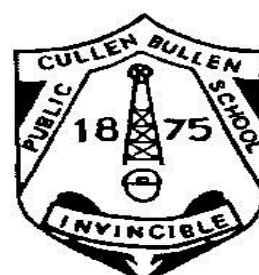


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# Cullen Bullen Public School Annual School Report

2012



## **Our school at a glance**

### **Students**

Numbers at Cullen Bullen Public School have regularly fluctuated over the years. This year we have 19 students from K-6, 7 students in K-2 and 12 in Years 3-6.

### **Staff**

Cullen Bullen has been staffed as a PP6 and has used additional funding to employ additional staff throughout the year.

We currently staff 1 Teaching Principal, a second classroom teacher, 1 SAM and 3 SLSOs, 1 Cleaner and 1 General Assistant.

### **Significant programs and initiatives**

Cullen Bullen Public School is very well resourced and receives a significant amount of additional funding through programs such as Low SES National Partnerships, Equity and Integration. This has allowed us to employ an additional teacher and support staff to provide close, quality instruction to our students.

## **Messages**

### **Principal's message**

I am very proud of each and every one of our students. It has been an absolute pleasure to see them grow academically, physically and socially throughout the year.

We have been very lucky to have received Low SES National Partnership funding and Equity funding. These funds have been used to provide close instruction for our students, to develop a range of quality programs and to provide professional learning to our staff.

We have worked hard with our student leaders to develop their leadership skills and have been delighted with their ability to lead not only the school but our peer support program. This program has been highly successful in helping to develop social skills in all our students and has been very valuable in helping set high expectations in our school.

Our SRC were very active and their work throughout the year highly commendable. I

would like to congratulate them all on the terrific work that they have done not only for the school but also for the wider community.

This year we have seen our small school network grow and our students have unprecedented opportunities for virtual learning through public speaking programs, interactive video conference lessons and the sharing of joint small school projects. Our small schools network has also allowed our students to participate in a range of extra-curricular activities including swimming carnivals, athletics carnivals, cross country and excursions. Our students have shown that they are enthusiastic and active participants, students that always try their best.

We have had fantastic success in many sports this year. This year we had almost half our student body qualify for the district athletics carnival, a fantastic achievement. From the district carnival we had one student qualify to go on to the regional carnival at Dubbo.

Another highlight this year has been in the area of public speaking. Our three student leaders did an amazing job to secure third place in the Bathurst area Naidoc Public Speaking competition.

Throughout the year I have seen our partnership with parents and the wider community continue to grow and strengthen. This has been evident through programs and activities such as life skills and the home reading, volunteers spending days making maths resources for our classrooms, billy cart day, Easter Hat parade, book week and the list goes on.

Our school has also been wonderfully supported by a strong and active P&C. The P&C this year have been outstanding. They have organised a variety of fundraisers to raise money for school projects, programs and resources.

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.

**Katrena Fraser**

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

Being a part of a small school Parents and Citizens Association is both rewarding and challenging. 2012 has seen the P&C raise money through Mother's & Father's Day stalls, a shopping tour trip and a Family Portrait Sitting Fundraiser.

The P&C are currently organising a Christmas Raffle and will be hosting a Carols Night with the assistance of the local church group. Through our efforts we have been able to provide funds to the school for two new netbooks which will aid students in their technology lessons.

Our current focus is assisting in the installation of implemented in the "Life Skills Program" that students participate in and will bring grown produce from the schools vegetable garden to the table.

The Parents & Citizens Association will finish the year on a high with the presentation of a gift to the school.

Past gifts have included a laminator, a large shade shelter with school emblem and this year sees the possibility of the P&C purchasing a much needed projector and screen.

I look forward to 2013 either as President again or in any capacity required of me and am committed to working with staff & P&C member's who's common goal is to provide quality education to the students.

