

Cullen Bullen Public School

Annual Report



2016



1700

Introduction

The Annual Report for **2016** is provided to the community of **Cullen Bullen** as an account of the school's operations and achievements throughout 2016.

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.

School contact details

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Message from the Principal

This report gives information about the programs and performance of Cullen Bullen Public School.

The school maintains is average enrolment of 28 students with steady enrolment of five Kindergarten students for three consecutive years.

The staff of Cullen Bullen school are committed to providing quality educational programs which meet student needs and develop the talents of each individual child.

All staff members are active in pursuing professional development opportunities including leadership growth, Science, Technology, Engineering and Math activities and Language Learning for Literacy under the guidance of the schools Instructional leader.

The profile of the school has continued to be raised due to our commitment and achievements in reading and writing with results in NAPLAN demonstrating upward trends. Cullen Bullen Public School prides itself on the friendly, family atmosphere that has developed within our small but supportive school community with a small group of parents active in the schools P&C committee.

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.

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 an iPad 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. A small but committed P&C committee operates in close partnership with the school and meets monthly.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning, teaching and leading, the school is delivering improvements in sustaining and growing demonstrated sporadically throughout the elements. The school has undergone significant change in the past two years the Department's Reform Agenda being the least of these changes. A new principal, changes to classroom teachers and office staff has contributed to the beginnings of real and substantive change. This combined with implementation of the Early Action for Success program with support from the schools instructional leader has significantly impacted changes to the learning culture of Cullen Bullen PS.

A culture of high expectations is evident amongst teachers who consistently plan and discuss the ongoing learning requirements of each student. The school team demonstrates commitment towards delivering on the school priorities which are indicated in the school plan, through inclusion of these priorities in teacher professional development plans. Shifts in student performance have occurred through implementation of explicit and systematic literacy and numeracy programs including L3 and TEN and delivery of professional learning for teachers to enhance these programs has supported this. Tied closely to changes in student results is the consistent collecting and reviewing of data at five weekly intervals between classroom teachers and instructional leader.

High expectations is evident among teachers who demonstrate shared responsibility for student learning, engagement and development. Strategic management of school finances supports student engagement and learning programs which are underpinned by professional learning aligned to school planning. The school team demonstrates commitment towards delivering on the school priorities indicated by teaches professional development plans. Shifts in student performance have occurred through systematic delivery of professional learning and continued focus on student improvement in staff meetings.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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 to become successful, creative and confident lifelong learners.

Overall summary of progress

Students have achieved or exceeded grade appropriate levels as indicated by EA4S indicators and learning continuums in Literacy and Numeracy.

Achievements include: 80% of Kindergarten students have reached or exceeded cluster 4 equivalent to and reading level 9; 80% of year 1 students reaching cluster 6 equivalent to reading level 16; And 80% of year 2 students reaching cluster 8 equivalent to reading level 26.

Student achievements have been supported by consultation, implementation and review of students personalised learning and supports plans.

There is evidence of leadership growth and development substantiated through the Performance Development Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of Kindergarten students will reach cluster 4 (Reading level 9) 80% of year 1 students will reach cluster 6 (Reading level 16) 80% of year 2 students will reach cluster 8 reading (Reading level 26) Annually, teachers and leaders demonstrate evidence of professional growth against the Performance Development Framework.	80% of Kindergarten students have reached reading level 9. 80% of year 1 students have reached reading level 16. 80% of the year 2 students have reached reading level 26. All teachers have demonstrated evidence of professional growth against the performance and development framework	

Next Steps

Excellence in teaching and learning will be enhanced by: Developing consistent and well communicated school wide practices for assessment and reporting across the school.

Developing consistent processes and procedures for monitoring performance across the school.

Communicating of consistent growth performance and expectation to the community to promote ongoing learning and achievement.

Embedding of technology across the school to enhance student capabilities and preparedness for high school and future learning.

Maintaining an integrated approach across the school towards quality teaching, curriculum planning and delivery.



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

The school has regularly monitored and reviewed student learning and support plans in consultation with parents and have worked collaboratively to implement plans. PLAN and formative assessment data has been used to evaluate and inform teaching and learning programs to drive point of need teaching. Higher than expected growth has occurred in the year 5 results and NAPLAN assessment data indicates an upward trend in improvement. Students have participated in extra curricular activities including athletics and sport carnivals and have strengthened their cultural understanding through a series of three cultural days combined with other small schools.,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
L3 data collected twice per term to monitor student growth. Regular monitoring and review of student learning and support plans in consultation with parents PLAN and formative assessment data used to evaluate and inform teaching and learning programs including NAPLAN assessment data.	<p>There has been improved student attendance and sustained student enrolments</p> <p>All students have attended school excursions and extra curricular events except in the incidence of illness.</p>	

Next Steps

Increased student engagement and inclusivity will be enhanced by:

Consistent collection and monitoring of student assessment data at five weekly intervals to identify student achievements and progress.

Developing explicit and collaborative opportunities for programming across the school to sustain achievement and quality teaching practice.

Maintaining professional learning that is aligned with the school plan and evaluated against student learning outcomes.

Maintaining student goal setting and learning intentions. .



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 to ensure sustainability.

Overall summary of progress

Two way communication and collaborative decision making has been strengthened across the school as a result of developing a whole school communication plan to promote the school vision and achievements.

This has been assisted by regular weekly Facebook posts, SMS messaging to parents and redesign of the school Newsletter. Student involvement and achievement have been showcased and celebrated more regularly across all communication forums and this increased parent involvement across a range of school activities., including excursions and at school events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>A future focussed environment that recognises that positive and collaborative partnerships are essential for school sustainability</p> <p>Increased representation of parents in the school P&C, and increased parent participation at school events.</p> <p>An increase of parents and community receiving information from a variety of sources including social media and the school website</p> <p>Strengthened partnerships within the WGEC group of schools and community groups working collaboratively as positive contributors to school life.</p>	<p>STEM activities have been implemented across both classes to encourage student problem solving and challenge.</p> <p>There has been increased engagement of parents in the school P&C, and increased parent participation at school events.</p> <p>Facebook postings and SMS messaging has encouraged parental response and involvement.</p>	

Next Steps

Enhanced partnerships will be achieved by:

Ensuring that the school plan is at the core of school practice.

Promotion and encouragement of community engagement to impact sustained improvement.

Consistent communication of student growth and achievement to the community through Facebook and the school newsletter to articulate and maintain focus on student improvement.

Effective resource management, including physical and human resources to cater for student diversity and impact student achievement.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>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.</p> <p>Aboriginal student results have significantly improved for Aboriginal students across years 2 and 5.</p>	\$3764
Low level adjustment for disability	Students with recognised disabilities are supported through employ of an additional learning and support teacher which allows for an additional staff member in both the K–2 class and 3–6 class.	Total: \$101,000
Socio–economic background	<p>This funding 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.</p> <p>Student growth is evident for Literacy and Numeracy across the continuums.</p>	Total= \$24,150
Language literacy for Learning	All students K–2 have increased in reading, writing and mathematics as a result of the schools involvement in L3 and guidance from the schools Instructional Leader.	Total= \$4222
Locality Allowance	The school has maintained a community bus including petrol costs to transport students to events.	Total: \$910.00



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	18	13	17	16
Girls	10	9	9	11

Student enrolments have increased to 27 students in 2016. Five Kindergarten students enrolled in 2016.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	88.8	91.8	85.5	88.2
1	84.3	89.9	90.5	92.7
2	91.7	81.1	86.3	86.6
3	100	92.4	100	92.5
4	91.8	92.4	94.9	92.8
5	88.4	96	97.4	91.9
6	85.4	91.5	86.5	92.4
All Years	90.1	91.9	89.5	91.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Attendance rates have significantly increased across grades 3–6 with an average attendance rate of 97%. Student absence due to sibling illness and illness in Kindergarten has resulted in whole school attendance rates of 91.3%.

Class sizes

Class	Total
K -2	13
3-6	15

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.11

*Full Time Equivalent

All staff are committed to embedding and strengthening Wiradjuri perspectives throughout the curriculum.

Regular attendance and inclusion in AECG meetings strengthens these perspectives. No staff employed during 2016, have identified as being of Aboriginal heritage.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

100% of teachers at Cullen Bullen PS are professionally accredited and committed to professional growth and development.

Teaching staff have participated in professional learning activities aligned to the schools strategic directions; including: Understanding Numeracy; Language Learning for Literacy; Communicating with the Community Workshop; GROWTH Coaching; Understanding Autism workshops; and Austswim training and accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to November, 30th, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	133 348.00
Global funds	71 953.61
Tied funds	161 765.52
School & community sources	2 526.36
Interest	2 381.51
Trust receipts	201.20
Canteen	0.00
Total income	372 176.20
Expenditure	
Teaching & learning	
Key learning areas	823.78
Excursions	966.82
Extracurricular dissections	3 704.60
Library	540.38
Training & development	3 473.74
Tied funds	174 415.44
Short term relief	7 623.40
Administration & office	14 794.90
School-operated canteen	0.00
Utilities	7 086.48
Maintenance	14 939.25
Trust accounts	391.53
Capital programs	378.82
Total expenditure	228 760.32
Balance carried forward	143 415.88

A full copy of the school's 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.

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.

NAPLAN results are available on the MY School Website.

Student results reflect growth across grades 3 and 5 and demonstrate an upward trend in student growth in reading and writing.

Individual graphs cannot be displayed due to the smaller cohort of students in years 3 and 5.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>



Policy requirements

Aboriginal education

Aboriginal Education remains a consistent focus at Cullen Bullen PS with programs designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. The school values, respects and appreciates Aboriginal culture and student identity as an intrinsic part of the school's culture. The Aboriginal flag is flown each day and there is a welcome to country at each school assembly.

During 2016, Cullen Bullen joined with Capertee, Glen Alice and Hampton Public Schools to work with local Aboriginal Elders and Aboriginal Artist, Nyree Reynolds to explore Wiradjuri language, culture and Art as a part of three cultural days.

NAIDOC Week was celebrated by all schools in the Lithgow area at the Lithgow Sports grounds. The day involved traditional Aboriginal games and stories and finished with a special lunch for parents and community members.

Multicultural and anti-racism education

Cullen Bullen School celebrates the diversity of cultures through focus on multicultural education across the curriculum particularly in Human Society and its Environment (HSIE) and by providing learning programs which develop the knowledge, skills and attitudes required for a culturally diverse society.

During 2016, students learned about Countries around the world during a unit of work on the Olympics.

This included researching and making PowerPoint presentations of their chosen country. As a result, two students were chosen to represent the school at the Country Women's Multicultural Speech Competition to present their reports on the Country, Mongolia to the CWA.