

Cronulla Public School

Annual Report



2016



1682

Introduction

The Annual Report for Cronulla Public School is provided to the community of Cronulla 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.

Peter Banks

Principal

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School background

School vision statement

At Cronulla we equip students with the tools to be successful, confident, creative individuals. This is achieved in a high performing school that is inclusive and works in partnership with our community. Our staff is innovative and dynamic, providing leadership that inspires learning.

School context

Cronulla Public School operates under the banner 'Knowledge Is Strength'. The school is set in park like grounds with large grass playing fields and beautiful views over the surrounding water ways.

The staff of Cronulla is experienced, talented and 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.

The school provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social activities. Success is celebrated by the school community. The school provides a happy, safe and tolerant learning environment for its students.

The profile of the school has continued to be raised due to our exemplary and unique programs. The school's enrolment continues to grow rapidly. Cronulla Public is recognised in the wider community as being committed to continuous improvement and upholding standards of excellence.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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, as part of our self assessment procedures, Cronulla PS reviewed operations against 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.

Learning

The journey to excellence for students in NSW public schools begins during the first important weeks of Kindergarten. Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths.

Learning Culture

At Cronulla Public School targeted professional development, demonstrating commitment within the school to strengthen and deliver on school learning priorities, is aligned with the school plan to ensure support for teachers products and practices in their classrooms. Educational programs are developed, implemented, monitored and evaluated ensuring all student's needs are identified and addressed. Cronulla Public School teachers ensure all learning programs are guided by current research. Current school targets including K-4 Literacy, Art, K-2 Sport, Reading Recovery, Learning Support, Positive Behaviour for Learning and Connected Learning projects have had an important impact on learning culture, student learning and teacher practice.

WellBeing

At Cronulla Public School a 3 tiered approach to the learning and wellbeing of every student is used to enhance the effectiveness of our products and practices. The Wellbeing Framework contextualises wellbeing for individual students, school settings and our local school community. CPS ensures Learning Support and Positive Behaviour for Learning teams monitor and track students with a comprehensive and inclusive framework in place to support the cognitive, emotional, social, physical and spiritual wellbeing of students. The wellbeing structure used is an evidence-based whole school systems approach that: addresses the diverse academic and social needs of every student to support them to be successful in early childhood settings through to senior years of schooling, enables schools to establish a continuum of supports that are intensified to meet the needs of every student, is team driven using a problem solving approach (data, systems and practices) that engages students, parents and all school staff, establishes positive social expectations for all

in the school community and provides a framework for the school and its community to collectively support the wellbeing of every student.

Curriculum and Learning

At Cronulla Public School an integrated approach to quality teaching, curriculum planning and delivery has been the focus for all staff. This has been supported through the introduction of a curriculum leader and off class executive team that drive targeted programs within the school plan. Specific focus in K–4 comprehension and Stage 3 technology integration has driven collaboration among staff to collegially plan and deliver research based pedagogy K–6. There is an emphasis on early identification and early intervention of students with additional learning and support needs at all stages including critical transition periods. There are systematic policies, programs and processes to identify and address student learning needs through the school's wellbeing framework. This is supported by the Learning Support and Positive Behaviour for Learning teams.

Assessment and Reporting

Cronulla Public School has developed explicit processes to collect, analyse and report internal and external student and school performance data. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. New initiatives in K–2 sport and literacy have enabled staff to complete more structured and transparent assessment and reporting practices. The professional development of staff in comprehensive literacy assessment aligned to the literacy continuum has allowed teachers to explicitly assess and then target identified areas of student need. Teachers utilise this information and incorporate data analysis to inform their reporting to parents.

Student Performance Measures

Our school performances in NAPLAN support high-level value added results with our students consistently improving literacy and numeracy results. Cronulla Public School is aware of the Premier's Priorities and will ensure these student performance measures are built in to current school milestones and future school planning. Cronulla PS through intensive assessment measures has identified comprehension as an area for further student improvement.

Teaching

Student learning is underpinned in excellent schools by high quality teaching and leadership. Teaching in these schools is distinguished by universally high levels of professionalism and commitment.