Rebecca Abrahams  
President CBPS P&C

### Student representative's message

The Year 6 leaders of Cullen Bullen Public School have done many things throughout the year, including many fundraisers to raise money for our school, end of year gift and for the Children's hospital.

We held a sausage sizzle every fortnight and were in charge of organizing and cooking the BBQ. Other fundraisers included Crazy hair Day, Mufti

Days, Footy Colours day, PJ Disco, EOS Awareness Day and many more.

The student leaders were also in charge of leading the Peer Support program. The students are split into groups and we talk and complete activities about how to make everyday life more positive.

### Shenay Whittaker

#### Year 6 Student Leader & SRC Representative



Peer Support – leadership training

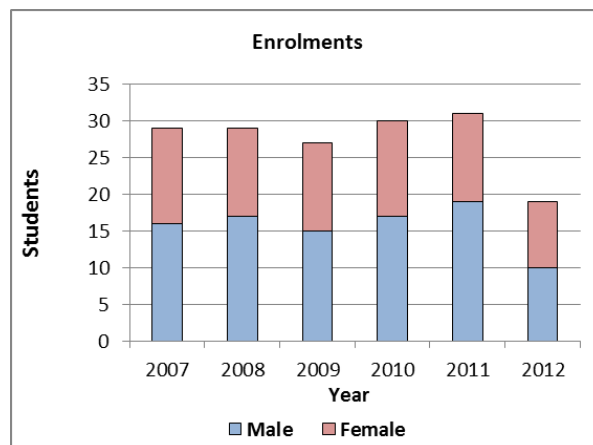
#### School context

### Student information

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

#### Student enrolment profile

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



## Student attendance profile

Year	2008	2009	2010	2011	2012
K		90.5	91.0	92.6	96.2
1		88.4	90.0	86.8	88.3
2		89.9	91.0	93.7	100.0
3		94.3	83.0	90.6	88.9
4		98.2	96.4	92.0	90.6
5		91.6	95.5	92.2	92.4
6		92.3	91.5	92.9	95.0
<b>Total</b>	<b>92.6</b>	<b>92.0</b>	<b>91.9</b>	<b>91.8</b>	<b>92.3</b>

## Management of non-attendance

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

## Staff information

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

We currently staff 1 Teaching Principal, a second classroom teacher, 1 SAM and 3 SLSOs, 1 Cleaner and 1 General Assistant.

## Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teachers	
Classroom Teachers	1
Teacher of Emotional Disabilities	
Teacher of Mild Intellectual Disabilities	
Teacher of Reading Recovery	
Support Teacher Learning Assistance	
Teacher Librarian	
Teacher of ESL	
Counsellor	
School Administrative & Support Staff	4
<b>Total</b>	<b>6</b>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are currently no Indigenous staff employed at our school.

## Staff retention

We have retained all staff in 2012. We have also acquired an additional SLSO to support students in the classroom.

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	<b>100%</b>
Postgraduate	<b>N/A</b>

## 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	30/11/2012
<b>Income</b>	\$
Balance brought forward	56,239.60
Global funds	55,272.73
Tied funds	76,455.75
School & community sources	8,466.30
Interest	2,390.57
Trust receipts	1,959.25
Canteen	0.00
<b>Total income</b>	<b>200,784.20</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	5,431.25
Excursions	3,042.09
Extracurricular dissections	5,338.99
Library	125.00
Training & development	1,514.27
Tied funds	75,818.31
Casual relief teachers	1,071.96
Administration & office	17,743.93
School-operated canteen	0.00
Utilities	6,348.05
Maintenance	19,644.11
Trust accounts	1,408.50
Capital programs	0.00
<b>Total expenditure</b>	<b>0.00</b>
<b>Balance carried forward</b>	<b>63,297.74</b>

A full copy of the school's 2012 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 2012

### Achievements

#### Arts

In 2012 at Cullen Bullen Public School students have been engaged in a wide range of creative arts learning experiences. Our achievements in this area include:

