2010 Annual School Report
Cullen Bullen Public School

NSW Public Schools – Leading the way
Our school at a glance

Student
Cullen Bullen Public School provides a caring, supportive and child centered environment for its 30 students. Our school has 3 classroom settings with an Early Stage 1 and Stage 1, Stage 2 and Stage 3 settings.

Staff
Our teaching staff is dedicated and highly qualified. They are proud to provide a positive, restorative and stimulating environment that caters for the individual needs of all students.

All teaching staff members meet the professional requirements for teaching in NSW public schools.
Teaching staff are supported by a school administration manager and a part time general assistant.

Messages

Principal’s message
I welcome the reader to our annual school report for 2010. Cullen Bullen Public School is a small rural school situated 25km north of Lithgow. The school services a community of a population of approximately 200 people.

Cullen Bullen Public School was established in 1875 and has been a central part of the community for many years. The school is well resourced and provides excellent teaching and learning facilities.

Throughout 2010 the staff have developed and implemented teaching learning programs in the six Key Learning Areas that challenge and develop students as they work towards appropriate outcomes.

2010 saw the school continue on the Priority Schools Funding Program (PSP) and continue to receive funding from the National Partnerships Low SES Program. These programs support many of the school’s educational programs and in 2010 there was a particular emphasis on continuing the Reading to Learn program and the THRASS programs and developing the numeracy skills of all students.

A major focus in 2010 was the continuation of specific literacy and numeracy groups for students in Stages 2 and 3. The school band continued to expand and a highlight of the year was a wonderful public performance at the Presentation Night.

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.

Mark Snow Principal

P & C and/or School Council message
The Cullen Bullen P&C has a strong tradition of supporting the school in achieving its targets by providing educational resources for various programs. Our P&C is proudly supported by committed members of the school and wider community. The Parents and Citizens’ Association (P&C):
- held fun days to raise the profile of the school and raise funds for educational resources;
- supported various school workshops; and
- assisted with financial support to enable students to attend cultural, sporting and social activities.

Elizabeth Eddy P&C Representative

Student representative’s message
At Cullen Bullen public School student leadership is a very important part of our school life. In 2009 the Student Leadership Team shared the responsibilities and duties involved among the whole team. We assisted other students in many areas and believe that it is very important to lead by example and make the school a better place.

During the year we:
- provided support and encouragement to other students as mentors in the school ‘buddy’ program;
- raised money for charities;
- organised school talent quest;
- welcomed visitors to the school;
- led the school at daily assemblies; and
- conducted the Cullen Bullen Community ANZAC Day ceremony.
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
There were 30 students enrolled at the school during 2010 with 17 boys and 13 girls in attendance.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>2007</td>
<td>16</td>
<td>13</td>
</tr>
<tr>
<td>2008</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>2009</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>2010</td>
<td>17</td>
<td>13</td>
</tr>
</tbody>
</table>

Management of non-attendance
A clear focus on promoting positive school attendance was undertaken in 2010 with the implementation of clear procedures to follow by teaching staff when following up absences.

Parents are made aware of their responsibilities to ensure their children attend school through regular communication including notices in the school newsletter, telephone calls and individual letters.

The school uses the assistance of the Home School Liaison Officer to provide quality support in the area of attendance.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K - 1 - 2</td>
<td>K</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>K - 1 - 2</td>
<td>1</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>K - 1 - 2</td>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>3 - 4 - 5 - 6</td>
<td>3</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>3 - 4 - 5 - 6</td>
<td>4</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>3 - 4 - 5 - 6</td>
<td>5</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>3 - 4 - 5 - 6</td>
<td>6</td>
<td>5</td>
<td>16</td>
</tr>
</tbody>
</table>
Structure of classes
The school had two roll classes, K-2, and 3-6. For much of each school week, however, due to supplementary funding, learning groups for Numeracy and Literacy were established for Early/Stage 1, Stage 2 and Stage 3 separately.

