Our school at a glance

Students
Cullen Bullen Public School provides a caring, supportive and child centred environment for its 29 students. Our school has 2 multistage classes with a K-2 and 3-6 setting.

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 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 2008. 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 2008 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.

2008 sees the school continue on the Priority schools Funding Program (PSFP). This program supports many of the school’s educational programs and in 2008 there was a particular emphasis on implementing the Reading to Learn program and developing the numeracy skills of all students.

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.

Mr Mark Snow

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):

- Hold fetes and fun days to raise the profile of the school and funds for educational resources.
- Supported various school workshops
- Assisted with financial support to enable students to attend cultural, sporting and social activities.

Sandra Lane
President

Student representative's message
At Cullen Bullen public School student leadership is a very important part of our school life. In 2008 the Student Leadership Team includes two School Captains and two Prefects. We assist the 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:

- Attended the Western Gateway Educational Community Young Leaders Day training day;
- Led the Cullen Bullen Community ANZAC Day ceremony;
- Provided support and encouragement to students as mentors in the school ‘Buddy’ program;
- Raised money for Stewart House;
- Welcomed visitors to the school;
- Led the school at the weekly assemblies;
- Presented at the Western Gateway Educational Conference.

Student Leaders as mentors
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 29 students enrolled at the school at the commencement of 2008 with 17 boys and 12 girls in attendance.

Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>15</td>
</tr>
<tr>
<td>2005</td>
<td>20</td>
</tr>
<tr>
<td>2006</td>
<td>25</td>
</tr>
<tr>
<td>2007</td>
<td>30</td>
</tr>
<tr>
<td>2008</td>
<td>35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>2005</td>
<td>7</td>
<td>7</td>
</tr>
<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>
</tbody>
</table>

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 2008 class size audit conducted on Tuesday 25 March 2008.

<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>3-6</td>
<td>3</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>3-6</td>
<td>6</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>3-6</td>
<td>5</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>3-6</td>
<td>4</td>
<td>5</td>
<td>15</td>
</tr>
<tr>
<td>K-2</td>
<td>2</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>K-2</td>
<td>K</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>K-2</td>
<td>1</td>
<td>5</td>
<td>12</td>
</tr>
</tbody>
</table>

Lithgow City Band perform at the School Fete 2008

Student attendance profile
Cullen Bullen Public School in conjunction with the Department of Education and Training regularly monitors the attendance profile of all students. Individual attendance plans are implemented for those students experiencing difficulties in this area.
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

During 2008 Cullen Bullen Public School had the following staffing entitlements. Additional staffing was provided through special grants programs and school based initiatives.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.00</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>1.00</td>
</tr>
<tr>
<td>Staffing Supplementation</td>
<td>0.436</td>
</tr>
<tr>
<td>Total</td>
<td>2.436</td>
</tr>
</tbody>
</table>

Staff retention

Cullen Bullen Public School was reclassified to a P5 in 2008 and as a result of this Mr John Grimley was appointed as the second teacher at the start of Term 2.

Staff attendance

Staff have access to leave entitlements such as sick leave. The staff attendance figure is not able to be reported as the number of teachers in the school is smaller than the threshold for which this information is provided.

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>
</tbody>
</table>

Stage 2 Students visit Taronga Park Zoo

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: 30/11/2008

Income $ 
Balance brought forward 118451.71
Global funds 46 840.51
Tied funds 60 503.56
School & community sources 9 770.69
Interest 6 075.74
Trust receipts 556.50
Canteen 0.00
Total income 242198.71

Expenditure

Teaching & learning
  Key learning areas 24 698.79
  Excursions 2 921.82
  Extracurricular dissections 3 987.82
Library 1 408.40
Training & development 1 030.18
  108
Tied funds 714.04
Casual relief teachers 505.71
Administration & office 20 386.71
School-operated canteen 0.00
Utilities 4 190.34
Maintenance 2 478.13
Trust accounts 560.50
Capital programs 1 796.36
Total expenditure 172 678.80
Balance carried forward 69 519.91

A full copy of the school's 2008 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 2008

Achievements

Arts

During 2008 the students were provided with opportunities to participate in a range of Creative and Practical Arts activities.

- The establishment of the school band program involving students across the school in small group tuition in a variety of
instruments including a variety of brass and wind instruments;

- K-2 Movement and Recorder lessons;
- Small Schools Creative Arts Festival.

Significant programs and initiatives

Aboriginal Education

The school has 14% of its students identifying as being Aboriginal. During 2008 Personalised Learning Plans were introduced to clearly establish a respectful and responsible plan involving the student, parent/carer and teacher. This process enabled the setting of clear educational outcomes for Aboriginal students and to further develop improved communication between school and home.

Whole School Activities

Cullen Bullen Public School recognises and values Aboriginal culture and identity. In line with the Department of Education and Training we are committed to promoting the educational achievement of Aboriginal students and enhancing the knowledge and understanding of all students about Aboriginal Australia.