Effective Classroom Practice

Staff at Cronulla Public School use current research by Shirley Clarke, Luke and Freebody, John Hattie and the Substitution Augmentation Modify Replace model in collaboration with supporting frameworks to guide their approach in change of teacher practice. This research has been used as the framework to underpin specific projects implemented during our current planning cycle. This has been evidenced by their work in the K–4 Literacy and Connected Learning projects. Teachers are providing explicit, specific and timely formative feedback to students while using student performance data to evaluate the effectiveness of their own teaching practice.

Data Skills and Use

Cronulla PS uses NAPLAN data to identify student achievement and progress in order to inform future school directions. Students' results indicated further development was needed in the areas of comprehension and vocabulary. Data was referenced and aligned to the literacy continuum to determine the focus for school projects in line with the current school plan. This data analysis demonstrated greater understanding of individual student achievement in comprehension and allowed teachers to build conversation around future learning goals, especially when discussing student achievement with parents. Monitoring of data including: Contextual Information, Attainment of Equity Groups, NAPLAN data (incorporating the value added component), Student Attainment and Student Attendance, reveals significant learning gains and accessibility to curriculum for all students.

Collaborative Practice

Teachers at Cronulla Public School are using current research from John Hattie to identify opportunities for collaboration among staff and students. This has been enhanced through the regular evaluation of programs during teacher observations and weekly Stage meetings. This process ensures consistent curriculum delivery for all students, including strategies for differentiation and consistency of teacher judgment. The K–4 Literacy and Connected Learning projects have used collaboration as a tool to develop units of work that are explicit and support consistent feedback strategies for students and teachers. Collegial planning has ensured teachers design learning experiences that use consistent pedagogical practice across K–6.

Learning and Development

Milestones within the school plan were modified so that professional learning was aligned with school targets. The school evaluates professional learning activities to identify and systematically promote the most effective strategies. Expertly trained staff now actively share learning from targeted professional development with colleagues during school professional development sessions. These teachers have also shared their learning with other schools and colleagues helping build the capacity of staff members within the Community of Practice. There is a particular focus on improved teaching methods in literacy and numeracy and the integration of technology, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

Professional Standards

Teachers at Cronulla Public School demonstrate and share expertise across grade and stage groups. The Australian Professional Standards for Teachers is supporting teachers to maintain their professional standards as part of accreditation processes. During 2016 2 staff members were awarded their accreditation through Board of Studies Teaching and Educational Standards. Staff attainment of professional learning goals guides. Performance and Development Plans as part of school performance and development frameworks.

Leading

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Leadership

Leadership development is central to school capacity building. The school is committed to the development of leadership skills in staff and students. Leadership training has been attended by all Executive members during 2016. Leadership development has also been given to some staff with leadership aspirations. Staff have taken on leadership roles within a Community of Practice focusing on technology to develop their leadership skills. A distributive leadership model at CPS is leading to staff having purposeful leadership roles based on professional expertise and this is evident with the many extra curricula activities offered. These include girls and boys dance, 3–6 run club, gymnastics, drumming and guitar. Cronulla is affiliated with several universities and offers practicum placements K–6.

School Planning, Implementing and Reporting

Cronulla Public School priorities have been to structure, organise and lead the school towards excellence as outlined in the School Excellence policy. With the intention of providing a strong framework of measurable expectations, milestones are being refined for 2017 in preparation for planning 2018–2020 .

School Resources

Cronulla Public School ensures strategic financial management is used to maximise resources available to implement the school plan. School Plan initiatives have included equitable access to technology and flexible learning spaces. These initiatives have encouraged a collaborative approach to curriculum delivery and student learning. The success of these learning spaces has meant that colleagues now visit the school as an example of best practice for physical learning spaces. Workforce planning supports curriculum provision and the recruitment of high quality staff with the employment of specialists teachers in Art, Reading Recovery, Sport and Science.

Management Practices and Processes

Cronulla Public School has ensured that its practices and processes are responsive to school community feedback. The school's participation in the 'Tell Them From Me' survey ensures community engagement and feedback for the school in relation to its products and practices. Community engagement has been a focus for the school with a variety of forums and surveys used to access community opinion with consultation around current school milestones. A thorough self assessment has been undertaken by the School Leadership Team. Data sets include qualitative and quantitative data with reference to school projects including Connected Learning, K–4 Literacy, Art, K–2 Sport, Reading Recovery, Learning Support and Positive Behaviour for Learning.