- Students participation as part of the WGEC school choir, performing as part of education week celebrations.
- Exhibition of students' work in the Primary by Design exhibition at Eskbank House in Lithgow.
- K-6 Performance at our Annual Presentation night
- All students participated in a Hip-Hop dance program in Term 3

#### 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 2012 our highlights were:

- All students participating in athletics and swimming carnival as part of the WGEC small school group
- K-6 intensive Learn to Swim program
- Numerous students represented the school at district level in athletics and cross country running
- 1 student represented the district at the regional athletics carnival
- Numerous students represented the school as member of WGEC small schools sporting teams in netball and touch football.

#### 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:

- Hosted the WGEC schools signing of the AECG partnership agreement
- Establishment of the Kitchen-Garden program, including a chicken coop and vegetable garden
- Billy Cart Day
- Term 3 Life Skills Program
- Peer support program, ran by our Year 6 Leaders
- SRC represented the school at Bathurst Schools SRC meetings
- Stage 2 excursion with the Small Schools of WGEC to Sydney
- Stage 3 excursion to Canberra
- K-2 Excursion to Featherdale
- K-6 Excursion to Sydney Olympic Park
- Year 6 Day Out to Luna Park
- K-6 students engaged in a range of virtual excursions, facilitated through the use of the Video Conferencing technology



Cooking – Life Skills Program

#### Academic

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.

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

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

## Literacy and Numeracy – Naplan

### Year 3 and Year 5

In 2012 Cullen Bullen Public School had 3 students in Year 3 and 2 students in Year 5 sit the NAPLAN tests. The actual results are not reported on due the small size of the group. The parents concerned have received a copy of their child's results and were provided with an opportunity to meet with class teachers.



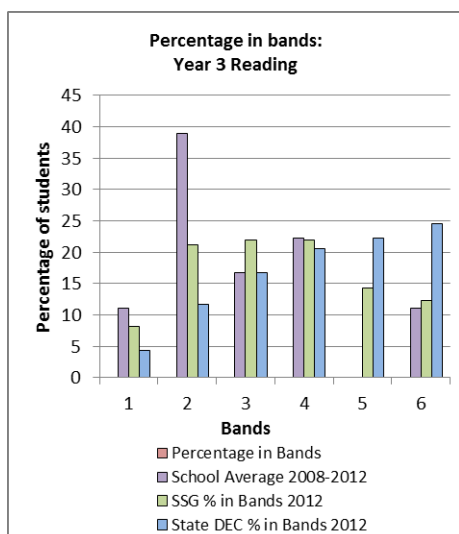
Reading Time

### Progress in reading

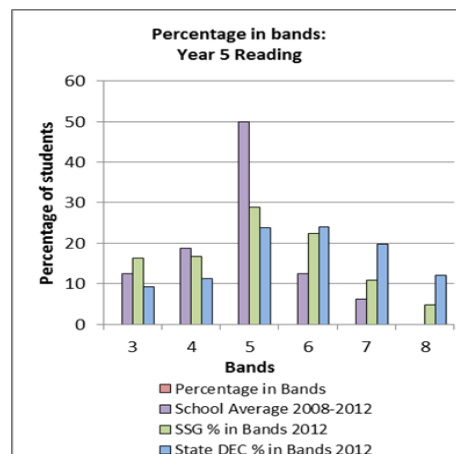
The following graphs show how well the students are progressing in reading. The results compare the school's progress with statistically similar schools and schools in Western NSW region.