Outcomes in Aboriginal education were taught across the school with a clear focus being drawn from the Connected Outcome Grouping (COGS) units of work. Students explored the Aboriginal perspective in a variety of units including ‘Being Australian’ and ‘Our families’ throughout the year.

As part of our celebration of NAIDOC week in Term 3, Fred Reid, Aboriginal performer from the Western NSW, visited our school. Many different aspects of Aboriginal culture were presented including traditional dance, didgeridoo, rap dancing and all students were actively involved in the performance.

Multicultural Education

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

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

Respect and responsibility

The Restorative Justice Program, Social Skills Program and Virtues Program are all part of the school Student Welfare Policy. They provide opportunities and support for students to demonstrate respect and responsibility throughout many aspects of school life.

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 the 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)

Student achievement in 2008

Literacy – NAPLAN Year 3

In 2007 3 students sat for the Year 3 Literacy NAPLAN assessment. The NAPLAN included aspects of reading, writing, spelling, grammar and punctuation.

• All students were in Band 4 and above in Grammar and Punctuation;
• One student was in Band 6 for Reading, Writing and Grammar and Punctuation;
• Students showed strengths in reading-connecting ideas in a short narrative. Achievement was 18% higher than the rest of the state; and
• Student scored 44% higher than the state in spelling by identifying an error and ten correctly spelling a word containing a final consonant blend.

Numeracy – NAPLAN Year 3

In 2007 3 students sat for the Year 3 Numeracy NAPLAN assessment. The NAPLAN included a variety of areas including; number, patterns and algebra, measurement, data, space and geometry and numeracy.

• 33% of students were in Bands 5 and 6 for all aspects of the Numeracy NAPLAN;
• Students showed strengths in numeracy – locating information from data presented in a two way table- scoring 13% higher than the rest of the state; and
• 66% of students achieved results in the top 3 bands of the NAPLAN.
### Literacy – NAPLAN Year 5

- In reading, writing and grammar and punctuation band 5 was achieved; and
- Band 6 was achieved in the spelling component of the NAPLAN.

### 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 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at and above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>67</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>100</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 5 students achieving at and above minimum standard</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>100</td>
</tr>
</tbody>
</table>

### Numeracy – NAPLAN Year 5

- An overall band 4 was achieved in numeracy; and
- A detailed analysis of the NAPLAN results has been completed and individual programs developed to assist with further developed in this area.
Progress on 2008 targets

Target 1

Maintain Literacy and Numeracy Improvement

Our achievements include:

- Reading to Learn program implemented K-6;
- Count Me In Too program implemented K-2;
- Increased student engagement in Literacy and Numeracy sessions; and
- Teacher training in Newman’s error analysis provided to support a deeper knowledge of student mathematical thinking; and

Target 2

Improve student outcomes in Science and Technology.

Our achievements include:

- All students demonstrating use of the interactive whiteboard;
- 100% of students completing stage appropriate activities in technology; and
- Successful completion of technology tasks in K-6 connected outcome grouping (COGS) units of work.

Target 3

Student Leadership

Our achievements include:

- Student involvement in the Western Gateway Educational Community (WGEC) student leadership middles school initiatives;
- Training provided to all student leaders in the ‘David Grose’ leadership program; and
- Student leaders manage school assemblies, special occasions and assisted in the implementation of the school ‘buddy’ program.

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 2008 our school carried out evaluations of Library Resources and Literacy programs.

Educational and management practice - Library Management and Resources

Background

The management of Library resources was the focus of a school audit during the year. The Library building was renovated during 2007 and as a result it became very clear that there was a need to assess the quantity, quality and any need to replace or add resources in this area.

Staff, students and parents were invited to participate in a survey and an audit was completed on all library resources.

Findings and conclusions

The majority of parents agreed that the Library was a very important aspect of school life and also served as an excellent meeting point for the P&C and other community activities.

Almost all of the students stated that they enjoyed participating in class library experiences and that the library had a wide range of resources to borrow.

Students also stated that they would like to have the opportunity to visit the library during break times and that there could be more of a technology focus in the setting.

Teachers stated that school was well resourced with relevant curriculum, supporting documents and a wide range of additional equipment. It was also stated that some resources needed to be sorted into key areas.

2008 School Captains
Future directions

- The Library will continue to be a central meeting point for community events, meetings and P&C functions;
- Access to technology needs to be integrated into the design of the room;
- Library program needs to be extended to provide opportunities for students to access on a more regular basis; and
- Teacher resources need to be stored more efficiently into Key Learning Areas to enable easier access and use.

Curriculum- English

Background
The school evaluated the key Learning Area of English. Students, staff and parents were invited to participate in the survey.

Findings and conclusions
The majority of parents agreed that English is an important subject their child enjoys learning in this area and their child has developed new skills and knowledge.

Parents stated that the school catered for individual learning needs in English and communicated expectations and assessment information to them on a regular basis.

Students stated that they enjoyed participating in English lessons and understood the importance of developing skills in this area.

Teachers stated that they used the K-6 English syllabus and they have a sound knowledge of the syllabus requirements. All assessments are based in syllabus outcomes.

