creative and innovative extra-curricular opportunities and experiences to build the skills of all students.
- School attendance rates maintained and regularly monitored with improvements in grades 3-6
- Data indicates improved student engagement in excursions and school events
- Aboriginal perspectives embedded into school business and learning programs
- Parents are aware of learning expectations and understand where their child is along the continuum of learning
- Parents are informed of ways to support their child's learning at home.
- Increased parent involvement has been encouraged in school programs and wider community programs
- Parents and the wider Community become advocates for the school's programs and successes.



'Musical performance at Cooida Nursing Home

Strategic Direction 3

FUTURE FOCUSED COMMUNITY PARTNERSHIPS

Purpose

To encourage meaningful community partnerships which foster a culture that is trusting and supportive. This will enhance the schools strengths and effectiveness which will ensure its sustainability.

Overall summary of progress

Overall achievements:

Our school has focused on our partnerships with parents and the community. We have developed strong partnerships with the WGEN cluster schools, community agencies and businesses by promoting discussion, feedback and decision making around school governance. We have established links with organisations including Charles Sturt University, Bunnings, Baal Bone Colliery, Invincible Colliery, the Lithgow Men's Shed, Cullen Bullen Progress Association and the Lions Club.

Student leaders are engaged in the vision, values and purpose of the school including delivery of purposeful learning experiences. Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. Student leadership responsibilities include organisation of weekly assemblies, fund raising events and representation at community events. This has led to increased self-regulation towards students own learning which has impacted upon student engagement in school life.

The school is committed to the development of leadership skills in staff and students and promotes organisational best practice. The school demonstrates a commitment to equity and high expectations for learning for each student and is responsive to changing school and community needs. School staffing ensures that full curriculum implementation and delivery requirements are met.

Annual staff performance and development reviews are conducted using the performance development framework. The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe and visually pleasing environment that supports engagement and learning.

New Cubby House –Lithgow Mens Shed



Progress towards achieving improvement measures

Improvement measure (to be achieved over 3 years)	Progress achieved this year
A future focussed environment that recognises that positive and collaborative partnerships are essential for school sustainability.	<ul style="list-style-type: none"> • School based assessment data indicates student growth and continuing progress • Parent, staff and student surveys.(Tell them from me) indicate satisfaction and eagerness of students to attend school • Whole school attendance data is maintained or improved across grades 3, 4 & 5. • Technology Integration enhances student engagement
Increased representation of parents in the school P&C, and increased parent participation at school events.	<ul style="list-style-type: none"> • Milestone process developed and used to monitor finance, school progress and improvement • Parent participation has increased in school activities with more parents transporting students to and from out of school events. • Increased participation of parents in Kindergarten Orientation / Transition Program with 80% of parents attending formal transition days. • 50% of students participated in the Portland Fair to represent the school • 100% of students performed music for local Nursing home
An increase of parents and community receiving information from a variety of sources including social media and the school website.	<ul style="list-style-type: none"> • Facebook (social media) procedures are being utilised as a tool to promote school business and achievements • Increased 'likes' from community and community sources including Radio 2LT, Village Voice and Lithgow Men's shed. • An increased presence and involvement of parents in school business has occurred. • Increased parent responses from mobile phone messages • School website updated with regular contributions by staff
Strengthened partnerships within the WGEC group of schools and community groups working collaboratively as positive contributors to school life.	<ul style="list-style-type: none"> • Regular term meetings with WGEC school Principals. • WGEC small schools alliance combine for Athletics, Cross Country and Swimming carnivals. • Small schools combine for excursions to Lake Burrendong and Dubbo Zoo. • Science days in partnership with small schools and CSU. • Garden projects completed with Bunnings, Lithgow • Baal Bone Colliery donates and funds school bus. • Increased number of community members presenting awards at presentation evening by 700% (2014- 1 to 2015 -8 participants)

Next steps

Milestones for 2016 – Strategic direction 3

- Milestone monitoring is reviewed at 5 weekly intervals
- Develop a media plan (timeline) for school promotion including newspaper releases, Facebook, Website and regular Newsletter / contributions from community/businesses
- Increased community Partnerships and Parental participation through the development of school initiatives.
- WGEC and AECG networks are strengthened
- Improve school culture through high expectations
- Transformative change in school culture is evident through student role modelling
- Confident, happy student role models
- Students demonstrate increased confidence and commitment to school culture
- Increased visits to the school Facebook page
- Increased Website visits
- Regular Website contributions and updates
- Parents and community communicate with the school through use of multi modal outlets including SMS messaging
-



Dubbo Zoo Excursion

Key initiatives and other school focus areas

This section includes:

Aboriginal Education

Cullen Bullen PS, is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. It is the goal of the school that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population. The school will provide Aboriginal cultural education for all staff and education about Aboriginal Australia for all students, as it is everybody's business. These commitments affirm the inherent right of Aboriginal students to fair, equitable, culturally inclusive and significant educational opportunities so that all students obtain a high quality education as a platform for enriching their life chances.

