



Cudgen Public School Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Cudgen Public School** 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.

Mick Channells

Principal

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Message from the Principal

The growth of the students of Cudgen Public School is the focus of all that we do.

They, the students, are to be commended for their enthusiasm and their caring for their fellow students. They are energetic, inquisitive and fun-loving. Such an approach defines their successes.

As a small school we 'punch above our weight' when it comes to involvement in district activities. Staff, students and parents/carers are dedicated to being involved in as many opportunities in as many fields as we can fit into our schedule. Sporting teams, a developing band, public speakers, singers, instrumentalists, spellers, performers of all sorts discover an outlet for their talents at Cudgen Public School.

A hard-working dedicated staff and a supportive, involved group of parents ensure our success.

We have a great school.

Mick Channells

School background

School vision statement

Cudgen Public School is proud of the academic, personal and social achievement of our students. We continually strive to create and implement high quality learning experiences for our students. This is coupled with an ongoing commitment to staff professional development to ensure the very best for each and every student.

Our success is planned in three focus areas:

1. Providing a curriculum that presents the best possible learning experiences to our students.
2. Supporting the measurable improvement of individual and collective wellbeing of all.
3. building strong relationships across the wider school community.

School context

Cudgen Public School has an enrollment of over 200 students across grades Kindergarten to year 6. Many of these students are the third or even fourth generation of their family to attend the school. Our student population is characterised by almost 20% of students identifying as Aboriginal and Torres Strait Islanders.

Our students are encouraged to uphold three core rules:

1. Be safe
2. Be respectful
3. Be an active learner.

We are part of the Coastal Learning Community which consists of 6 local primary schools working with Kingscliff High School to provide smooth progress from K – year 12 for all students in our area.

We have a very active P & C who contribute to the daily running of the school, have a presence on many of our planning committees and provide extremely valuable funds enabling us to supply additional aids and experiences for our students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. 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.

By linking our School Plans closely to the School Excellence Framework we have simplified the process of tracking and reporting on our progress leaving us more time to work on ensuring said progress is maximised and continuous.

Over the past two years we have set about:

1. developing the capabilities of our students,
2. building the expertise of our staff, and
3. raising our profile in the community.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further

improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

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Strategic Direction 1

Curriculum and Learning

Purpose

To ensure that at Cudgen Public School every class has curriculum and teaching programs that effectively develop the capabilities of all students using evidenced-based teaching practices and innovative delivery mechanisms.

Overall summary of progress

We are well on the way to improving the way we teach. All staff are engaged in ongoing professional learning designed to lift our performance as a team in curriculum delivery.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased staff knowledge and use of SMART, PLAN and L3 to support and inform teaching strategies.	Over 75% of students are transitioning from K to year 1 with a Reading Recovery level of above 8. This is up from 60% in 2015.	\$5000 for training in L3 \$20000 from a variety of sources to increase STL employment by 1 day per week.

Next Steps

1. Increase the amount of opportunities for students to be involved in using personal reflection on assessment and reporting processes to help guide and strengthen their own learning.
2. Employ greater use of evidence-based teaching practices and innovative delivery mechanisms to enhance the teaching/learning experience.
3. Establish processes where teachers regularly review learning with each student ensuring all students have a clear understanding of how to improve their performance.
4. Establish practices that increase parental involvement and understandings of the learning processes and how they can contribute to the learning process.

Strategic Direction 2

School Wellbeing

Purpose

To ensure that at Cudgen Public School students will be self-aware, build positive relationships and actively contribute to the school, the community and society in which they live.

Overall summary of progress

During 2016 we enrolled, as a school, in the PBL program to guide the way we implement a whole-school approach to wellbeing. We are in the early stages of this process with great expectations for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Well Being committee to look into alternate systems for developing well being including PBL.	Decided to train a team in PBL to run the introduction of this program in 2017	\$7000 from a variety of sources including Professional Learning and Lower Socio Economic Background for training of team and initial implementation of PBL
A School Discipline Procedural Flowchart introduced to school community to increase consistency.	Anecdotal feedback from all stakeholders revealed new flow chart widely accepted and understood. Playground and classroom referrals re misbehaviour continue to decrease.	0 cost.