All staff agreed that there was a need to benchmark progress in all areas of literacy on a regular basis to enable consistent comparisons with other data to be made.

Future directions
Teachers will integrate regular benchmark opportunities into classroom assessment practice and provide opportunities to develop more consistent assessment procedures K-6.

Parent information sessions will be held on a regular basis to inform parents about program initiatives being used in the teaching and learning of English.

Curriculum

Literacy and Numeracy- Priority School Funding Program

Background
During 2008 Cullen Bullen Public School continued to receive funds through the Priority Schools Funding Program (PSFP) which provides additional assistance to school communities to reduce the achievement gap for students in schools by focussing on improving student’s literacy, numeracy and engagement outcomes.

Finding and conclusions
The school is currently in a four year cycle with this year being the last year of the funding cycle. Key initiatives on this program during 2008 have included:

- Continued implementation of the ‘Reading to Learn’ program K-6;
- Protected Literacy and Numeracy sessions K-6;
- Improved NAPLAN assessment strategies;
- Development of Individual educational Plans for targeted students;
- Additional teacher time to assist in the implementation of literacy and numeracy programs; and
- Increased teacher aide support to assist with early intervention strategies for specific students.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent responses to school surveys were:

- The school provides a caring and safe environment;
- Teachers take the time to listen when talking about my child;
- Teachers work hard to teach our children; and
- This is a great school with a lot to offer.
Student responses to various surveys were:

- Cullen Bullen is a great school with good teachers and we always have fun;
- The teachers help me with my reading, spelling and how to count; and
- It has been great to have more kids come to our school.

Staff responses to various surveys were:

- The staff work as a team to ensure that every student is provided with the most appropriate educational experience possible; and
- The community values the importance of a positive relationship between home and school.

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 2008 the following activities were provided:

- All staff the School Development days;
- Reading to Learn program;
- Count me In Too program;
- Primary Principal’s meetings;
- Small School’s Network meetings;
- CPR Training;
- Interactive whiteboard training; and
- Newman’s Error Analysis training.

School development 2009 – 2011

As part of the school’s three year planning cycle, improvement targets have been identified. Targets have been set for Literacy, Numeracy, Aboriginal Education, Student Engagement and Retention.

Targets for 2009

Target 1

*Increase the number of students in the Top 2 Literacy NAPLAN bands by 20% and the NAPLAN results indicate growth at State level in all areas of Literacy.*

Strategies to achieve this target include:

- Continue to implement the ‘Reading to Learn program’ K-6 with support from PSP consultancy;
- Implement the ‘Teacher, Handwriting, Reading and Spelling Skills’ (THRASS) program K-6; and
- Establishment of stage appropriate groups during protected literacy blocks.

Our success will be measured by:

- Student improvement in key literacy assessment data that indicates consistent growth;
- THRASS program explicitly taught and included in K-6 classrooms; and
- The ‘Reading to Learn’ program implemented K-6.
Target 2
Increase number of students in the Top 2 Numeracy NAPLAN bands by 2 students in Year 3 and 5 and improve the working mathematically skills of all students K-6.

Strategies to achieve this target include:

- Continue to implement the Count Me In Too strategy K-2;
- Teachers consider the specific needs of Aboriginal students, Gifted and Talented students and students with specific learning needs;
- Development of ‘rich’ working mathematically assessment tasks, K-6; and
- Establishment of stage appropriate groups during protected numeracy sessions in Stages 2 and 3.

Our success will be measured by:
- Increase in the number of students in the top 2 band of the NAPLAN;
- Increased teacher skills and knowledge of the Working Mathematically Strand; and
- Proportion of students meeting or exceeding targets.

Target 3
Establish a Student Representative Council and increase the average attendance rate for targeted K-6 students by 5%.

Strategies to achieve this target include:

- Establish a Student representative Council;
- Implement attendance plans for all students with more than 20 absences in 2008; and
- Continue the School Band and establish a number of performance opportunities across the Western Gateway Educational Community; and

Our success will be measured by:
- Student Leadership skills demonstrated;
- Improved student attendance levels; and
- Increased participation with school band in the Western Gateway educational Community.

Target 4
An increase in the reading, numeracy and NAPLAN results of all Aboriginal students.

Strategies to achieve this target include:

- Implement the Aboriginal Education policy across the school community in appropriate stages;
- Continue to implement Personalised Learning Plans in collaboration with Aboriginal Families; and
- Collaboratively plan with Aboriginal families to ensure that Aboriginal identity is identified and respected.

Our success will be measured by:
- School plans reflect strategies from the Aboriginal policy document;
- All students with a quality Personalised Learning Plan; and
- Quality relationships formed and maintained.
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
Sandra Lane-P&C President
John Grimley-Teacher
Sylvia Gibbons-School Admin Manager

School contact information

Cullen Bullen Public School
15-23 Castlereagh Highway
Cullen Bullen 2790
Ph: 02 63 59 0543
Fax: 02 63 590547
Email: cullenbull-p.school@det.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:


K-2 Creative Arts Program