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

The Cullen Bullen Public School staff includes a teaching principal, one classroom teacher, an Office Manager and a part time General assistant.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Part Time Teachers</td>
<td>0.168</td>
</tr>
<tr>
<td>PSP Staffing Supplement</td>
<td>0.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td></td>
<td>0.084</td>
</tr>
<tr>
<td><strong>Teacher Total</strong></td>
<td><strong>2.836</strong></td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>0.696</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>0.896</strong></td>
</tr>
</tbody>
</table>

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

Cullen Bullen Public School does not have any staff employed at the school who identify as being an Indigenous Australian. All teaching staff meet the professional requirements.

Staff retention
There were no changes to the staff at Cullen Bullen Public School during 2010.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>39,869.93</td>
</tr>
<tr>
<td>Global funds</td>
<td>50,853.95</td>
</tr>
<tr>
<td>Tied funds</td>
<td>82,796.88</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>7,565.52</td>
</tr>
<tr>
<td>Interest</td>
<td>2,616.11</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>561.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td>Total income</td>
<td>184,263.89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>15,979.48</td>
</tr>
<tr>
<td>Excursions</td>
<td>3,463.90</td>
</tr>
<tr>
<td>Extra curricular dissections</td>
<td>4,975.35</td>
</tr>
<tr>
<td>Library</td>
<td>125.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1,023.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>71,599.98</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>3,592.30</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>15,686.46</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0</td>
</tr>
<tr>
<td>Utilities</td>
<td>4,819.04</td>
</tr>
<tr>
<td>Maintenance</td>
<td>5,599.46</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>632.68</td>
</tr>
<tr>
<td>Capital programs</td>
<td>11,210.19</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>138,707.04</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>45,556.85</strong></td>
</tr>
</tbody>
</table>
A full copy of the school’s 2010 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 2010**

**Achievements**

**Arts**

During 2010 the students were provided with opportunities to participate in a range of Creative and Practical Arts activities including:

- the continued development of the school band program involving students across the school in small group tuition for clarinet, saxophone, trumpet and euphonium;
- the band performing at the 2010 Presentation Night;
- participation in the Education Week 2010 concert program;
- active participation in the Western Gateway Education Community combined choir performing at all the local schools, launch of Education Week 2010 at Capertee and at the Lithgow NAIDOC launch in Lithgow;
- school visits by visiting bands including James Ruse Agricultural School and the Lithgow High School performing arts team;
- participation in the School Talent Quest;
- successful entries in the Jetsetter Magazine visual art competition with entrants from all stages winning prizes; and

- visits to local galleries and participation in various workshops.

**Sport**

The students had a successful year competing in a variety of sports. The students joined with the students from the Bathurst Small Schools Association and Lithgow PSSA to compete in a variety of sports throughout 2010. Highlights of our success in Sport include:

- participation in the Bathurst Small Schools Athletics Carnival;
- combined with Zig Zag Public School and Portland Central School for participation in the District Soccer competition;
- active participation in the School Fitness program promoting active lifestyle and regular fitness this included regular assessments to measure fitness levels;
- successful participation in a rugby league coaching clinic for all Stage 2 and 3 students; and
- participated in the Lithgow Small School’s Touch Football competition with Zig Zag Public School and Portland Central School.
Camps and excursions

The students went on a number of excursions that supported the achievement of learning outcomes across all Key Learning Areas.

The students from Cullen Bullen Public School joined with the students in Stages 2 and 3 from other schools in the Bathurst Small Schools Association. The K-6 camps and excursions in 2010 included the following:

- Athletics carnival;
- Stage 3 Canberra;
- Stage 2 Sydney;
- K-2 Leura Toy Museum;
- Bathurst Regional Gallery;
- Gala Day; and
- Life Education Van.

In 2010 Cullen Bullen Public School had 2 students in Year 3 and 4 students in Year 5 sit the NAPLAN tests. The actual results are not able to be reported on due to 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 have a meeting with the school.

Literacy and Numeracy – NAPLAN Year 3 and Year 5

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

Progress in literacy

The following graphs show how well the students are going in English. The results compare the school’s progress with statistically similar schools and schools in Western NSW Region.
**Progress in numeracy**

The following graph shows the students’ progress in Mathematics.