Next Steps

1. Continue to implement a whole-school approach to wellbeing with clearly defined behavioural expectations.
2. Create a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students measurably improving individual and collective wellbeing. This will be supported by:
3. The establishment of a series of explicit teaching/learning activities for regular implementation in classrooms.
4. Expand these positive and respectful relationships across the school community to underpin a productive learning environment that supports every student's development of a strong identity as an active learner.

Strategic Direction 3

Community Involvement

Purpose

To ensure that at Cudgen Public School we foster positive and respectful relationships across the school community to underpin a productive learning environment and support student's development of strong identities.

Overall summary of progress

2016 saw CPS expand our programs in Aboriginal Education, targeting students with a disability and providing more opportunities for our gifted and talented students through increased community involvement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff to have PDP's that focus on attainment of professional goals in place.	At the end of 2016 all Cudgen Public School staff have a PDP that reflects their individual needs as a professional and their contribution to the collective progress of the school.	\$9000 PL

Next Steps

1. Expand our Rock and Water program in both areas of student involvement and staff training..
2. Run more sessions for parents on understanding the curriculum.
3. Involve more students in local "Market Days".
4. Develop Aboriginal artefact display in the foyer.
5. further improve foyer to add functionality for community visitors.
6. Continue to build relationships with other local schools for the benefit of all.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Garden completed Indigenous Reading Program successfully completed with marked improvement of 2 or more Reading Recovery levels for 90% of participants.	\$20000 Aboriginal Education LaST GA
English language proficiency	All targets met.	L3 program 7 Steps program <ul style="list-style-type: none"> • English language proficiency (\$2 000.00) • Low level adjustment for disability (\$5 000.00)
Low level adjustment for disability	LST operated successfully and all students successfully tracked throughout the year. Intervention programs were put in place as necessary. As a result we had zero to 3% only in the bottom bands of NAPLAN. Targetted Learning Class ran successfully for 2016 with all participants making marked improvement (average of 3 levels) in their reading and writing.	LST employed for an extra day per week. School Counsellor District Support Staff <ul style="list-style-type: none"> • Low level adjustment for disability (\$20 000.00) • Low level adjustment for disability (\$20 000.00)
Quality Teaching, Successful Students (QTSS)	End-of-year survey reveals that every teacher continued to find the process advantageous. There was an added bonus of ensuring PLP process was more individually meaning. Consistency of judgement, tracking and reporting was also enhanced.	QTSS – \$2000
Socio-economic background	No child missed out on any educational opportunity due to financial reasons.	

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	105	105	107	108
Girls	92	80	79	80

Students at Cudgen Public School come from diverse backgrounds yet they are all characterised by their willingness to participate in all aspects of school life. We service a traditionally rural area which in many cases means we are educating the fifth generation of some of our families.

The school has a significant Aboriginal and Islander population which adds a richness to school life and contributes to the strong ties we enjoy with the local community.

Enrolments are gradually increasing.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	92.5	92.9	91.7	94
1	94.3	91.3	93.3	94.6
2	94	93.2	90.5	92.5
3	94.1	95.2	93.3	94.9
4	90.4	91.1	95.4	91.5
5	92.1	88.9	92.6	94.2
6	93.6	90.9	90.1	88.7
All Years	93	91.9	92.4	93.1
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

The past two years have seen us establish a close relationship with our HSLO to work on patterns of student absences. As a direct result student attendance has improved of late and is approaching the state average.

Class sizes

Class	Total
KR	20
K/1T	17
1/2J	23
1/2P	19
3/4T	30
3/4PH	29
5/6C	24
5/6M	25

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.64
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration & Support Staff	2.02
Other Positions	0.07

*Full Time Equivalent

The Cudgen School workforce has 2 permanent, full-time Aboriginal teachers and one part-time temporary Aboriginal teacher. In addition we have one part-time School learning and Support Officer who identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	58
Postgraduate degree	42

Professional learning and teacher accreditation

Significant amounts of professional learning has occurred at Cudgen School throughout 2016. Much of this was related to the Positive Behaviour for Learning and L3 programs.

One teacher completed her accreditation process as it came due..

We took our first steps towards building a system of in-school support between teachers. We will continue to build on this program as all teachers are finding it helpful to their own skill development and it is contributing greatly to increased consistency throughout the school.