Socio Economic funding support

This funding is responsible for providing support to improve the performance and reduce the disparity in achievement for students from targeted equity groups. In particular, this includes students who may be adversely affected in schooling due to their socio-economic status and specific groups of girls and boys.

Low Level Disability Support

This funding recognises that students and school communities are not all the same – they have different needs and students require different levels of support.

Beginning Teachers: CBPS values ongoing professional development and offer a wide range of programs and strategies to support teachers at every stage including teacher training, inductions and mentoring.

Early Action for Success

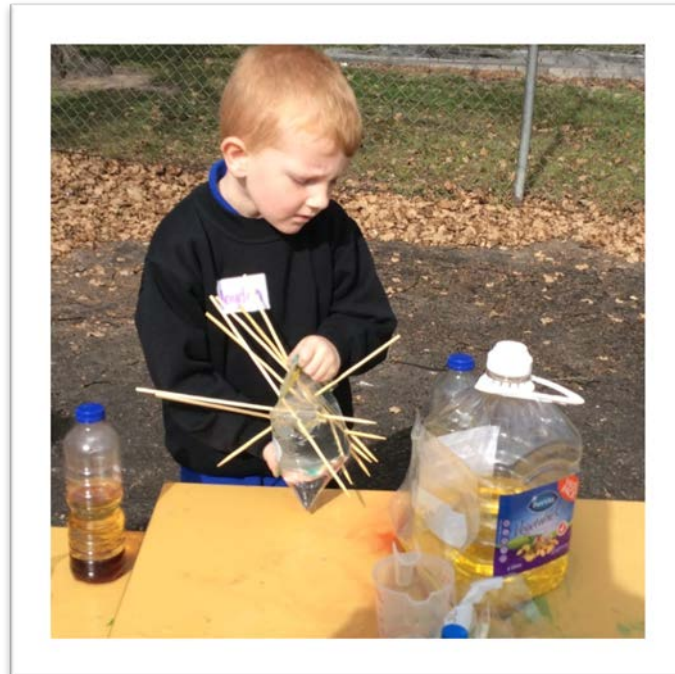
This strategy supports students' literacy and numeracy skills through a targeted approach in literacy during the early years of schooling. Key to the program's success is instructional leadership, personalised learning, assessment for learning and high quality professional learning with a focus on the early years of schooling K-2.

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding Parents and the wider Community become advocates for the school's programs and successes	<ul style="list-style-type: none">• Student growth is evident for Literacy and Numeracy across the continuums.• Parent participation has been increased in most school activities• Parent, staff and student surveys indicate satisfaction and eagerness to attend school• Aboriginal perspectives and initiatives undertaken throughout 2016 including immersion of cultural perspectives into curriculum• Increased SLSO and teacher support to improve student learning	\$3770

<p>Socio-economic funding</p> <p>School Programs provide students with experiences which promote engagement</p>	<ul style="list-style-type: none"> • ipads were purchased to ensure students have updated access to technologies. All students now have iPad access. • New computers were purchased for the 3-6 classroom with aim to promote student engagement and access to high quality resources. • Computers promoted student engagement through interactive literacy and numeracy learning experiences. • Student extracurricular experiences have been enhanced and have resulted in positive survey results as indicated in the Tell Them From Me survey. • Increased percentage of parents and caregivers engaged in school direction and planning consultation. • Environmental education program was developed to Integrate environmental education initiatives into curriculum. • End of term excursions were subsidised to promote student engagement. Students visited the zoo, the beach and the Museum in Sydney. • Student leader uniforms were purchased and promoted a sense of pride amongst leaders. 	<p>\$38,932</p>
<p>Low level adjustment for disability funding</p>	<ul style="list-style-type: none"> • SLSO support has been provided for students with a low level disability resulting in meeting of student learning needs. 	<p>\$422</p>
<p>Support for temporary beginning teachers</p>	<ul style="list-style-type: none"> • Staff have engaged in ongoing professional learning to apply evidence based pedagogy to support excellence in practice. • All teachers participated in the PDP process. • One teacher achieved accreditation at Proficient level. • Beginning teachers participated in all development day activities and staff meetings. • Beginning teachers attended the Beginning Teachers 2 day conference and PL in Austswim accreditation. 	<p>\$1200</p>
<p>Other school focus areas</p>	<p>Impact achieved this year</p>	<p>Resources (annual)</p>