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

### Reading – NAPLAN Year 3



### Reading – NAPLAN Year 5

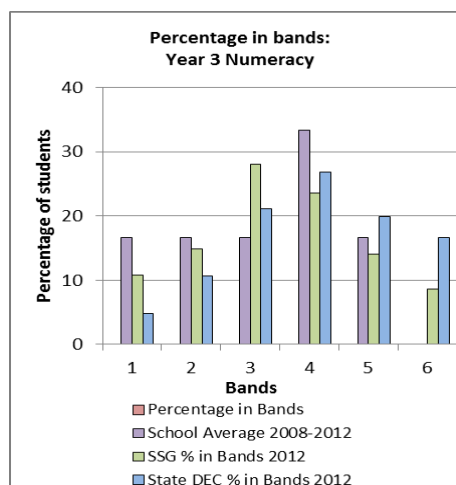


### Progress in numeracy

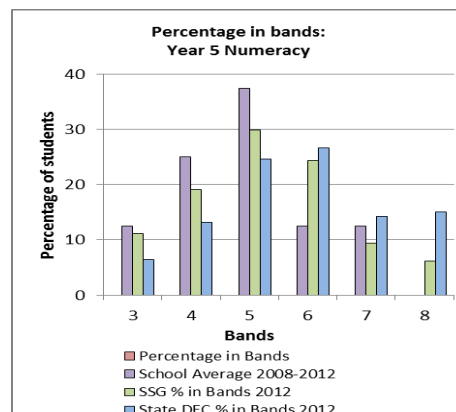
The following graphs show how well the students are progressing in numeracy. The results compare the school's progress with statistically similar schools and schools in Western NSW region.

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

### Numeracy – NAPLAN Year 3



### Numeracy – NAPLAN Year 5



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

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO*.

## 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 developed and maintained a strong partnership with the local AECG and has worked alongside them in helping to develop and implement aboriginal perspectives into classroom teaching programs.

The school made the commitment to Aboriginal Education and strengthened its partnership with the local AECH through the signing of the Aboriginal Partnership Agreement. Each school within our learning community also designed and made a traditional aboriginal message stick.

### Multicultural education

Multi-cultural perspectives have been a part of our classroom programs and Multi-cultural perspectives were particularly highlighted in Term 3 with the theme, The Olympics. As part of our classroom programs we were able to study countries and cultures from around the world and students were given the opportunity to cook and eat foods from around the world.

### National partnership programs

The school has received significant funding as part of the National Partnership Program. The program has allowed us to employ a second teacher, lowering the teacher-student ratio and providing quality instruction to our students. Funds were also used to provide Professional Learning to staff, purchase resources and assist in

costs for CMIT, the Life Skills Program and Literacy 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 Multilit 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.

## Progress on 2012 targets

### Target 1

Increase all students reading levels so that every child shows personal growth on the literacy continuum and 60% of K-2 students are achieving regional benchmark levels by 2014.

Our achievements include:

- 66% of K-2 students reading at or above regional benchmark levels.
- Kindergarten – 2 students did not achieve regional benchmarks.
- Year 1 – 75% of students achieved regional benchmark levels.
- Year 2 – 100% of students achieved regional benchmark levels.

### Target 2

Increase the number of Year 3 and Year 5 students achieving above National Minimum Standards in NAPLAN in all aspects of literacy.

Our achievements include:

- 67% of students in Year 3 achieved minimum standards in all aspects of literacy.
- 50% of students in Year 5 achieved above minimum standards in reading in 2012 as compared to 25% in 2011.
- 50% of students in Year 5 who sat the NAPLAN in literacy achieved minimum standards in 3 out of the 4 aspects of literacy.

### **Target 3**

All students in Year 5 show personal growth in all aspects of literacy in NAPLAN.

Our achievements include:

- 100% of students who participated in NAPLAN in 2010 showed personal growth in all aspects of literacy NAPLAN 2012.

### **Target 4**

All Aboriginal students in Yr 5 and 7 reach expected growth in NAPLAN reading.

Our achievements include:

- We have no current Aboriginal students in Year 5 at our school.
- 100% of Year 7 Aboriginal students participating in the 2012 NAPLAN did reach expected growth in reading.

### **Target 5**

Increase the number of Year 3 and Year 5 students achieving at or above National Minimum Standards in NAPLAN in number.