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>

Strategic Direction 1

Connected Learning Project

Purpose

To provide a high standard of education through a combination of curriculum resources, ICT, infrastructure, professional learning and learning programs that inspires every students and teacher to excel and learn to their full potential.

Overall summary of progress

21st Century learning is a continuous focus for Cronulla Public School. Technology is used to support and redefine the learning experiences for students. A second 21st Century learning space has been established in line with our Strategic Directions. Teachers have used technology to collaborate and plan teaching and learning programs. This process has ensured consistent curriculum delivery for all students, including strategies for differentiation and consistency of teacher judgment.

The position of Curriculum Leader was created at CPS to implement the 2–4 Literacy Project. Staff at Cronulla Public School use current research in collaboration with supporting frameworks to guide their approach in change of teacher practice. Teachers at CPS have worked collaboratively to improve teaching and learning in their year groups. The curriculum leader has provided mentoring opportunities to teachers to support and improve their teaching practice within the parameters of the 2–4 Literacy project.

Professional Development for staff was aligned to the School Plan and has focused on the expert integration of Google Apps for Education and the explicit teaching of comprehension. This targeted approach has enabled mentoring opportunities for staff to support and improve teaching practices within their grade and stage group.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff exposed to Formative Assessment strategies	Teachers utilise a variety of online learning programs for class instruction, revision of homework and facilitating curriculum differentiation to improve teaching and learning in their year groups. Student assessment data is collected and used along with Stage assessment schedules ensuring consistent teacher judgement and reporting to parents. Technology has enhanced the way teachers collect student data with student reports being adjusted to incorporate technology outcomes.	TPL \$5000
Using the literacy continuum, increase the percentage of students demonstrating grade appropriate achievement to 80%	Cronulla Public School operates a one to one lap top correspondence for Stage 3. K–4 students have access to a computer lab and a suite of ipads, ensuring equitable access to technology for lower primary students. The entire school is securely Wi-Fi enabled so that technology is accessible to staff and students. This supports school supplied PC's, Windows based lap tops and ipads. Teachers at Cronulla PS have set up three flexible learning spaces encouraging a collaborative approach to curriculum delivery and student learning. The success of these learning spaces has meant that colleagues now visit the school as an example of best practice for physical learning spaces.	\$11700 flexible learning space Use of ET4L for Student /teacher laptops replacements
21st Century learning skills are embedded in all teaching and learning programs.	Curriculum delivery at Cronulla Public School integrates technology such as Google Apps for Education and various web based programs. Collaborative practice, via our digital learning spaces underpins the educational philosophy of the	Teacher Identified Professional learning provided using school resources. Expenditure covered by in

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
21st Century learning skills are embedded in all teaching and learning programs.	21st Century learning spaces. Teachers utilise a variety of online learning programs for class instruction, revision of homework and facilitating curriculum differentiation to improve teaching and learning in their year groups. Teachers always collaborate to plan teaching and learning programs. This process ensures consistent curriculum delivery for all students, including strategies for differentiation and consistency of teacher judgment.	school staffing organisation.

Next Steps

Teacher capacity will be developed to support the delivery of explicit literacy lessons and assess student achievement in line with Literacy Continuum and English Syllabus. The development of a third 21st Century Learning space will be a priority to support the digital overlay used with Stage 3 classrooms. A BYOD trial for Stage 3 students based on existing pedagogy will be introduced ensuring maximum access for students to technology.

Teachers will deepen their knowledge and understanding of data skills and how to best use this as evidence when assessing the effectiveness of teaching, learning and assessment programs. Explicit assessment data will be used to identify student achievement and where to next.

Formative Assessment strategies will be incorporated to enhance teachers knowledge and understanding of effective student feedback and how it can be used in other Key Learning Areas. Students will develop their capacity to self assess and monitor comprehension achievement against the Literacy Continuum.

Strategic Direction 2

Collaboration and Capacity Building Project

Purpose

To ensure teaching and learning is driven by high quality teachers who demonstrate deep pedagogical and curriculum knowledge and are committed to ongoing professional learning to contribute to an innovative, evidence-based and collaborative learning culture

Overall summary of progress

Positive Behaviour for Learning (PBL) was reviewed due to staff and student growth in numbers. Equitable representation on the PBL team ensured all stages were represented. Identification and referral systems were aligned to the continuum of response and continuum of supports for all behaviours. The school undertook Tier 2 planning and preparation. Greater community awareness through regular updates in the website, newsletter, weekly email and facebook is an ongoing focus.

An emphasis on moving the school from 'Good-to Great' has been the school focus for 2016. Community of Practice professional development sessions were held each term with the focus on pedagogical practices. Collaborative practice is embedded into the teaching learning framework. Early Career teachers are mentored and aspiring staff with leadership aspirations are well supported.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff have a targeted Professional Development plan which is linked to the AITSL Standards and which will allow them to implement innovative future focused pedagogies.	Cronulla Public School consistently utilises school-wide practices for assessment and reporting. The data collected is used to monitor, plan and report on student learning across the curriculum. The LST and PBL teams collect classroom and state-wide assessment information using it to identify and analyse learning and support needs of individual students and groups of students. Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.	School Allocated resources for IEP and PLP planning.
100% of staff participation in peer observation and feedback.	Performance and development plans have been used by staff to support their capacity to implement school priorities as part of the CPS school plan 2015–2017.	TPL: \$ 1000 additional class support
100% of staff participate in collaborative planning .	Identification of leadership skills among staff has ensured a distributive leadership model within the school. Staff have attended a number of professional development days which have aligned with current school projects. This has included staff and executive members inclusion in a 'Community of Practice' with surrounding schools. Leadership courses have helped executive and identified staff develop their leadership capacity in literacy, student wellbeing and Information and Communication Technology.	TPL: \$ 1500
All Early Career Teachers are mentored and supported.	School based reporting and communication systems have been enhanced through a number of key initiatives at Cronulla Public School. The 'Tell Them from Me' survey has been used to assess the social and emotional wellbeing of staff, students and community members. Cronulla PS has utilised funding as part of the DoE NSW Government	Expenditure covered by in school staffing and school resources. Utilisation of funding through the Community Consultation initiative.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Early Career Teachers are mentored and supported.	Community Consultation strategy to improve its community engagement strategy. This has been achieved through a weekly 'Catch Up' and monthly newsletter. Community forums have also been used to include the community in strategic planning and change processes. Cronulla PS also uses SENTRAL to enhance its reporting and record keeping procedures.	

Next Steps

Student Administration and all LST systems will need to be aligned with mandatory department requirements. Data and reporting systems will be updated and staff trained in the use of Synergy. Achievement of PBL Tier 2 will be prioritised. Scheduled PBL meetings will focus on ensuring all students and staff demonstrate consistent teacher practice. PBL self assessment data will identify areas for school improvement.

Early Career teachers will be mentored and supervised by an off class executive staff member. Feedback sessions, ongoing meetings and planned professional development will support all beginning teachers. All staff will participate in collegial observation, feedback and reflection sessions. Professional development will be focused on a priority to build capacity of all staff and inform future school directions.

Continued improvement of community and school identity through a focus on engagement and participation will be fostered.

Strategic Direction 3

Connecting Communities Project

Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

Overall summary of progress

An English as an Additional Language or Dialect (EALD) teacher was employed 4 days per week to support and teach EALD students with 78 students identified as EALD this year. Benchmarking was conducted to identify those students of the highest priority and 25 were identified as needing support. The EALD program strengthens the literacy skills of students and the focus in guided reading lessons is comprehension. The EALD teacher designs language programs to support individual's needs to further their learning of the English language and ensure they are able to access the curriculum.

NAPLAN was undertaken by students in Year 3 and 5 in Term 2. An analysis of NAPLAN data was undertaken by staff when results had been published in Term 3. The curriculum leader conducted further analysis of school NAPLAN data. This analysis was used to inform directions of 2–4 literacy project. The curriculum leader then led appropriate adjustments to teaching and learning programs to improve student's literacy and numeracy skills.

Cronulla PS teachers were been given an opportunity to participate in a week-long professional learning exchange in a Connected Communities' school. The Connected Communities schools, work in partnership with Aboriginal leaders in the local community to help improve educational outcomes for young Aboriginal people. 5 staff members along with 2 student teachers travelled to Moree to support colleagues from Moree East PS. Cronulla PS staff provided release time for staff so that they could participate in Professional Development which would otherwise be unavailable.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teachers actively participate in a Community of Practice.	Students from EALD backgrounds were well supported at Cronulla Public School. 90 students were identified as Language Background Other than English (LBOTE) with 25 students receiving EALD intervention.	\$50000 (allocated and school funded)
100% identified students have personalised learning plans and individualised learning plans designed in consultation with parents, students and teachers, and are informed by qualitative and quantitative	This year, 25 Wellington PS students participated in the exchange program. 60 students from Cronulla PS took part in activities and lessons with these students further enhancing the strong relationships previously developed.	Expenditure covered by in-school staffing arrangements.
80% reduction in reported playground incidents.	All students are exposed to the study of Asian culture through integrated History and Geography lessons. Awareness of Asian cultures is covered across the curriculum as part of the cross curriculum priority.	Collaborative development of teaching and learning programs.
20% increase in parent participation in supporting classroom learning, school based initiatives and P&C activities.	Planning for the Biannual study tour to China has taken place and a number of information evenings held for parents. Initial numbers for the study tour appear strong. Cronulla was host to China Sai XI study tour this year. These students took part in a 2 week school inclusion program organised by Cronulla school staff and students. Accommodation was provided by the school community to support the schools	Expenditure offset by in-school staffing arrangements and hosting subsidy provided by the study tour program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
20%increase in parent participation in supporting classroom learning, school based initiatives and P&C activities.	connection with Asia.	

Next Steps

Students that identify as English as an Additional Language or Dialect (EALD) will continue to be supported. New students who enrol at Cronulla Public School will be included in the program if needed after assessment.

A refinement of the way the Literacy and Numeracy continuums will be utilised by teachers to direct and inform future learning will be a focus. The Curriculum Leader will oversee this process.

The Connected Communities program will continue in 2017 as it's proven to be highly valued by students, parents and staff. Additional schools will be investigated to broaden the scope of the project.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Students were provided support for school camps and associated costs. Funding was also used to help with school expenses.	\$1846
English language proficiency	Targeted support was provided by the EALD teacher to support students who identified as ESL.	\$39976
Low level adjustment for disability	All students requiring adjustments and accommodations are catered for within the school. 23 students were referred for learning support this year, in addition to students on recurring monitoring. 58 students required adjustments to cater for a disability. 42 students required supplementary, 1 required substantial and 5 required extensive levels of adjustment.	\$65905
Quality Teaching, Successful Students (QTSS)	The position of curriculum leader was created to support teachers in the delivery of the 2–4 literacy project.	\$11222
Socio–economic background	A speech pathologist was employed 1 day per week to cater for students in K/1.	\$11534
Support for beginning teachers	All beginning teachers receive additional support in the first three years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with their supervisors.	\$30837

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	115	126	170	190
Girls	109	120	136	152

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.7	96	94.4	95.2
1	94	95.2	94.7	93.7
2	94.9	94.5	93.7	93.7
3	94.2	95.5	94.2	95.9
4	97.1	94.3	93.5	94.5
5	96	94.8	94.6	93.8
6	94.7	95	93.7	95.5
All Years	94.9	95.1	94.2	94.6
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

Cronulla Public School is proactive in managing student non-attendance with clear and consistent reporting practices existing between home and school. Data indicates attendance levels at Cronulla Public School have remained consistent throughout 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.19
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Administration & Support Staff	2.82
Other Positions	0.11

*Full Time Equivalent

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	10

Professional learning and teacher accreditation

The teaching staff at Cronulla Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. Staff has also been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders. 6 of our new scheme teachers are maintaining accreditation at Proficient level.

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.

Income	\$
Balance brought forward	119 890.12
Global funds	230 918.14
Tied funds	274 322.65
School & community sources	310 657.83
Interest	3 578.36
Trust receipts	10 465.50
Canteen	0.00
Total income	949 832.60
Expenditure	
Teaching & learning	
Key learning areas	50 909.94
Excursions	73 252.73
Extracurricular dissections	88 244.69
Library	2 158.22
Training & development	64 430.26
Tied funds	235 843.17
Short term relief	23 897.85
Administration & office	73 177.15
School-operated canteen	0.00
Utilities	29 629.16
Maintenance	17 842.72
Trust accounts	9 548.35
Capital programs	7 000.00
Total expenditure	675 934.24
Balance carried forward	273 898.36

The information provided in the financial summary includes reporting to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	323 710.50
(2a) Appropriation	283 903.36
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	39 565.10
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	242.04
Expenses	-149 131.64
Recurrent Expenses	-149 131.64
(3a) Employee Related	-79 825.21
(3b) Operating Expenses	-69 306.43
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	174 578.86
Balance Carried Forward	174 578.86

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.

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance. A full copy of the school's 2016 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 summary equity funding

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

	2016 Actual (\$)
Base Total	2 286 753.40
Base Per Capita	16 696.57
Base Location	0.00
Other Base	2 270 056.83
Equity Total	119 261.76
Equity Aboriginal	1 845.60
Equity Socio economic	11 534.47
Equity Language	39 976.25
Equity Disability	65 905.44
Targeted Total	97 200.01
Other Total	55 456.07
Grand Total	2 558 671.24

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. The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Students in Yrs 4–6 were surveyed on student engagement.

Students with a positive sense of belonging

- 74% of students in this school had a high sense of belonging
- 73% of the girls and 75% of the boys in this school had a high sense of belonging.

Students with positive relationships

- 86% of students had positive relationships at Cronulla Public School

Students that value schooling outcomes

- 96% of students at Cronulla Public School valued school outcomes.

Students with positive behaviour at school

- At Cronulla Public School 85% of students had positive behaviour.

Students who are interested and motivated

- 72% of students at Cronulla Public School were interested and motivated.

Perspectives of Parents

- 74% of parents felt they were welcome at Cronulla Public School.
- 71% of parents felt well informed about their child's progress.
- 65% of parents support learning at home
- 74% of parents feel that Cronulla Public School supports learning
- 80% of parents feel that Cronulla Public School supports positive behavior
- 69% of parents said that Cronulla Public School is a safe school.
- 69% of parents believe that the school is inclusive of all students.

Policy requirements

Aboriginal education

Aboriginal education is intertwined with teaching philosophies and programs at Cronulla Public School. Staff have knowledge and understanding of the Aboriginal Affairs plan OCHRE (Opportunity, Choice, Healing, Responsibility and Empowerment) and how this will be incorporated into future school planning. The OCHRE framework will also inform the teaching and learning cycle so that all students achieve the outcomes set out for them ensuring staff have the knowledge and confidence to plan effective Individual Education Plans for Aboriginal students in their care. Effective implementation of the Aboriginal Education & Training Policy and the Aboriginal Education Training Strategy is reflected in all priority areas.

Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

- 100% of Aboriginal students have Individual Education Plans developed and receive additional support
- Working relationships with predominantly Indigenous schools (Toomelah Public School, Wellington Public School and Moree East Public Schools) in which resources and support plans are shared
- Aboriginal perspectives are incorporated into Units of Inquiry

- Increase in staff understanding of Aboriginal culture and history

Multicultural and anti-racism education

Cronulla Public School continues to promote multicultural education through a range of initiatives

- Teachers recognise and respond to the diverse cultural needs of the school community
- Classroom teachers, librarians and English as a Second Language (ESL) teacher work cooperatively to develop strategies that best cater for student's individual needs• Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted
- Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds
- Expanding Horizons: 'Tasting China' and 'India Calling' units allow for the study, celebration, appreciation and understanding of different cultures
- Two staff members are currently trained as Anti-Racist Contact Officers. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment
- Staff increased students' understanding of racism and discrimination and its impact through activity based teaching and learning programs