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

Financial information

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

Income	\$
Balance brought forward	211 397.38
Global funds	170 807.35
Tied funds	340 969.78
School & community sources	70 918.08
Interest	4 350.09
Trust receipts	3 205.00
Canteen	0.00
Total income	801 647.68
Expenditure	
Teaching & learning	
Key learning areas	26 591.88
Excursions	9 891.13
Extracurricular dissections	40 285.82
Library	411.26
Training & development	2 281.02
Tied funds	311 720.89
Short term relief	56 028.70
Administration & office	30 907.31
School-operated canteen	0.00
Utilities	22 587.63
Maintenance	22 516.55
Trust accounts	84 064.89
Capital programs	0.00
Total expenditure	607 287.08
Balance carried forward	194 360.60

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.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The information provided in the financial summary

includes reporting from <insert date> to 31 December 2016.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

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.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from <date> to 31 December 2016.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

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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.

In literacy our students continued our overall pattern of improvement.

For stage 2 the percentage of our students in the top two bands was above state average. The challenge for us here is to have a greater percentage of students in the very top band.

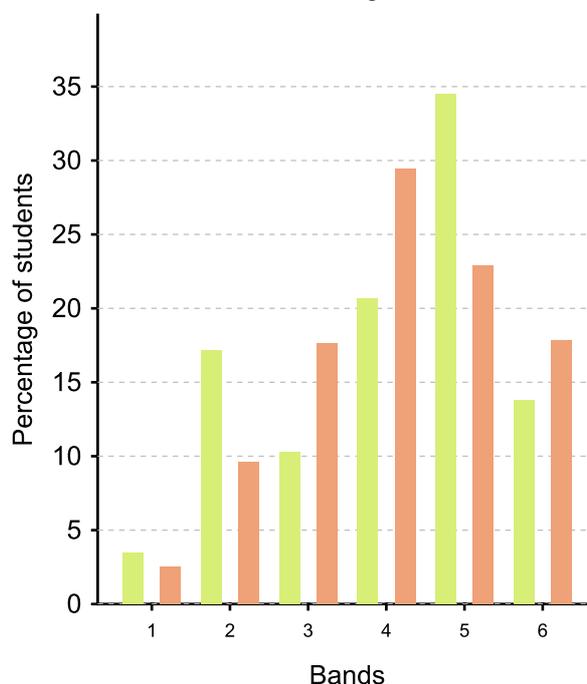
Performances in both writing and grammar showed a marked improvement on previous years.

Similarly, in the bottom two bands we were below state average in the very bottom band which reflects the great work we're doing with our most challenging learners.

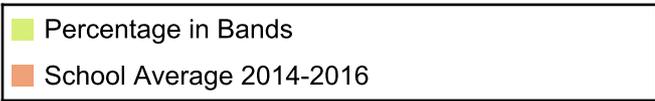
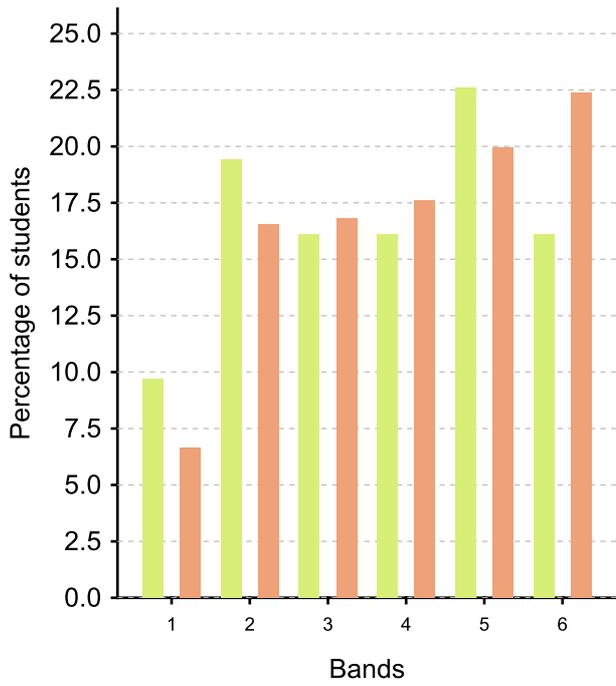
For stage 3 students our performances were just below state average for the top two bands. Once again in the bottom bands we were below state average indicating the strength of the remediation programs our learning support team instigates.

Overall, there exists a bulge in the middle bands we'd like to see shift to higher bands in the years ahead. The work we are beginning on staff development, especially in the teaching of literacy, will see us make progress on this aim.

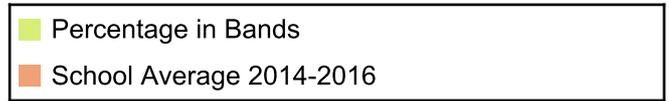
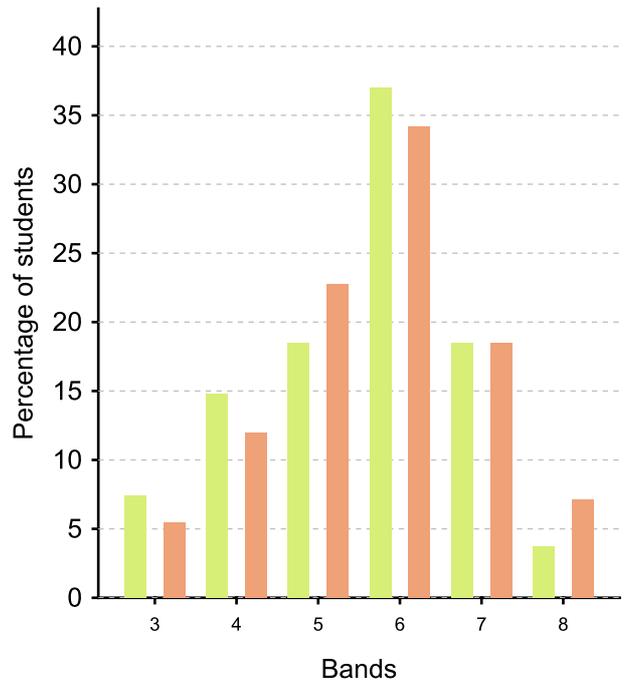
Percentage in bands:
Year 3 Reading



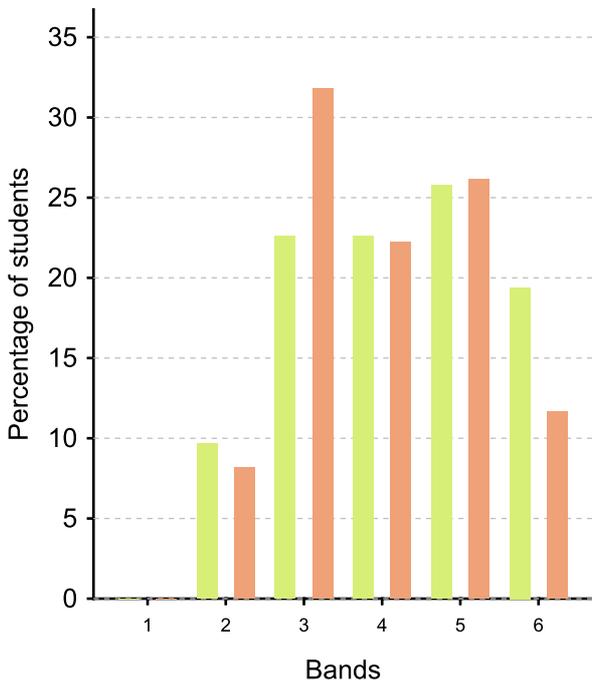
Percentage in bands:
Year 3 Spelling



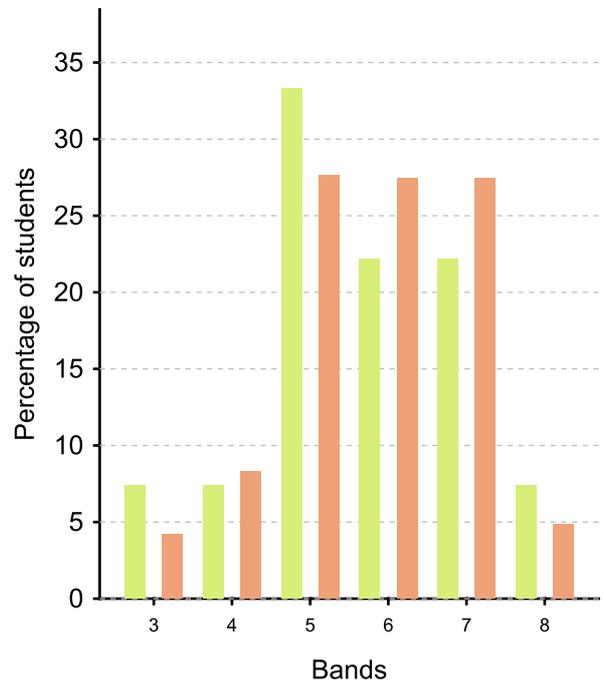
Percentage in bands:
Year 5 Reading



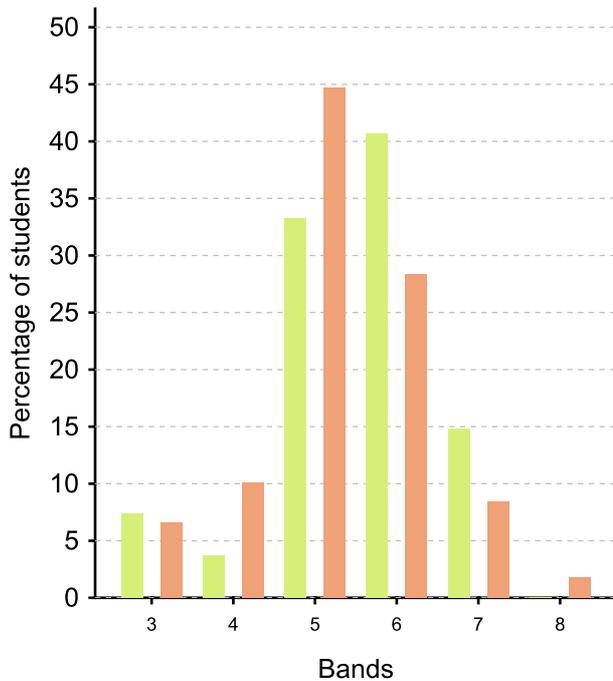
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Our student performance in numeracy was not as strong as in literacy but can still be highlighted by some strong performances.

In stage 2 our percentage of students achieving in both the top and bottom bands was equal to the state averages. There was an indication of stronger performances in the areas of algebra when compared to the use of data, graphs, etc.

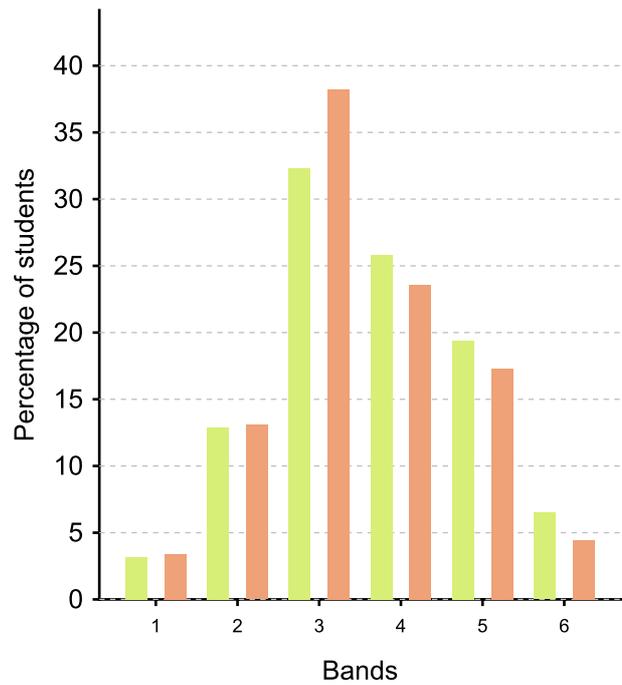
Similarly to our results for literacy, there exists a bulge in the middle bands we'd like to see shift to higher bands in the years ahead.

In stage 3 we performed very strongly in the middle bands as we did for literacy.

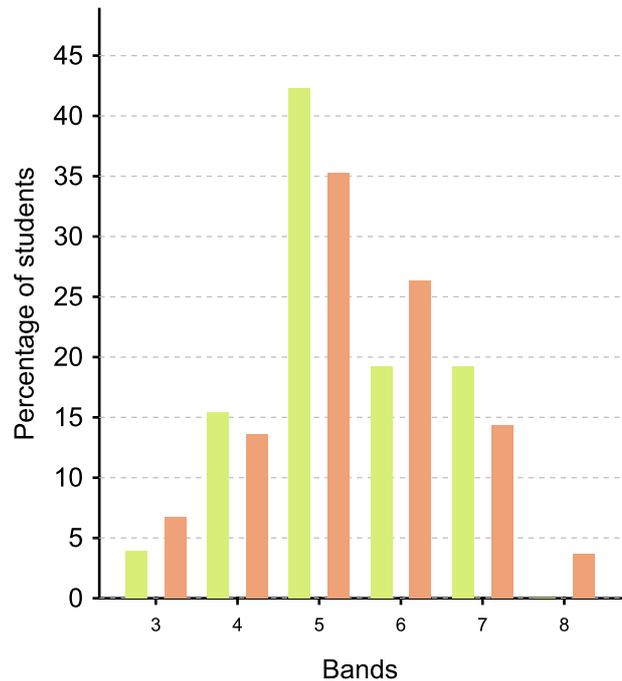
In band 3 (the lowest band for stage 3) we were well below state average. Unfortunately the same was true for band 8 (the highest band).

Individual item analysis has identified some key areas for improvement which we will attack over the ensuing years. Primarily this revolves around accurate reading and understanding of multi-stage and inferential problems.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands we would like to report on the progress we are making in this area.

Overall our Aboriginal and Islander students perform above the state average performance for Aboriginal students. This applies to all areas in both literacy and numeracy.

For our Aboriginal and islander students in for both Aboriginal and non-Aboriginal students. the top two bands our performance if even more pleasing with students in these bands performing above the state average for both Aboriginal and non-Aboriginal students.

Parent/caregiver, student, teacher satisfaction

End-of-year School Life survey has revealed an overall satisfaction with the work we are doing at Cudgen Public School.

62% of parent respondents feel they have a voice should they need to approach the school about any issue. The other 38% replied that this didn't apply to them.

98% of parents reported they were happy that their child was safe at school. This included 13% reporting their child had been bullied but that the school had dealt with the issues successfully.

100% of teachers reported that their job satisfaction had improved mainly to the work we have been doing around teacher development within our own staff. They all felt the consistency of what we do and how we do it was on the improve.

83% of student responses indicated a high to very high level of satisfaction that the things we included in our curriculum were meeting their needs.

43% felt they were having some direct input into their own education.

76% of students felt confident they could place themselves accurately on the Literacy Continuum and Maths Framework.

Policy requirements

Aboriginal education

Throughout 2016 there has been an ongoing commitment to the integration of Aboriginal perspectives across all key learning areas.

We were a major partner in the development of the YULI program. A program designed amongst our local high school – Kingscliff – and its feeder primary schools. This involved students from stage 3 and 4 working together to cement the transition process.

Local elders worked with the group to raise cultural awareness for the students and choreograph a series of performances to display their increased identity and connection with the community. A huge success.

Our junior school students worked on designing and building a bush tucker garden. As well each class designed a 'totem' depicting their group and these were placed in the newly established garden.

We built a display cabinet in the front foyer to hold a display of Aboriginal/Islander artefacts.

Two extra flagpoles were added at the front of the school so that the Aboriginal and Torres Strait Islander flags could be displayed.

Multicultural and anti-racism education

Multicultural perspectives were evident in all classroom programs across the key learning areas. Students studied cultures from other lands and participated in a variety of traditional crafts.

An Anti-Racism Contact Officer (ARCO) is available if required.

Teaching and learning programs ensure that culturally inclusive classroom and school practices are embedded. These programs foster student's understandings of culture, cultural diversity, racism and active citizenship within a democratic multicultural society.

Other school programs

Senior classes worked with teachers and our General Assistant to build an above ground garden including a water tank. 2017 will see a regular gardening program developed and run involving community participation.