Our achievements include:

- 67% students in Yr 3 in 2012 achieved above National Minimum Standards in numeracy.
- 50% of students in Year 5 achieved at or above National Minimum Standards in NAPLAN numeracy in 2012.

### **Target 6**

Close the gap in numeracy so that 60% of students are achieving at or above stage outcomes in number by 2013.

Our achievements include:

- 68% of students in K-6 are achieving at or above Stage outcomes in numeracy.
- 2 teachers have been trained in CMIT and CMIT leadership online course.
- Numeracy groups were effectively implemented to cater for individual needs.

### **Target 7**

All Aboriginal students in Yr 5 and 7 reach expected growth in NAPLAN numeracy.

Our achievements include:

- We have no current Aboriginal students in Year 5 at our school.

### **Target 8**

Increase average student attendance from 85% in 2010 to 93% by December 2014 through the use of an attendance action plan and innovative and engaging programs.

Our achievements include:

- Analysis of attendance data indicates that in Terms 1-3 of 2011 the average rate of attendance was 93.6%. In Terms 1-3 of 2012 the average rate of attendance was 92.5%.
- Teachers actively implementing the Attendance Action Plan and monitoring student absences.

### **Target 9**

Increase the number of parents and community members actively involved in school activities.

Our achievements include:

- Observations and home reading rosters show parents are actively involved in the home reading program.
- In 2012, 42% of parents were actively involved in the student engagement program, 'Life Skills'.
- Discussions with and surveys of parents and community members indicated that most feel welcome and are happy to assist and participate in school programs.

### **Target 10**

Increase opportunities for cultural and educational experiences for all students.

Our achievements include:

- 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 and small school activities.
- Participated in and planned activities within the WGEC SS network.
- Developed strong partnerships with local aboriginal community through the joint implementation of an authentic Aboriginal education program.

- Construction of a school vegetable patch and chicken coop increased student engagement and is a regular part of student routines.



Student Engagement Program

## School evaluation

### Background

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 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 Evaluation.

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

- Surveys were conducted with members of the school community which focussed on school culture, numeracy and community and student engagement. Surveys were completed by:
  - members of staff
  - students
  - parents and family members
- Analysis of programs, plans, budgets, assessment information, program evaluations (TARS).
- Formal documentation of ILP's.
- Documentation of professional learning from MyPL.
- LST meetings – discussion and analysis of student academic results and individual programs.
- Attendance data was analysed in consultation with the HSLO.
- PLP 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.

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

### Findings and conclusions

#### Literacy

- MULTILIT – 25% of the students on the MULTILIT program have graduated within the program time frame.
- 100% of students in K-2 showed growth along the literacy continuum.
- The Discovery Fluency program and ILPs demonstrated that all students on their program made personal growth.
- Literacy groups and ILPs proved to be a successful strategy for boosting individual growth in literacy.
- Individual growth charts in the Discovery Fluency reading program indicate that 100% of students participating in the program have made marked progress.
- School assessment schedule and tracking sheet informed quality teaching and learning programs.
- Staff meetings and Staff Development Days for Professional Learning for the CMIT and Counting On programs proved to be effective PL for teachers.
- Part-time teacher position has provided additional support to students in numeracy.
- Teacher consistency has been promoted through the joint programming of numeracy programs.
- 100% of students surveyed agreed or strongly agreed that the mathematics programs within the school were challenging and catered to their individual needs.
- 100% of staff agreed that the CMIT and numeracy continuum PL in mathematics was sufficient to their needs and beneficial to their teaching- learning programs.
- 100% of teaching staff indicated, through surveys, that staff meetings and Staff Development Days for Professional Learning for the CMIT and Counting On programs were proving to be effective for teachers.

- PLPs developed for all students in consultation with students, parents, teachers and principal.
- Attendance in Term 3 2012 was greatly affected by illness.
- The use of the Attendance Action Plan has been beneficial in helping to monitor student attendance and to curb the number of unexplained absences.
- Parents and community members indicated through discussions, surveys and meetings that they felt happy and comfortable sharing their individual skills as part of the student engagement program.
- The low socio-economic community has indicated through discussions at PLP interviews that they see the value and importance of exposing the children to a greater range of experiences outside of the community and believe that the life skills programs run throughout Semester 2 have increased student engagement and assisted student life skills.



Fun in the playground

### Future directions

We found that we would revise several strategies to support the ongoing progress of our students in literacy, numeracy and student engagement.

### New / revised strategies for 2013.

#### Literacy

- Comprehensive ILP's developed for all children.
- Literacy and numeracy groups established using LST allocation with the staffing entitlements to staff a teacher for 0.8.
- Employ three SLSO's to implement ILP's during literacy and numeracy groups.
- Best Start assessment data used to guide individual programs.
- Implement the Jolly Phonics and Jolly Grammar program in classroom programs and practice for all students K-6.
- Provide ongoing professional learning in Jolly Phonics and Jolly Grammar for all teaching staff in regularly scheduled professional learning meetings.
- Provide in school professional learning opportunities to support classroom teachers and SLSOs.
- Comprehensive ILPs developed for all K-6 students in literacy.
- Part-time teaching position established for team teaching during literacy and numeracy groups.
- Part time SLSOs employed to assist with the implementation of ILPs and literacy and numeracy groups.
- PL in Jolly Phonics and Jolly Grammar to increase achievement in NAPLAN language conventions.

#### Numeracy

- ILPs developed for all students in K-6 numeracy.
- Individual reports analysed and personal growth measured using SMART data.
- All teachers trained in the Maths matters program.
- Professional Learning provided to teaching staff on the numeracy continuum used to track growth.

#### Student Engagement and Community Partnerships

- All staff to implement the school Attendance Action Plan.
- Implement student engagement program to encourage greater student attendance.

- Parents actively involved in student engagement programs.
- Provide a series of workshops for parents in literacy and numeracy throughout the year.
- Students to participate in the school Kitchen – Garden program.
- Work collaboratively with local AECG to develop and implement authentic Aboriginal programs.
- School to subsidise bus travel and excursions to allow greater opportunities for student participation.



Students working in the vegetable patch

### Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

From reports at regular P&C meetings, 100% of parents / community members at the meeting were happy with the engaging programs within the school. Parents and community were particularly happy with the following programs:

- Individual Learning Plans
- Literacy and Numeracy groups
- Life Skills Program
- Bike Education and Road Safety Program
- Multilit
- Home reading Program
- Vegetable Patch
- Hip Hop Dance program

The school also conducted a series of surveys as part of the National Partnership Evaluation. Parents were also surveyed about school culture. 100% of the surveys were returned and the following results were concluded:

- 99% of parents indicated that the school usually or always caters to the needs of individual students.
- 100% of parents indicated that the school is continually finding ways to improve what it does.
- In 2012, 42% of parents were actively involved in the student engagement program, 'Life Skills'.
- Discussions with and surveys of parents and community members indicated that most feel welcome and are happy to assist and participate in school programs.



### Professional Learning

All staff have developed a Professional Learning Plan and have kept a diary of Professional Learning. The school also has a folder to monitor the PL from MyPL.

### School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

### School priority 1

#### Outcome for 2012–2014

- Increased levels of literacy achievement for students in K-6 in all key assessment data.
- Increased student performance within the reading, writing and spelling strands through consistent teacher programming.

**2013 Targets to achieve this outcome include:**

- 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.

**Strategies to achieve these targets include:**

- Implement the Jolly Phonics and Jolly Grammar program in classroom programs and practice for all students K-6.
- Implement the Best Start program.
- Develop comprehensive ILPs for all students in literacy.
- Use funding to employ one full time and two part time SLSOs to support students in literacy groups.
- Learning Support Teacher to train SLSOs in guided reading strategies.
- Train SLSOs in the use and implementation of the Discovery Reading Fluency program.
- Create a 0.8 teacher position to team teach and provide support and extension to students during literacy groups.
- Promote teacher consistency through the joint programming of literacy programs.
- Implement and effectively utilise the school developed assessment schedule to inform quality teaching and learning programs.
- Use the literacy continuum to identify students with learning difficulties.
- Release a classroom teacher to analyse and record school based assessment data.
- Utilise the expertise of the district literacy consultant to develop a scope and sequence for K-6 literacy to promote teacher consistency from K-6.
- Utilise the district literacy consultant to provide staff with professional learning in preparation for the new National Literacy Curriculum.



## School priority 2

### Outcome for 2012–2014

- Increase levels of numeracy achievement for students in K-6 in all key assessment data.
- Increase student performance in number through consistent teacher programming.
- Improve student outcomes in numeracy through the implementation and consistent updating of data using the numeracy tracking system.

2013 Targets to achieve this outcome include:

- 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.

**Strategies to achieve these targets include:**

- Create a 0.8 part-time teacher position to provide support and extension to students during numeracy groups.
- Promote teacher consistency through the joint programming of numeracy programs.
- Develop comprehensive ILPs for all students in numeracy.
- Allocate set staff meetings for professional learning in Numeracy with a focus on preparation for the new National Mathematics curriculum.
- Use Staff meetings and Staff Development Days for Professional Learning for the CMIT, Counting On and Maths Matters programs.
- Use PSP consultant to assist the P & C in the creation of CMIT and Counting On numeracy resources.
- Use P & C / parents to assist in numeracy groups.
- All teaching staff trained in the Maths Matters program.
- Curriculum leader and PSP consultant to train parents in the Maths Matters philosophy.

- Provide Professional Learning for staff on the Numeracy continuum used to track individual student growth.



Parent helpers making numeracy resources.

## School priority 3

### Outcome for 2012–2014

- To increase student engagement through effective welfare and curriculum initiatives.
- Strengthen community partnerships and increase parent and community involvement in school activities.
- Promote a positive image of the school to the local and wider community.

2013 Targets to achieve this outcome include:

- 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.

### Strategies to achieve these targets include:

- Use parent and community volunteers in classroom activities and school improvement projects.
- Teachers released from class to meet with parents and students to develop detailed Personalised Learning Plans for all Aboriginal students in K-6.
- Teachers released from class to meet with parents and students to develop detailed Individual Learning Plans for all students in K-6.
- Implement a range of innovative and engaging learning activities for all students such as:
  - Kitchen-garden program

- Building of a chicken coop
- Caring for chickens
- Maintaining the vegetable patch.
- Virtual excursions and interactive lessons via VC.
- Connected classroom activities
- 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 through:
  - All Small Schools Principals and staff taking on designated roles and responsibilities.
  - Joint PARS and staff meetings.
  - Sharing of expertise amongst Principals and staff.
- Combined Professional Learning.
- All staff implementing the Attendance Action Plan.
- Increase opportunities for students to be involved in quality cultural experiences.
- Subsidise bus travel to allow greater opportunities to participate extra-curricular activities.
- Work collaboratively with local AECG to develop and implement authentic Aboriginal Education Programs within the school.
- Join with other school to release a person at PH2 level to support leadership development programs, provide training in analysis of data and coordinate professional learning networks.
- Join with other schools to release a person at AP/HT level to facilitate professional learning focussed on the effective integration of interactive technology into classroom practise.
- Form a school improvement team including parent and community representatives to evaluate the School Management Plan, including targets, intended outcomes, indicators and strategies.

- School Improvement Team to refine SMP annually.
- School Improvement Team to complete Low SES National Partnership Evaluation.



### **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.

Katrena Fraser - Principal

Kylie Clarke – Rlg SAM

Tabitha Player – Teacher

Elizabeth Eddy – SLSO

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>