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 and Year 5 students in our school achieving at or above minimum standard in 2010.**

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

**Significant programs and initiatives**

**Aboriginal education**

Cullen Bullen Public School acknowledges the traditional owners of the land that the school is located on- the Wiradjuri people. Welcome to Country is observed at the weekly assembly.

During 2010 the Personalised Learning Plans were completed involving the student, teacher and parent/carer.
This process facilitates the continued pursuit of clear educational outcomes for Aboriginal students and to further development and improvement of communication between school and home.

The students learnt about aspects of Aboriginal culture, traditions and history in a variety of units of work studied in the Human Society and Its Environment syllabus area. The students in Years 3 and 4 visited the Sydney Museum, Elizabeth Farm and The Rocks to learn about early Sydney life. A significant part of these tours was an acknowledgement of the contributions Aboriginals have made to Australian Society.

All of the students K-6 were involved in the NAIDOC celebrations held at the Lithgow Showground. Cullen Bullen Public School combined with local students from many schools in this educational event. The school also welcomed Mr Bob Sutor who provided the students with a variety of Aboriginal learning experiences about music, movement and art.

**Multicultural education**

Multicultural education acknowledges, promotes and values diversity among staff, students and parents. Cullen Bullen public school achieves this by:

- acknowledging and participating in community events such as Anzac day, Harmony day and a variety of community activities;
- promoting positive attitudes towards our multicultural society through Connected Outcomes Groups (COGS) units of work;
- promoting positive relationships and acceptance of differences through our Restorative Justice Program, Anti-Bullying Policy and Social Skills Program; and
- welcoming guest speakers, performers and visitors to the school;

**Respect and responsibility**

The students at Cullen Bullen Public School work cooperatively to maintain a bully-free learning environment where every student is respected. The Cullen Bullen Public School staff work with the students to develop strategies to ensure that students feel safe and confident to express their views. School initiatives include:

- Restorative Justice program;
- Social Skills program;
- Virtues program; and
- Student Leadership Team.
National partnership programs

Cullen Bullen Public School continued to receive funding through the National Partnerships Low Socio-economic Status School Communities (Low SES) program during 2010.

National Partnership on Low Socio-economic Status School Communities aims to transform the way that schooling takes place in identified schools. The Low SES National Partnership is targeted at getting the best quality teaching into the schools where it’s most needed. In addition to quality teaching initiatives, schools will also be able to undertake a number of reform initiatives, include closer engagement with business and the community as well as extending the services their schools offer.

To ensure that the additional resources were used specifically the school completed a detailed situational analysis in 2009 to assist with the prioritization of school targets. During 2010 the National Partnerships Low SES funds were used for the following purposes:

- established stage specific groups in Stages 2 and 3 to provide specific learning experiences in Literacy and Numeracy for all students;
- provided additional teaching allocation for the school to staff the Stage 2 Literacy and Numeracy groups; and
- enabled the school to analyse data consistently and effectively to assist in the development and evaluation of core school programs.

Connected learning

The effective use of quality learning experiences in Technology is a high priority at Cullen Bullen Public School. In 2010 the three learning areas are well equipped with 2 interactive whiteboards being used on a regular basis, 6 computers in the Early Stage 1 & Stage 1 classroom, 8 computers in the Stage 3 classroom and another 5 computers in the Stage 2 classroom. Teachers integrate technology into quality teaching and learning.

Online internet websites used to support development in a variety of the Key Learning areas have included:

- Mathletics K-6;
- Digied;
- SmartKiddies;
- Rainforest Maths; and
- Country Areas programs.
Other programs
Priority Schools Funding Program

Priority Schools Funding Program
Cullen Bullen Public School continued on the cycle of PSFP support during 2010. The Priority Schools Funding Program supports schools serving high concentrations of low socio-economic status (SES) communities in New South Wales.

Additional funding, staffing and consultancy support are provided through PSFP to Priority Schools only. These resources are provided in addition to the resources provided to all government schools.

The Priority Schools Funding Program (PSFP) provides additional assistance to school communities to reduce the achievement gap for students in schools with high concentrations of students from low socio-economic status backgrounds.