<p>Early Action for Success</p> <p>Implement the Early Action for Success / Language, Learning and Literacy (L3) initiative across K-/2</p> <p>Implement the L3 pedagogy across all grades 3-6 to foster continuity of pedagogy.</p>	<ul style="list-style-type: none"> • 80% of Kindergarten students achieved or exceeded reading level 9 at the end of 2015 • Data collected twice per term to monitor student growth and recorded on PLAN • Student growth is evident for Literacy and Numeracy across the continuums indicated through PLAN. • L3 pedagogy is evident in class programs K-6 • 80% of year 1 students reached reading level 16 at the end of 2015 • 60% of year 2 students reached reading level 16 at the end of 2015 • Reflective practise is built into Literacy and Numeracy teaching driven by regular staff meetings to analyse data, record student gains and discussion of interventions 	<p>\$18690</p>
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Science Day with Charles Sturt University

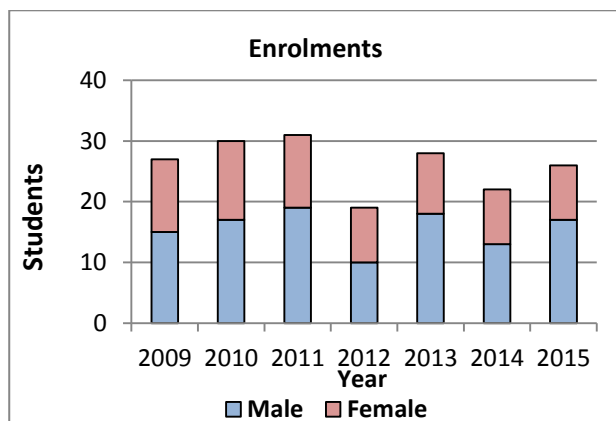


Mandatory reporting requirements

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



Cullen Bullen School had an enrolment of 26 students during 2015 composing of 17 boys and 9 girls.

Student attendance

	Year	2010	2011	2012	2013	2014	2015
School	K	91.0	92.6	96.2	88.8	91.8	85.5
	1	90.0	86.8	88.3	84.3	89.9	90.5
	2	91.0	93.7	100.0	91.7	81.1	86.3
	3	83.0	90.6	88.9	100.0	92.4	100.0
	4	96.4	92.0	90.6	91.8	92.4	94.9
	5	95.5	92.2	92.4	88.4	96.0	97.4
	6	91.5	92.9	95.0	85.4	91.5	86.5
	Total	91.9	91.8	92.3	90.1	91.9	89.5
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Management of Non attendance

Cullen Bullen Public School is proactive in managing student non-attendance. Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of concern. These students are monitored closely through:

- Regular attendance reports to the HSLO.
- Consistent communication with parents by telephone or interview

- Continued acknowledgement of outstanding attendance
- Students who have outstanding levels of attendance are eligible for school based rewards and recognition

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	
Assistant Principal(s)	
Head Teacher(s)	
Classroom Teacher(s)	1.0
Teacher of Reading Recovery	
Learning and Support Teacher(s)	.2
Teacher Librarian	.084
Teacher of ESL	
School Counsellor	
School Administrative & Support Staff	.696
Other positions	.2
Total	3.18

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. During 2015, there are no identified Aboriginal or Torres Strait Islander staff employed at Cullen Bullen PS.

Staff retention

2015 has seen two positions advertised and filled by Merit Selection due to retirement and transfer.

- School Office Manager
- General Assistant

Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	50%

Professional learning and teacher accreditation

The following documentation is to be completed consistent with the requirements of the Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools (Jan 2015), which includes three phases: Plan, Implement and Review. These processes are based on the Australian Professional Standards for Teachers, the Australian Teacher Performance and Development Framework and the Australian Charter for the Professional Learning of Teachers and School Leaders. The teaching staff at Cullen Bullen Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. Staff have been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

Professional learning opportunities have included:

- Staff development focus on teaching writing
- Early Stage 1 L3 training – “Language, Learning and Literacy”
- In school PL of new syllabus Math/Writing and Science
- TENS training K-2 staff
- Mandatory training for all staff
- Autism support training (SLSO)
- Austswim training
- ARCO training
- PDF training all staff
- The Western Gateway Educational Community (WGEC) combined Staff development Days
- Online training for the implementation of the Maths syllabus – Syllabus Plus sessions
- K-6 and PLAN software training
- Online training for Anaphylaxis
- Growth Coach training
- Austswim accreditation
- Beginning teacher conference
- Principal Network days/ WGEC meetings re leadership

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)

Cullen Bullen PS had two new scheme teachers working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation and one casual teacher who achieved accreditation at Proficient level during 2015.

Financial information

Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	133348.93
Global funds	71953.61
Tied funds	137023.07
School & community sources	7184.56
Interest	3519.61
Trust receipts	1503.90
Canteen	0.00
Total income	221184.75
Expenditure	
Teaching & learning	
Key learning areas	4187.88
Excursions	4855.87
Extracurricular dissections	3776.92
Library	351.88
Training & development	1849.13
Tied funds	125644.19
Casual relief teachers	1976.82
Administration & office	39255.75
School-operated canteen	0.00
Utilities	5849.99
Maintenance	22619.43
Trust accounts	692.37
Capital programs	35409.18
Total expenditure	246469.40
Balance carried forward	108064.28

School performance

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.

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the *Find a school* and select *GO* to access the school data.



Policy requirements

Aboriginal education

Cullen Bullen Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training.

Cullen Bullen Public School promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies and an *Acknowledgement of Country* plaque displayed in the school hall.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.

Multicultural Education and Anti-racism

The role of the Anti-Racism Contact Officer (ARCO) is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. Tabitha Player is the schools ARCO. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help to support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony. Harmony day activities were held to celebrate diversity and multicultural perspectives are integrated across all Key Learning Areas to provide a comprehensive and inclusive school environment.

Academic Programs

Best Start

Best Start is an assessment and teaching tool that allows Kindergarten to Year 2 teachers to assess the knowledge and skills that children have in Literacy and Numeracy. Teachers gather data and plot student's growth and development on a Literacy and Numeracy continuum as a benchmark to indicate student growth and improvement. Cullen Bullen PS successfully implemented the Best Start assessment procedures to all 5 Kindergarten students as a means to conduct an in-depth assessment of students as they first arrived in Kindergarten.

Language for Learning (L3)

Language, Learning and Literacy (L3) is a classroom-based, early intervention for students in their first year of school and one component of the Best Start Initiative. L3 targets text reading and writing within small groups of three to four students at least three times a week. Students develop the skills to work independently for short periods of time when their peers participate in Guided Reading and Guided Writing lessons. The activities are designed to provide students with opportunities to work alone, interact with a peer and participate in a small group environment.

Teaching decisions are based on ongoing, sensitive observation, rather than a prescribed and sequenced series of teaching and learning steps. Data is collected every 5 weeks to assess learning and inform teaching and teaching instruction and analysis of data is supported by the schools instructional leader.



Other Programs

Music Program

Students at Cullen Bullen PS have been involved in the study of Music under tuition since the start of the year and the students have had the opportunity to learn and play and move to a range of musical styles. The focus for first half of the year was on singing and the study of the musical concept Duration otherwise known as rhythm. Students learnt to keep a beat and also to interpret and perform rhythmic symbols on untuned percussion instruments. In Terms 3 and 4 students have been studying the concept of Pitch and have learnt to perform and compose melodies on tuned percussion instruments such as glockenspiels and xylophones. The students not only enjoyed their music studies but have improved their co-ordination, singing, listening and instrumental skills in the process.



Biggest Morning tea

Local police, community members, students, parents and staff, supported the Biggest Morning tea fundraiser. The schools P&C committee raised over \$200 to contribute towards the biggest morning tea organisation.



Book Week

Book Week's theme this year was *Books Light up our World*. Book week activities included daily reading of short-listed books by teachers and completion of associated activities. Students visited the Portland Library throughout the week and the Portland Librarian presented prizes to students during our Book Character Parade. Book week was considered a huge success in 2015.

Open Day

Community and family members were invited to attend Cullen Bullen's Public School's Open Day. Students performed music to guests as they gathered together to celebrate the end of a successful year. Parents were invited to stay for an afternoon tea with their family and enjoyed watching their children play on the Jumping Castle and Bungee Run. The canteen organised an afternoon tea for parents and students to celebrate the end of year event.



Easter Hat Making and Parade

Parents and students joined together to make colourful and creative Easter hats to be paraded during the Easter celebrations. The schools P&C organised a special lunch for visitors and students and parents enjoyed dancing with their children during the finale event.



Technology

Technology use in classroom practice has remained at high levels, with all students accessing computers and iPads, daily. Every school student, K-6 received an iPad during 2015 and new personal computers were purchased for the 3-6 students.

Michelle Gallop
Principal

