

# Cronulla South Public School Annual Report



2016



3668

## Introduction

The Annual Report for 2016 is provided to the community of Cronulla South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Natalia Greguric

Principal

### School contact details

Cronulla South Public School

Ewos Pde

Cronulla, 2230

[www.cronullas-p.schools.nsw.edu.au](http://www.cronullas-p.schools.nsw.edu.au)

[cronullas-p.School@det.nsw.edu.au](mailto:cronullas-p.School@det.nsw.edu.au)

9523 5649

### Message from the Principal

Cronulla South Public School continues to provide excellence in a caring and enriching environment. I would like to thank the exceptional students, teachers and parents that make up the Cronulla South Public School community.

I was appointed as principal in July this year and am proud of the achievements of students and staff, supported by a hard-working parent body and active Parents and Citizens Association who support the directions of the school.

We continue to offer a range of programs across curriculum areas to cater for students with a range of interests, gifts and talents. Our staff engage in professional learning to ensure the learning experiences they plan and teach are dynamic and cater for all learners.

A significant change this year has been the introduction of the Positive Behaviour for Learning program which underpins how we approach students' cognitive, emotional, social and physical wellbeing. 2017 will see the introduction of a new reward system to match expected behaviours.

I look forward to continuing to further develop and to reflect on our strategic directions with our school community for increased school improvement in 2017.

## School background

### School vision statement

We are committed to the provision of a learning environment that leads to the highest possible educational outcomes for each individual student.

We will create an innovative, stimulating and challenging environment that builds a culture of caring for ourselves, for others and the broader community.

### School context

Cronulla South Public School is located in the southern coastal suburbs of Sydney and has a population of approximately 320 students. The core values of the school are; Respect, Endeavour, Acceptance, Care, Honesty. The school and wider community have high expectations for learning and behaviour and provide the support necessary for the students to meet those expectations. Student leadership is encouraged via the school representative council (SRC), leadership team and buddy program.

Student learning is focused on literacy and numeracy and staff are committed to catering for the needs of all students through quality teaching programs. Specialist teachers, such as learning support, English as an additional language or dialect are employed to help support students.

The school supports a gifted and talented program for students in Years 3 to 6, as well as providing opportunities within the school. The school integrates technology into all facets of the curriculum including a focus on digital technology and film-making.

Students are able to participate in inter-school sport and have the opportunity to perform in one of the two school choirs, band and dance as well as a P&C supported language program.

Cronulla South Public School welcomes and encourages parental and community involvement and works closely with the P&C and School Council. Joint initiatives have included the establishment of a languages program, playground improvements and environmental sustainability initiatives.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning**, our efforts have focused on wellbeing, curriculum and learning, assessment and reporting. The Positive Behaviour for Learning framework underpins a positive and productive learning culture amongst staff and students. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. We have continued to strengthen our Personalised Learning Plans and Individual Education Plans for Aboriginal students and for students with additional learning needs by incorporating student voice and increased collaboration with parents to improve student learning outcomes.

Our major focus in the domain of **Teaching** has been the provision of more opportunities for teachers to collaborate and plan teaching and learning programs to make explicit use of the new syllabus documents. A variety of assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers are increasingly implementing assessment for learning strategies and using the data to inform teaching.

In the domain of **Leading**, we have continued our links with existing communities of schools to support the school's programs. We are continuing to develop a culture of distributed leadership to enhance management practices and processes.

Cronulla South Public School is committed to continuous improvement in teaching, leading and 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

### Successful Learners

#### Purpose

To engage students in high quality learning to become successful learners, confident and creative individuals and active and informed global citizens through learning programs that utilise ICT, focus on literacy and numeracy and ensure that learning is differentiated for every student.

#### Overall summary of progress

In 2016 there was a school wide focus on the provision of professional learning to improve the planning and delivery of quality teaching. Professional learning focused on developing the capacity of teachers to personalise learning for every student with a focus on formative assessment and effective feedback in classrooms.

Positive Behaviour for Learning (PBL) was introduced to underpin a positive and productive learning culture as identified by data derived from Tell Them From Me surveys across the school community. Staff collaboratively constructed lesson plans to teach expected behaviours across school settings and the PBL team worked with their coach and the staff to create an expectations matrix, continuum of response strategies and a behaviour flowchart to determine consequences that are fair and consistent across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Base-line data will be drawn from the Tell them from Me Survey – 4 dimensions of classroom and school practices	Positive Behaviour for Learning (PBL) implemented to drive student engagement and facilitate positive wellbeing practices.	\$2000
Increasing % of students achieving grade outcomes is tracked on PLAN with improvement targets determined for each cohort	Students increasingly demonstrating they are meeting expected outcomes in the areas of reading texts, comprehension, writing, Early Arithmetical Strategies and place value. Formative assessment used to give students explicit feedback about their learning.	\$5000
Identified EAL/D, low SES and Aboriginal students will meet individual targets.	Targeted programs developed and individualised assistance to support the needs of all students. Speech therapist employed to assist with phonological awareness across K-2.	As reported in the Key Initiatives section of this report.

#### Next Steps

- Develop PBL implementation plan for 2017, including a new rewards system and signage to match expected behaviours..
- Whole school focus on Early Arithmetic Strategies and Place Value using Simon Breakspear's Improvement Sprints model to create a culture of continuous improvement and collective action.
- Train staff to implement the Mini-Lit Reading Intervention Program for identified students.
- New Learning and Support Team procedures to improve support for students and communication between staff, students and parents.

## Strategic Direction 2

### Leading Learning

#### Purpose

To create and sustain an environment that supports and fosters quality teaching and builds staff capacity to deliver learning based on best practice through a culture of collaboration, communication, empowered leadership and organisational practices.

#### Overall summary of progress

In 2016 staff embedded formative assessment practices into their Performance and Development Plans (PDP) which was supported by professional learning. Staff engaged in classroom observations and reflected on their own learning as part of the PDP cycle. Teachers were trained in the new Geography syllabus and worked collaboratively to write units of work in stage teams.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff engaged with Performance and Development Framework	All teachers completed Professional Development Plans and achieved set professional learning goals, as shown through evidence.	\$1000
• Increasingly positive data will be drawn from the Tell them from MeSurvey – 4 dimensions of classroom and school practices	Students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 94% of students valued School Outcomes.	
Data gathered around current practice in the areas of feedback and differentiation shows improvement in classroom practice	Teachers participated in professional learning to develop knowledge in differentiation of curriculum in mathematics.	\$3000

#### Next Steps

- Teachers participate in Building Blocks for Numeracy professional learning which encompasses the pedagogy and practices common to the Department's numeracy initiatives of TEN (Targeting early numeracy), CMIT (Count me in too) and TOWN (Taking off with numeracy).
- Executive and aspiring leaders join a Professional Learning Community –Taking the Lead in Numeracy, to keep abreast of best practice and link professional learning to improved classroom practice.
- Teachers trained in 4MAT to program engaging, differentiated units using a conceptual approach.

## Strategic Direction 3

### Quality Relationships and Systems

#### Purpose

To engage the school community as active participants in the education of all students through management systems, structures and processes that underpin ongoing school improvement and support a culture of high expectations.

#### Overall summary of progress

The P&C has actively supported the school to develop a Master Plan to enhance the school facilities. This is driving decision making in the development of 21st Century learning spaces. Six classrooms have furniture to facilitate collaborative teaching practices and the refurbishment of the stage 3 classrooms has begun with an increase in usable floor space, allowing for flexible teaching areas.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increasingly positive data from the parent engagement survey and the Tell them from me parent and teacher surveys	Data from this survey is addressed in the section of this report titled Parent/caregiver, student, teacher satisfaction.	
Increasingly positive data will show that staff are more engaged as leaders of learning of school systems and practices	Leadership is distributed across all staff.	\$3000
Data from school-based audits shows increasingly that systems are aligning to optimise learning	Evidence of data being used to inform teaching practice. For example, differentiated learning opportunities in programs and as observed through PDPs.	\$1500

#### Next Steps

- Build the capacity of staff to lead the school plan through the development of high functioning teams and the distribution of leadership across the school.
- Continue implementing the school's master plan to maximise 21st century learning opportunities.
- Implement strategies from Communicating and Engaging with your Community professional learning to ensure clearly articulated communication systems result in a well-informed community and positive partnerships.
- Use results from Excellence in School Customer Service 360 Reflection Tool to plan for short term, medium term and long term improvements.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Socio–economic background</b>	<p>Students requiring assistance were supported to participate in school excursions, extra curricular school programs and to purchase resources.</p> <p>Community Engagement Officer formed partnerships between home and school.</p>	\$8183
<b>Support for beginning teachers</b>	<p>Early career teachers were supported with the provision of additional release time, professional learning, mentoring opportunities and participation in the Education Change Makers –Early career capacity building program.</p>	\$4080.73
<b>Aboriginal background loading</b>	<p>Personalised Learning Plans (PLPs) were written and implemented.</p> <p>Aboriginal students participated in Koori Kids by the Sea.</p> <p>Stage 3 students participated in Yarn Up!</p> <p>Additional support time was allocated to support selected students in literacy.</p>	\$4951
<b>English language proficiency</b>	<p>English as a Second Language or Dialect (EAL/D) Teacher to teach English language proficiency.</p> <p>Students requiring support with English language proficiency were catered for in class programs and within special school programs as required.</p>	\$25970
<b>Low level adjustment for disability</b>	<p>Speech therapist employed to assist with phonological awareness across K–2.</p> <p>School Learning Support Officers (SLSO's) were employed to support students with additional needs who do not have targeted funding.</p>	\$18 316
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Provided release time for school executive and teachers to establish collaborative practices in the school, allowing teachers to work together and learn from each other by observing and discussing how they develop lesson plans and assessment tasks.</p>	0.241 staffing entitlement from semester 2



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	156	166	174	164
Girls	183	175	175	159

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.6	96.5	93.9	97.3
1	95.6	96.3	94.1	93.9
2	94.9	96.5	93.9	95.2
3	96.5	95.5	96.2	94.5
4	96	95.4	93.6	94.1
5	94.4	94.9	93.9	93.6
6	92.5	93.8	92	93.4
All Years	95.1	95.6	94	94.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

The Home School Liaison Officer (HSLO) meets with the principal to review data on students' attendance. For identified students with partial and non attendance below 85%, the classroom teacher communicates with parents and monitors the student's attendance. If improvement has not been made, it is referred to the principal who follows attendance guidelines in consultation with the HSLO.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0
School Administration & Support Staff	3.12
Other Positions	0.13

\*Full Time Equivalent

One member of the teaching staff identifies as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	16

### Professional learning and teacher accreditation

The school received \$18 626.97 in Teacher Professional Learning funds for 2016. These funds were used in the following ways:

- Differentiation in Mathematics program
- Formative Assessment and Effective Feedback project
- Positive Behaviour for Learning program
- Release for teachers and associated costs to attend courses in areas such as literacy, numeracy, drama, music, sport and dance.
- Compliance training in emergency care, cardio-pulmonary resuscitation (CPR), asthma, anaphylaxis awareness, child protection and code of conduct. Training of staff on the new Geography syllabus

In 2016 two teachers gained accreditation at proficient.

## 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	\$
<b>Balance brought forward</b>	<b>198 249.45</b>
Global funds	224 014.88
Tied funds	123 008.46
School & community sources	257 541.24
Interest	4 328.38
Trust receipts	6 585.80
Canteen	0.00
Total income	813 728.21
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	25 122.31
Excursions	45 304.16
Extracurricular dissections	98 756.22
Library	6 880.76
Training & development	4 578.54
Tied funds	94 467.39
Short term relief	39 562.94
Administration & office	42 461.27
School-operated canteen	0.00
Utilities	33 426.77
Maintenance	24 907.99
Trust accounts	8 999.80
Capital programs	108 776.72
Total expenditure	533 244.87
<b>Balance carried forward</b>	<b>280 483.34</b>

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	294 124.88
(2a) Appropriation	281 483.34
(2b) Sale of Goods and Services	7.27
(2c) Grants and Contributions	12 393.06
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	241.21
<b>Expenses</b>	-143 274.75
Recurrent Expenses	-143 274.75
(3a) Employee Related	-72 304.23
(3b) Operating Expenses	-70 970.52
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	150 850.13
<b>Balance Carried Forward</b>	150 850.13

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

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

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

### Financial summary equity funding

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

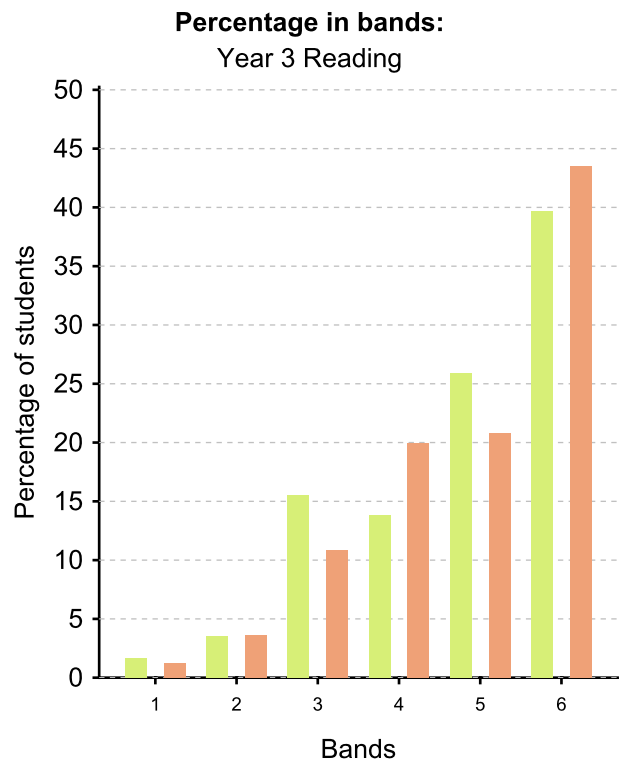
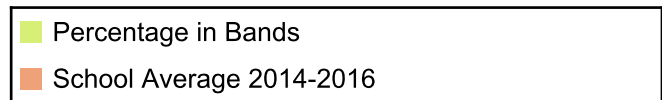
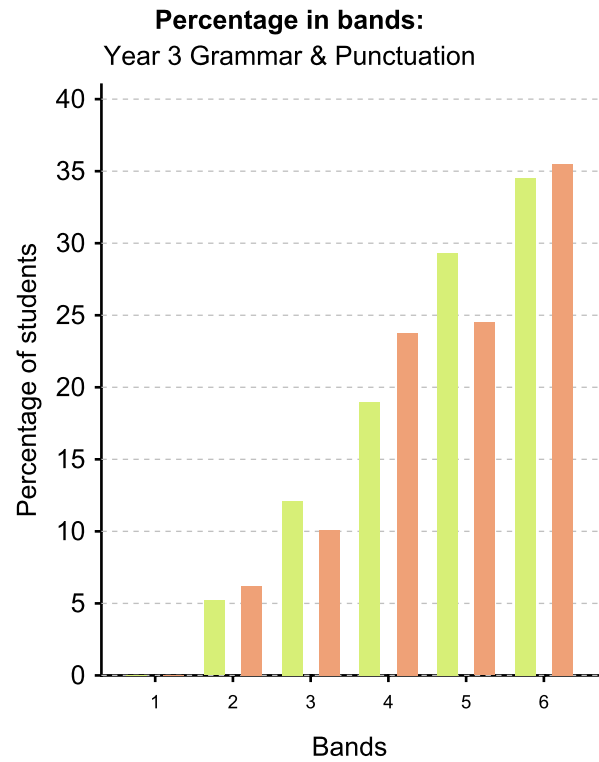
	2016 Actual (\$)
<b>Base Total</b>	2 146 112.86
Base Per Capita	18 807.52
Base Location	0.00
Other Base	2 127 305.34
<b>Equity Total</b>	118 632.82
Equity Aboriginal	4 951.41
Equity Socio economic	8 182.58
Equity Language	25 970.30
Equity Disability	79 528.53
<b>Targeted Total</b>	16 250.01
<b>Other Total</b>	29 971.42
<b>Grand Total</b>	2 310 967.10

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.

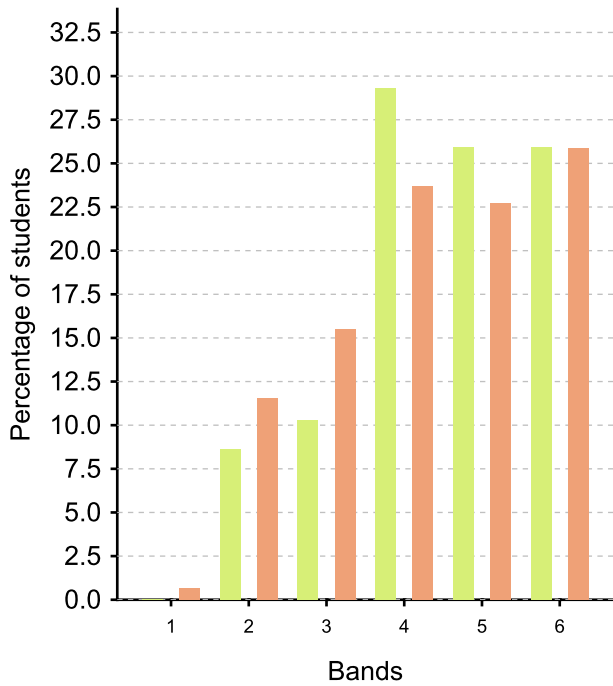
## School performance

### NAPLAN

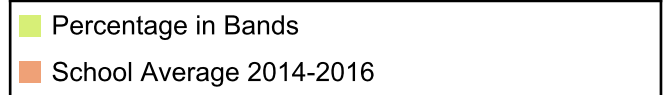
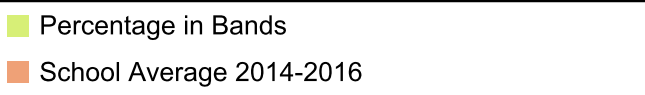
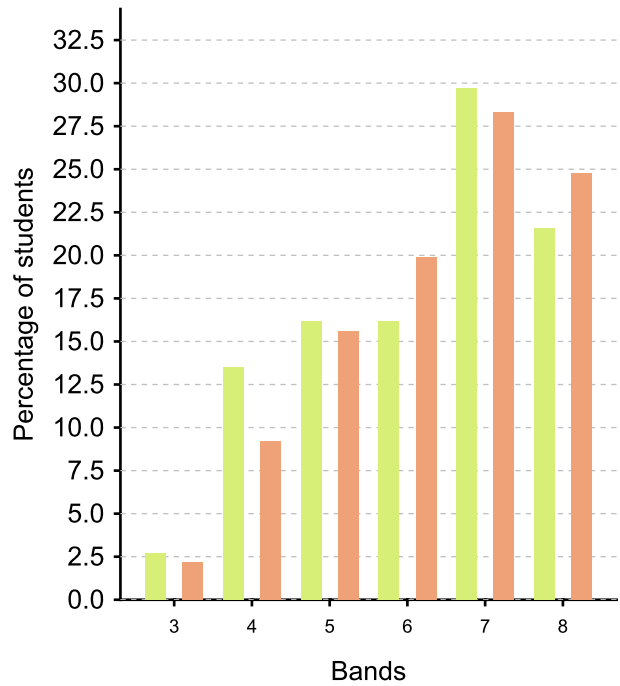
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



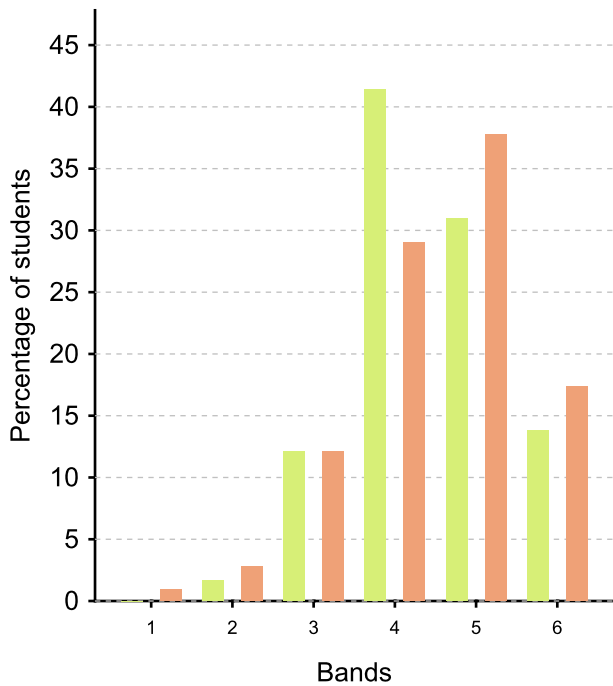
**Percentage in bands:**  
Year 3 Spelling



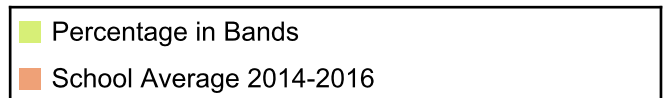
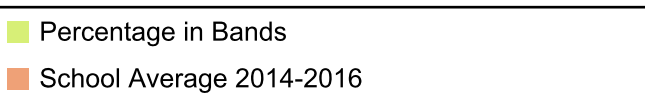
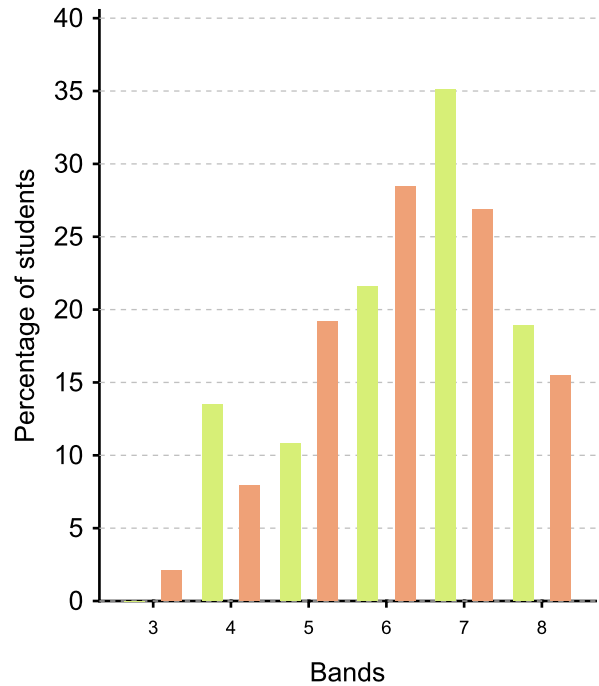
**Percentage in bands:**  
Year 5 Grammar & Punctuation



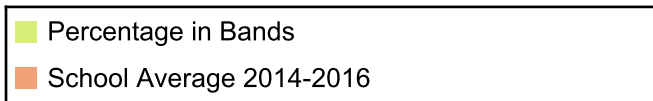
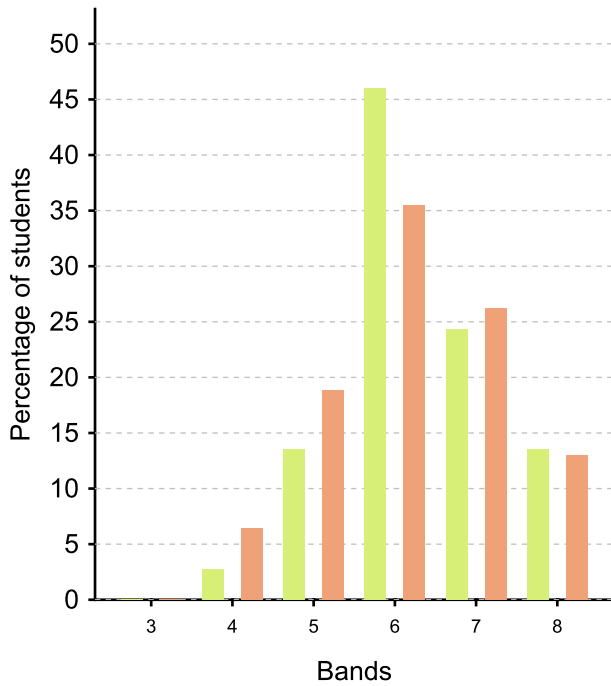
**Percentage in bands:**  
Year 3 Writing



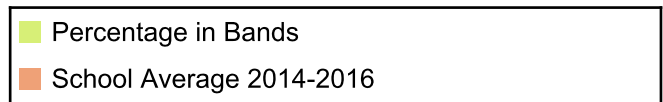
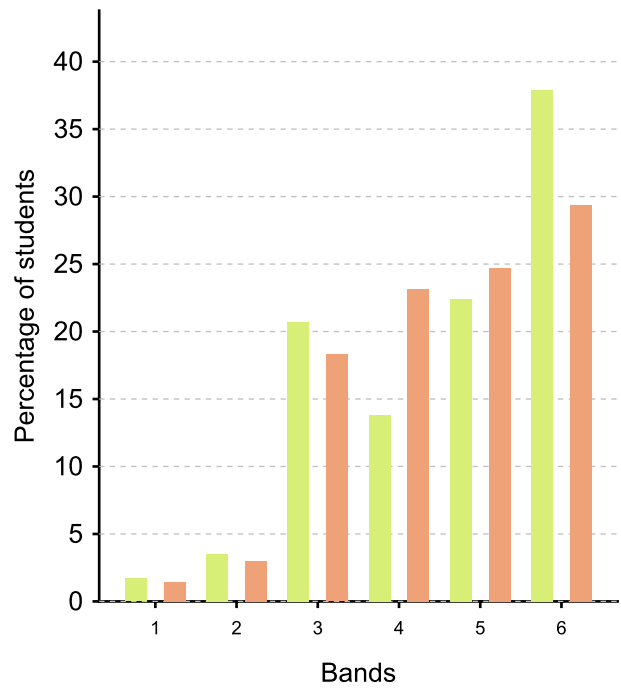
**Percentage in bands:**  
Year 5 Reading



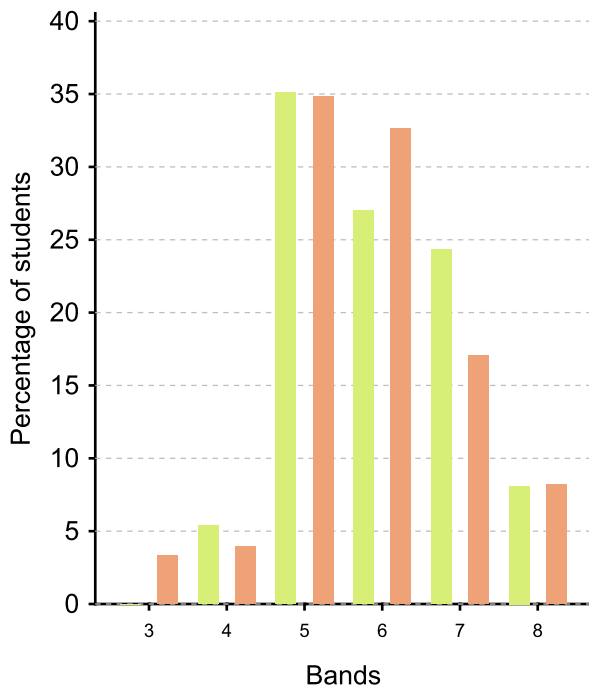
**Percentage in bands:**  
Year 5 Spelling



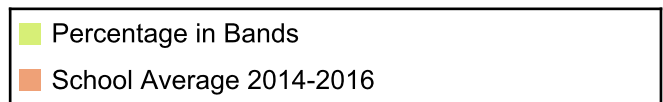
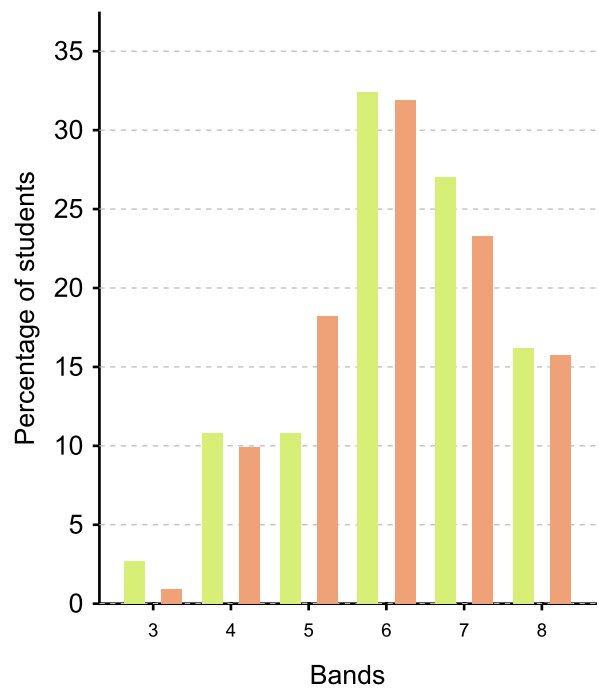
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



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

## Parent/caregiver, student, teacher satisfaction

Students were invited to participate in the Tell Them From Me survey which measures indicators based on the most recent research on school and classroom effectiveness. The survey was completed by 123 students in Years 4, 5 and 6. The survey showed that:

- Most students have friends at school they can trust and who encourage them to make positive choices. In this school, 90% of students have positive relationships. The NSW Govt norm for these years is 85%.
- Most students do not get in trouble at school for disruptive or inappropriate behaviour. In this school, 92% of students had positive behaviour. The NSW Govt norm for these years is 83%.
- Most students try hard to succeed in their learning. 95% of students in this school tried hard to succeed. The NSW Govt norm for these years is 88%
- Some students do homework for their classes with a positive attitude and in a timely manner. In this school, 47% of students had positive homework behaviours. The NSW Govt norm for these years is 63%. This will be further explored during 2017 with students, parents and teachers alongside research in best practice.

Teachers, School Administration and Support Staff (SASS) and parents/caregivers were invited to complete the NSW Department of Education Excellence in School Customer Service 360 Reflection Tool. The survey was completed by 13 teaching staff, 3 SASS and 75 parents/caregivers. The results are summarised as follows:

### Strengths

#### *Engagement with others:*

Most stakeholders believe that the school staff appear to be self-confident and welcoming.

#### *Information –Quality and ease of use:*

Most stakeholders believe that communication and engagement is a priority for the school.

#### *Empathy In difficult situations:*

Most stakeholders believe that staff stay calm and respond appropriately to manage a given situation.

### Areas for Development

#### Engagement with others:

Increased opportunities for feedback about communication and engagement.

#### Engagement with others:

Involving members of the school community to contribute to student learning in a variety of ways.

## Policy requirements

### Aboriginal education

Aboriginal perspectives are embedded into units of study in many subject areas at the school. This is in line with the Department of Education's Aboriginal Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present.

Personalised Learning Plans were written and implemented for our Aboriginal students, focusing on their individual learning needs in consultation with their families.

Cronulla South Public School participated in Koori Kids by the Sea for the fifth year. This program is designed to celebrate Indigenous culture, customs, traditions and heritage. In 2016 students attended a field trip to the Royal National Park. K-2 students participated in shoreline activities such as scooping marine animals. Years 3-6 students participated in bait collecting and fishing. They learnt about cultural games and shared with students from other Port Hacking schools. The activities were supported by education officers from the Royal National Park, Aboriginal Education officers and local Aboriginal community members.

Stage 3 students participated in Yarn Up! , a public speaking competition held at NSW Parliament House. One student placed first in the impromptu section.

### Multicultural and anti-racism education

Cronulla South Public School is proud of its rich multicultural community. Approximately 22% of students have a language background other than English. English as an Additional Language/Dialect (EAL/D) is supported at the school.

Tolerance and acceptance are promoted through our core school value of respect. In 2016 the school celebrated Harmony Day and the students enjoyed learning about their similarities and differences and what makes each of them unique.

The school also has a trained anti-racism contact officer (ARCO) who acts as a support person in helping students understand the negative effects of racism.