- Promote participation, engagement and equity across the school through the implementation of three stage groups during protected literacy and numeracy groups.

Progress on 2010 targets
Target 1
Student growth in NAPLAN Literacy will match or exceed state growth.

Our achievements include:

- The school mean is above the regional mean in Reading and above the regional and SEG mean in Spelling
- Average student growth is 18.3 above state growth for Spelling
- All Year 5 students who sat the NAPLAN in 2010 are at or above National Minimum Standards in Reading, Writing and Spelling

### Percentage of Year 3 students achieving at or above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>50</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>50</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75</td>
</tr>
</tbody>
</table>

Throughout 2010 the school effectively used the PSP allocation to:

- Provide additional teaching opportunities to reduce the numbers of students in stage appropriate literacy and numeracy groups;
- Continue to implement the Reading to Learn (R2L) strategies effectively into classroom practice; and
Target 2
Increase Reading skills across K-2 from 20% of students achieving Regional benchmarks (K-2) to over 50% in 2010.

Our achievements include:
- An increase from 20% to 30% in 2010;
- Year 2 results showed pleasing growth.

Target 3
Reduce the rate of unexplained absences from 28% during 2009 to under 15% in 2010.

Our achievements include:
- Improved procedures have resulted in a significant decrease in the number of unexplained absences throughout 2010.
- Teacher consistency in follow up procedures for outstanding absences has increased.
- Unexplained absences during to below 15% in 2010.

Target 4
Increase the number of Student Representative Council meetings from one per term to at least three per term.

Our achievements include:
- Regular meetings increased to an average of two formal meetings during terms 3 and 4.
- The Student Leadership Team met weekly to discuss SRC plans and initiatives.
- SRC meetings involved representation from K-6.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Enter text here

Low SES School Communities National Partnership schools can draw on the Situational Analysis undertaken by the school in reporting the Findings and Conclusions and Future Directions under the Key Evaluations.

Educational and management practice
Teacher Professional Learning

Background
It is vital that all teachers are suitably qualified to deliver quality teaching and learning experiences to all students at Cullen Bullen Public School. To ensure success in achieving school targets and raising educational standards it is crucial that Teacher Professional Learning is well planned and implemented. Throughout 2011 opinions from staff and parents were recorded on how Teacher Professional Learning practices were managed within the school.

Findings and conclusions
- Professional learning to build the capacity for the use of ICT in classrooms has been successful with all staff utilising interactive smart-boards in classrooms;
- Professional learning initiatives have included Reading to Learn (R2L), Best Start and Technology Training. Curriculum initiatives and compulsory professional learning opportunities have also increased;
• Professional learning around the use of curriculum documents has been successful in the area of Working Mathematically and Literacy; and

• Parents commented strongly that they felt that professional learning priorities in areas such as the Reading to Learn and THRASS programs were well communicated between school and home.

Curriculum
Reading

Background
The Cullen Bullen Public School community recognises the importance of reading as a key component in the development of literacy skills. Throughout 2010 the staff, students and parents provided important evaluation information about the various programs and resources in this area.

In particular the focus of the evaluative process was to look at the various programs in reading such as Reading to Learn, knowledge of curriculum documents, resources, student engagement and the attitudes and opinions of parents towards how reading is managed and taught at the school.

Findings and conclusions
• 100% of teachers only agreed that they had a deep understanding of the K-6 English Syllabus. 0% strongly agreed;

• There is a need to embed the consistent use of syllabus implementation with class teaching and learning programs;

• The R2L program has been very successful in engaging students in the Stage 3 setting;

• There is a need to consistently apply the Reading to Learn strategies K-6 and ensure that all staff are suitably trained;

• Regional consultancy with the implementation of the R2L program needs to be intensified;

• The school is well resourced in the area of Reading;

• 45.5% of students strongly agreed that they had good reading skills and 54.5% agreed with the statement;

• Students indicated that they would like to have a variety of reading material available as a class library in the Stage 2 and 3 settings; and

• Many parents indicated that the home reading program was beneficial and well resourced.

Future directions
• Teacher professional learning activities need to be provided for all staff around successfully integrating the K-6 Reading Syllabus outcomes in the teaching and learning programs;

• Ensure that all staff are suitably trained in the Reading to Learn program;

• Provide regional consultancy support in the implantation of the Reading to Learn program through well planned professional learning opportunities;

• Set up a well resourced class library in all classrooms across the school; and

• Increased the resources in the school reading scheme.
Parent, student, and teacher satisfaction

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 75% of students strongly agreed that they tried to do their best and took pride in learning;
- 72.7% of students strongly agreed that their teacher told them what they needed to do to improve in English, 18.2% agreed and 9.1% disagreed;
- In Literacy 72.7% indicated that English is an important subject to learn and 27.3% agreed with the statement;
- The students at Cullen Bullen Public School are actively engaged in their learning domain and believe that learning is important to them;
- 75% of teachers strongly agreed that they hold high expectations that all students will succeed in literacy;
- 100% of teachers strongly agreed that there are sufficient resources at the school to support the teaching of literacy;
- 100% of teachers agreed that there are sufficient resources to support the teaching of numeracy skills;
- 83.3% of parents/carers surveyed agreed that this is a school where information about the school’s programs and activities is regularly communicated and 16.7% strongly agreed;
- 100% of parents/carers strongly agreed that this is a school where positive relationships exist between the school and its community; and
- 100% of surveys strongly agree that this is a school where families are invited and encouraged to be involved in classroom and school activities.

Professional learning

Cullen Bullen Public School receives Professional Learning funds that are tied funds which are supplemented with other school funds to meet the professional learning needs of staff. Professional Learning experiences assist with improving student outcomes and meeting the school targets.

In 2010 the following activities were provided:

- Emergency care and CPR;
- Best Start training;
- Reading to Learn and effective programming skills;
- Working Mathematically;
- Child Protection procedures;
- Western Gateway Educational Community Principal’s meetings;
- Bathurst School Education Group and Western NSW Region Principal meetings and conferences;
- THRASS teacher training;
- NAPLAN data analysis; and
- Anaphylaxis training; and
- ERN and Cash Flow Budget training.
Targets for 2011

School development 2009 – 2011

As part of the school’s mandatory review of our three year plan for National Partnerships Low SES funding, specific improvement targets have been identified through a rigorous, detailed and well informed situational analysis. The final year of the three year School Plan will be 2011.

Targets for 2011

Target 1

• Increase the number of students achieving the reading benchmark levels from 20% to 75% in 2011.

Strategies to achieve this target include:

• Implement the Reading to Learn (R2L) strategies in class programs K-6;
• Teacher trained in the reading to Learn program;
• School Student Support Officer trained in the Reading to learn strategy; and
• Provide professional learning mentoring in the Reading to Learn Strategy through regional consultancy.

Our success will be measured by:

• Reading to Learn strategies evident in all class programs;
• Staff participate in Reading to Learn professional learning opportunities;
• Teachers complete reading to Learn training; and
• SSLO implementing the Reading to Learn strategies in classroom practice.

Target 2

Increase the number of Year 5 students that will match or exceed national minimum standards in the NAPLAN Numeracy.

Strategies to achieve this target include:

• Analyse SMART DATA to inform the development of teaching and learning programs;
• Provide professional learning opportunities for teachers to analyse SMARTDATA;
• Create a teacher position to provide remediation and lateral extension opportunities in Numeracy; and
• Develop an Individual Education Plan in Numeracy for all students K-6 with specific outcomes in numeracy.

Our success will be measured by:

• Teachers develop programs using detailed data analysis;
• Staff attendance at professional learning opportunities for analysis of SMART DATA;
• Improved student results in Numeracy;
• Students receive intensive support in Numeracy remediation and lateral extension based on data; and
• Improved data for students participating in program.
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.

- Mark Snow Principal
- John Grimley Teacher
- Elizabeth Eddy P&C Representative
- Sylvia Gibbons, School Administration Manager

School contact information

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- Fax: 02 6359 0547
- Email: cullenbull-p.school@det.nsw.edu.au
- Web: www.cullenbull-p.schools.nsw.edu.au
- School Code: 1700

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: