

Corrimal East Public School

Annual Report



2016



3877

Introduction

The Annual Report for 2016 is provided to the community of Corrimal East 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.

Bede Darcey– Principal

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Message from the Principal

Celebrating Excellence Speech presented by Mr Darcey

I would like to welcome you all here to our 2016 Celebrating Excellence Assembly. It really is hard to believe that the year is drawing to a close and we are now celebrating the end of what has been a fantastic year for our school. I am sure you would agree that this year has flown by with many exciting and worthwhile activities being provided at Corrimal East Public School.

When looking back at all of the opportunities we have provided the students at our school I am humbled and extremely proud of what we have been able to achieve.

I am proud of the students at our school and am impressed each day by the effort, enthusiasm and energy the students put in. I consider myself extremely lucky to be able to work with such amazing children in such an amazing school setting. Well done Corrimal East students, we have had a great year!

I am so very thankful and grateful to the staff who work at our school. The commitment and dedication they show is undeniably special and I sincerely thank them all for their professionalism and efforts this year. We are all very fortunate to have these teachers and support staff working at our school. Thank you staff for your dedication and hard work this year and for all you do in ensuring our school strives for excellence.

The NSWDoE recognises the service of its employees through recognition of their long standing employment with the department at different points throughout ones career. On behalf of the NSWDoE I would like to present three certificates this morning. One is for a 20 year service with the department and that is for Mrs Janette Stone and the others are for an incredible 30 year service awarded to Mrs Zora Brown and Mrs Janelle Butt. Congratulations ladies and thank you for all you have done over the years to support Public Education in NSW.

We have a team of P&C members at our school who strive really hard to ensure that the students and staff at our school are supported. Thank you P&C members for your efforts and determination this year. The P&C have had a huge year this year, particularly with the work around the fantastic School Fete that we held in Term 3. I would like to thank the P&C members who give up their own time to attend meetings and support the fantastic initiatives that are run. I would like to make particular mention to our 2016 President, Jo Harle for her outstanding leadership of the P&C this year and to Sarah Crutchley for her magnificent work as Fete Coordinator this year. Thank you so much ladies for your unwavering efforts this year, you guys are amazing and were are all very lucky to have you both in our school.

Finally I would like to congratulate and farewell our graduating Year 6 of 2016. I congratulate them all on this important milestone in their educational journey and wish them well as they embark on the exciting adventure that awaits them with the hope of a bright, happy and successful future.

I look forward to another exciting year at Corrimal East Public School as we embark on more adventures and as we embed our milestones from our strategic plan whilst welcoming in some new faces on to staff. It is an exciting time for our school and I look forward to working with you all again.

Celebrating Excellence Speech presented by Joanne Harle (2016 P&C President)

The Corrimal East Public School P&C is a dedicated group of volunteers who aim to promote the interests of Corrimal East Public school by bringing parents, carers, citizens and teaching staff into close co-operation. Our membership for 2016 was 22 people including 17 parents and 5 staff.

The CEPS P&C had a very exciting and super productive 2016. As well as our many regular fundraisers such as Bunnings BBQ, Athletics Day BBQ, pie drive and Mother's and Father's Day stalls, 2016 saw the comeback of the school fete. The Carnival Capers Fete was held on Saturday 17th September. It was a hugely popular event and we were fortunate enough to have fantastic weather which contributed to the fete's overall success. There was plenty of activity on the day – chocolate wheel, face painting, show bags, cake stall, fairy floss, BBQ, rides, farm yard, tattoos and hair spray, market stalls, art display, performances and, Mr Darcey's favourite – the wet sponge throw at the teacher! As you can imagine, an event of this magnitude takes a mammoth effort to organise and the P&C's fete committee, led by Sarah Crutchley, worked extremely hard all year to plan every detail of this event. We thank the entire fete committee and particularly Sarah for all of their hard work. A big thanks must also go to everyone at the school – parents, grandparents and teachers – who also volunteered their time on the day. The efforts were well rewarded with everyone having a fantastic day and raising over \$14,000.

In Term 4, the P&C were also given a unique opportunity to raise funds from the wider community by catering for Football South Coast Summer Soccer competition held each Saturday on the school's grounds. A big thank you to everyone who helped turn sausages, crack eggs, sizzle bacon and serve drinks and lollies across 5 Saturdays. The money we raised gives the P&C a great start to 2017.

With all of this fundraising, the P&C were finally able to meet some of its longstanding goals. We were able to fund the purchase and installation of air conditioners in 4 classrooms at a cost of over \$13,000 meaning all CEPs classrooms now have air conditioning. We were also able to purchase a mobile interactive commbox/whiteboard for our senior classroom. With the school able to fund a second box for our other senior classroom, all CEPS classrooms now have these wonderful educational resources. The P&C also made monthly contributions to the library so they can continually purchase new reading material for our kids to enjoy.

It is important to note though that the P&C is not all about fundraising. During 2016 the P&C campaigned for Gonski including speaking at the May Day rally, provided parent representatives in the Merit Selection Panel process for staff recruitment, reviewed several new and amended school policies, renewed the school's Sun Safe status including providing all classrooms with sun screen for children to apply at the start of play time and applied for several government grants. We were successful in obtaining a \$2600 government Volunteers Grant which we used to purchase two 3m x 3m CEPS-branded marquees, a CEPS banner sign and a new esky. These marquees can be used by both the P&C and the school and have already come in handy at the fete and fundraising BBQs.

Of course, the P&C can only exist if we have dedicated people who are willing to volunteer their time to help better the school. All of our P&C have worked extremely hard this year but special thanks must go to our Secretary Jayne Ellis, our Vice President and Fete Coordinator, Sarah Crutchley, our second Vice President, Nicole Clough and our Treasurer, Linda Trebel. I must also thank Angela Brackenridge our wonderful Uniform Shop Coordinator. Ange is handing the reins over for next year, we thank her for her many years of successfully running the Uniform Shop.

This year we have the pleasure of awarding a life membership to the Corrimal East Public School P&C Association. The recipient started on the P&C in 2010 when her daughter started kindergarten. She has given the P&C many years of loyal service including several years as Canteen Coordinator of our canteen which was then fondly known as "Easties Eatery". Other roles include Secretary and more recently Uniform Shop assistant. On top of all this, she has regularly been involved in all P&C activities. We congratulate Louise Ward on her life membership and thank her for all of her efforts and contribution over the last 7 years, it is truly appreciated and you will be missed.

In closing, I would like to extend my personal thanks to the P&C and staff for their support this year. It is a great privilege to work with such a great group of people and I am super proud of what we have achieved in 2016.

School background

School vision statement

'Kid, You'll Move Mountains'

–Dr Seuss

Corrimal East Public School aims to ensure that every child, upon leaving the school, is provided with the necessary skills, strategies and information to achieve personal success.

We aim to empower our students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to positively participate in and contribute to the global community.

Our school aspires to ensure our students, staff and community are engaged with and practice, each and every day of their lives, the core values of our school: Care, Effort, Pride and Safety.

School context

Young Minds, Bright Futures

Corrimal East Public School is a welcoming and inclusive centre for learning. We have a Family Occupation and Education Index of 94 (2016). Currently 3% of our school population identify as Aboriginal and 12% of our students speak a Language Background other than English.

We are located within the East Corrimal Local Government Area, situated only streets back from the ocean. We are proud members of the Corrimal Community of Schools.

We have eight mainstream classes that are predominately stage based. We have two Autism Support classes which are integrated across the school; we pride ourselves on the nurturing and accepting school culture that has been established.

A large portion of the teaching staff is experienced and has worked at the school for long periods. The executive team has recently had significant revitalization.

School enrolment numbers have decreased over time due to the ever changing demographic of the East Corrimal and Northern Suburb areas of Wollongong.

A small group of dedicated parents make up our school P&C Association whom meet once a month. The groups main aim is to support the school through monetary contributions through fundraising initiatives.

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, 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. On the basis of our 2016 whole school evaluation, we have assessed our practice against the elements of the School Excellence Framework as follows:

- **Learning**

Delivering: Learning Culture, Wellbeing, Curriculum & Learning

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both. Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language). Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning. The school encourages students to recognise and respect cultural identity and diversity. School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Curriculum provision meets community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. Curriculum delivery integrates technology, library and information services. The school provides a range of extra-curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students.

Working towards Delivering: Assessment & Reporting and Student Performance Measures

- **Teaching**

Delivering: Learning & Development and Professional Standards

Teachers participate in professional learning targeted to school priorities and their professional needs. The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development. The school has processes in place for teachers' performance and development. Beginning and early-career teachers are provided with targeted support in areas of identified need. Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

Teachers understand and implement professional standards and curriculum requirements. Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Teachers are committed to their ongoing development as members of the teaching profession. Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

Sustaining & Growing: Collaborative Practice

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice. The school identifies expertise within its staff and draws on this to further develop its professional community.

Working towards Delivering: Effective Classroom Practice and Data Skills & Use

- **Leading**

Delivering: Leadership and School Planning, Implementation & Reporting

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. The school plan aligns to local and system priorities and ensures responsiveness to emerging needs. Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting. The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

Parents and community members have the opportunity to engage in a wide range of school-related activities. The school community is positive about educational provision. The school is committed to the development of leadership skills in staff and students. Links exist with communities of schools, other educational providers and other organisations to support the school's programs.

Working towards Delivering: School Resources and Management Practices & Processes

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

Enhancing the Quality of Student Learning

Purpose

Students from Corrimal East Public School will be independent, critical and resilient learners who have acquired the skills and knowledge to be responsible, informed and productive members of our Australian society and the Global community.

Every student in our care will be acknowledged as an individual who values themselves and others.

Students will be exposed to teaching and learning experiences that are relevant to their individual needs and align with current best practice and pedagogy.

Overall summary of progress

Staff have engaged with PLAN software throughout the school year with all K–2 classes successfully plotting students using both the Literacy and Numeracy Continuums. The use of PLAN data in Years 3–6 and the implementation of 5–weekly fluid programming for 'point of need' instruction based on the continuums will be of major focus in 2017.

The school has revised our Learning and Support Team processes establishing a streamlined approach. With the establishment of an additional support class in 2017, the structure and organisation of Learning and Support will again need to be assessed.

This year our school has trialled Student Learning and Social Goals. Goals were communicated to parents to ensure the attainment of the focus areas could be supported. In 2017 a greater focus will be placed on 'visible learning'.

Staff have engaged in ongoing professional development as we embed the How2Learn program, K–6. We have 'built a sense of urgency' whilst assessing our schools current practices and redefining what constitutes a 'good' school within a 21st century context. Furthermore, staff are working with a greater understanding of the impact of fixed and/or growth mindsets. The whole school application of 'habits worth developing' where teachers foster multiple opportunities for students to develop a repertoire of effective learning habits for a lifetime of learning has been successful.

The philosophy of Kindness on Purpose has been adopted at Corrimal East Public School. The school has worked closely with program founder, Katrina Cavanagh, to establish sustainable practices across the school. The school held a Kindness on Purpose launch and a parent information session was held to demonstrate the program. The school utilised the services of the founder in both small group interventions and staff professional learning in supporting and managing student behaviours, trauma and empathy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">– 100% of teaching programs display modifications and accommodations to meet the individual learning needs of all students– 100% of teaching staff have a deep understanding of the Quality Teaching Framework and use it to better their own practice and that of their peers– The percentage of students reaching proficiency is equivalent to, or above, the state average in both Literacy & Numeracy	<ul style="list-style-type: none">–Ongoing staff TPL based on Learning Adjustments / Differentiation–Most staff able to identify strategies to support the spectrum of learning needs in their classroom (evident in programs / documentation)–Learning & Support processes strengthened–Philosophy of How2Learn has begun to be embedded in classrooms. A 'Growth Mindset' is being crafted at CEPS	How2Learn Facilitator Training & casual release– \$5,500

Next Steps

Our school has been identified as a 'Bump It Up' school. The 'Bump It Up' strategy focusses on identifying students who are doing well and who, the data suggests, have the greatest capacity to achieve in the top two NAPLAN bands. By identifying students who are currently achieving in the middle bands of NAPLAN, and implementing locally-developed targeted initiatives, we can improve their performance in reading and numeracy and enhance their overall education outcomes. A major focus of our school for 2017 will be to embed the use of the Literacy & Numeracy continuums into our every practise ensuring they are used for 'point of need' instruction.

The school will be embarking on the New Focus On Reading (FOR) program, K-6 in 2017. The school will be employing a 'School-Based' trainer on site through flexible staffing arrangements. The New Focus on Reading is a school-based professional learning initiative that we are embedding at our school K-6. It applies learning directly to the classroom to address and improve teacher practice and student outcomes in reading and comprehension. The initiative consists of two years of professional learning for teachers and school leaders. It encompasses reading comprehension, reading fluency and vocabulary knowledge. Furthermore, school staff will begin Professional Learning around the Mathematics Building Blocks for Numeracy to support best-practice teaching in the area of Numeracy.

The school will be supporting the roll out of a Science, Technology, Engineering & Mathematics (STEM) focus with our proactive involvement in the Corrimal Community of Schools STEM based initiatives and also our new work with Scopelt in 2017.



Strategic Direction 2

Staff & Leader Learning

Purpose

Staff at Corrimal East Public School will be provided with opportunities to identify, understand and implement effective teaching methods, with a high priority given to evidence-based teaching strategies.

The school will develop and prioritise explicit systems for collaboration, feedback, team-teaching and critical reflection to sustain quality teaching practice.

Staff Professional Learning will be aligned to the School Plan and their individual Professional Development Plans.

The staff of Corrimal East Public School will understand, implement and value the significance of the Australian Professional Teaching Standards in their everyday work.

Overall summary of progress

All staff at CEPS have engaged with the Performance Development Framework during 2016. All staff have trialled the creation of PDPs with the support of an Assistant Principal. In 2017 the use of Smart Goals, with the identification of "By (insert time/date), I will..., So that..." will identify the creation of learning goals for all staff. Staff trialled the creation of learning goals around our school Strategic Directions and this process will be tightened in 2017. The school identified that the 'timing' of the creation, implementation and review of PDP's will need to be refined in 2017; this will include the use of funds and/or staffing allocations to release mentors to work alongside teaching staff on a regular basis.

Staff have engaged in training throughout the year based around the Professional Teaching Standards and the requirements for accreditation. This year our school began the journey of structured lesson observations for effective feedback. Class teachers identified areas of professional need against the teaching standards (i.e., questioning in the classroom, behaviour management, lesson sequencing etc). The process of feedback was welcomed by all staff. All members of the teaching staff (Support Classes and Support Teaching staff) were assigned a 'Network Team' where planning, programming, corporate programming, consistent behaviour management techniques and consistent teacher judgment formed a major focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
By 2017 all teachers accredited and using the Australian Professional Standards for Teachers to improve upon their skills and capabilities as successful practitioners	<ul style="list-style-type: none">–AITSL and BOSTES accreditation training and development–Teaching Standards for Teachers have been embedded throughout staff professional development sessions allowing for greater understanding and application for all teachers–Four classroom teachers at Maintenance of Accreditation phase, one teacher at Professional Competence phase seeking accreditation	
All teaching staff will engage in highly professional dialogue, classroom observations, feedback and reflections with their peers and supervisors so that a 'Community of Learners' culture is established	<ul style="list-style-type: none">–Performance & Development Framework training–Performance & Development Plans collaboratively created by all teachers, K–6–Performance & Development goals linked to schools Strategic Directions–Peer Coaching & Mentoring training by all exec	Quality Teaching, Successful Students (QTSS)

Next Steps

In 2017 the use of student assessment data and the analysis of such data has been addressed as an area of focus. Additionally, the school endeavours to ensure teachers have structured, strategic time throughout the school week to work with a Network Mentor on the use of research-based pedagogy to improve student results and embed a 'point of need' teaching cycle.

Each Assistant Principal at CEPS in 2017 will have a teaching load of 0.8 (4 days per week). Each Assistant Principal will have a QTSS BUI load of 0.2 (1 day per week). This loading will be utilised to lead the development of their network in creating 5 weekly teaching & learning programs based around the Literacy and Numeracy continuums, lead the professional understanding of teachers to differentiate teaching and learning experiences in the areas of Literacy and Numeracy, lead the implementation practices of Focus on Reading, TEN and TOWN strategies in their networks, Peer teach and supervise lessons in FOR, TEN and/or TOWN lessons as part of PDP processes and support the creation, implementation and review of network members 2017 PDP's.



Strategic Direction 3

Creating a Culture of Excellence

Purpose

Corrimal East Public School will be an innovative, dynamic educational community that promotes high expectations and fosters whole-school improvement.

Our school will strive to ensure our community; students, staff, parents and the wider community, know that our school aims for continuous improvement and that school excellence of all areas (academic, sporting, cultural, creative & performing arts, information technology) will underpin all that we do.

All staff members play a role in and will take responsibility for ensuring the effectiveness of the school and the formation of a culture of excellence across every aspect of school life.

Overall summary of progress

This year saw the re-introduction of the Corrimal East Public School fete. The fete was coordinated in consultation with the CEPS P&C Association and Fete Committee, led by our Fete Coordinator, Sarah Crutchley. The fete, held in Term 3 brought the entire East Corrimal community together! The school, parental and wider public community worked together to formulate a fantastic day of events, raising over \$14,000 to support our school. The fete brought in outside community support through its use of the 2016 Fete Sponsorship Package which saw local business sponsor the fete including our major sponsors, Corrimal RSL Club, Belle Property and IMB bank.

As part of our schools aim to increase the communication between school and home, the school continued to use the Skoolbag app as the primary means of communication. As of the end of 2016, the CEPS Skoolbag app had 206 Andriod device downloads and 341 iOS device downloads. The school has embedded the use of the CEPS Facebook account each week to ensure timely distribution of school business and has ensured the school website is up-to-date with accurate and relevant school information. The school has revised its 2016 school brochure and amended its prospectus for prospective families.

This year our school implemented 'Interest Pods' at playtimes. The pods included topics such as lego, yoga, drawing, creative writing, dancing, gymnastics and skateboarding. The Pods Program allows for any student to partake in the session giving him/her targeted playground support in terms of social skills and interventions whilst being in a fun, engaging situation.

This year our school expanded on our prep-for-school program, titled Smart-Start. The transition to school can be both an exciting and daunting time for parents and children. Corrimal East Public School's transition program 'Smart-Start' aims to develop foundations for future learning and establish parent partnerships for a smooth and positive transition to Kindergarten. We embed the PALS program ('Play And Learning to Socialise') to structure this important and well-received process.

This year we have begun the implementation of our whole school social skills program, Skill Streaming. The Skill Streaming program is linked to our school values Care, Effort, Pride and Safety and sees an explicit social skill being taught every week, K-6. This in turn creates a consistent approach along with consistent language across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
OMSEE School Enrolment numbers remain stable with a minimum enrolment each year of 205 students	–Whole school enrolment numbers at our school have remained stable (2016 total enrolment is 201) –Kindergarten enrolments have increased from 2014– 17, 2015– 21 and 2016– 32	
An increase in 'genuine' whole school (staff, parents and students) satisfaction of the school	The 2016 TTFM survey indicated that 8/10 parents agreed that the school makes the community feel welcome. 9/10 parental respondents reported that they felt safe sending their child to CEPS.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase in 'genuine' whole school (staff, parents and students) satisfaction of the school	<p>The 2016 TTFM survey indicated that 81% of students at our school had a high sense of belonging. 84% of the girls and 78% of the boys in this school had a high sense of belonging. <i>The NSW Govt norm for girls is 81% and for boys is 81%.</i></p> <p>The survey indicated that 94% of students from our school tried hard to succeed. <i>The NSW Govt norm for these years is 88%.</i></p>	
100% of families believe that their child/ren needs, abilities and capabilities are catered for in an environment conducive to 21st Century learning.	<p>Our school has provided students with opportunities to develop skills and abilities that will support them to become confident, reliable and active citizens. Examples of ways which we have gone about this purpose include the embedding of Kindness on Purposes practices K-6, the creation of Interest Pods for student selection at playtimes and the beginnings of STEM based practices.</p> <p>93% of parental respondents in the 2016 School Satisfaction Survey indicated that they believed the school provided its students with a wide range of and appropriate extra curricular programs.</p> <p>"We are very impressed with our experiences at CEPS! Thank you!"</p>	

Next Steps

A new 'process' titled, A Supported School Community, has been established for 2017. This initiative will focus on delivering wrap around support services to families at our school. An example of the services being provided under this initiative include the employment of an additional School Counsellor allowing for the break-up of mainstream and support class caseloads. Additionally, the school endeavours to embed 'Parent Café' sessions where school staff can update parents on school initiatives (such as Focus on Reading, Student Wellbeing programs etc) in an informal, user-friendly atmosphere.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All students identifying as Aboriginal have a Personalised Learning Plan. This plan is created in consultation with parents, the student and the class teacher. The PLPs identify both academic, social and home goals for each student. School Learning Support Officers have been employed to support students' academic learning in the classroom and social skills development in the playground and during transition points throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds.	• Aboriginal background loading (\$3 549.26)
English language proficiency	School Learning Support Officers have been employed to support students' academic learning in the classroom and social skills development in the playground and during transition points throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds.	• English language proficiency (\$6 683.62)
Low level adjustment for disability	<p>The Corrimal East PS Learning and Support Team has provided the students of CEPS with 'wrap-around' supports throughout 2016. The referral process/es have been refined during 2016 allowing for greater access to support for class teachers. All students requiring learning, social and emotional support/s were catered for throughout 2016, with many being offered placements in support classes (at CEPS or external) with 100% of CEPS Year 6 support class students receiving support class placement in 2017.</p> <p>School Learning Support Officers have been employed to support students' academic learning in the classroom and social skills development in the playground and during transition points throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. The school has allocated \$5,000 to meet our obligation within the Corrimal Community of Schools plan, targeting engagement of students through the use of STEM, targeted L&S intervention and explicit Stage 3– Stage 4 transition processes across our network of schools.</p>	\$20,400
Quality Teaching, Successful Students (QTSS)	The school received an allocation of 0.169 for Quality Teaching, Successful Students in 2016. The school used this resource, along with funds provided via RAM, to support the effective implementation of Performance and Development Plans for all teaching staff.	0.169 Quality Teaching, Successful Students allocation
Socio-economic background	School Learning Support Officers have been employed to support students' academic learning in the classroom and social skills development in the playground and during transition points throughout the school day. The school has identified that ensuring	16,957

Socio-economic background	students are adequately supported during the school day is the greatest use of these funds. The school utilised Socio-Economic loadings to support families with the purchasing of school uniforms, school camps and extra-curricular activities throughout the school year.	16,957
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Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	128	106	106	102
Girls	100	97	99	100

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95	97.4	93.9	93.9
1	93.6	95.2	95.4	95.1
2	95.3	94	95.9	93.1
3	95.8	93.6	91.5	94.8
4	94.9	94.9	94.4	94.7
5	93.8	95.6	95.6	94.3
6	94.5	92.5	95.5	93.9
All Years	94.8	94.8	94.8	94.3
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.8
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration & Support Staff	4.02
Other Positions	0.08

*Full Time Equivalent

Principal: Mr Bede Darcey

Assistant Principals: Mrs Anissa Rajendra & Mr Lloyd Kusa

At our school we have one staff member whom 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	90
Postgraduate degree	10

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by staff of Corrimall East Public School staff in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us.

During 2016, much of our schools Professional Learning funds were used to support the roll-out of the Processes within the school plan, Teaching & Learning Differentiation, Quality Teaching and Community of Learners. This was supported by the engagement of casual teaching staff to release teachers to work alongside one another and be supported by their supervising Assistant Principal (each AP received a day 'off-class' a fortnight at a cost of \$20,000). Focus areas included the development of consistent teacher judgement practices, lesson observations and feedback and coaching and mentoring sessions.

In 2016, our school supported four teachers seeking to maintain accreditation at Proficient and one beginning her journey of teacher accreditation.

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.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	141 651.99
(2a) Appropriation	123 163.28
(2b) Sale of Goods and Services	909.09
(2c) Grants and Contributions	17 504.06
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	75.56
Expenses	-87 632.19
Recurrent Expenses	-87 632.19
(3a) Employee Related	-38 532.15
(3b) Operating Expenses	-49 100.04
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	54 019.80
Balance Carried Forward	54 019.80

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 (\$)
Base Total	1 407 943.93
Base Per Capita	11 461.71
Base Location	0.00
Other Base	1 396 482.22
Equity Total	141 798.58
Equity Aboriginal	5 939.50
Equity Socio economic	16 956.66
Equity Language	6 683.62
Equity Disability	112 218.79
Targeted Total	340 554.23
Other Total	63 313.11
Grand Total	1 953 609.85

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 <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

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

In 2016 the school requested feedback from parents through the Tell Them From Me NSWDoE surveys and an end-of-year satisfaction survey. The school received 48 responses (total of 28% of families). An analysis of the findings include;

- 100% of respondents agree that our school has a welcoming atmosphere.
- 95% of respondents agree that our school has supportive welfare programs.

"We are very impressed with our experiences at CEPS! Thank you!"

- The majority of responses indicated that parents felt they could confidently address concerns/issues with their child's class teacher and that appropriate follow-up takes place when items are brought to the attention of staff.
- 92% of respondents agree that the school sets high standards.

"My daughter is about to complete Kindergarten and I am very impressed with CEPS. She has had an outstanding first year of school and I am extremely grateful".



Policy requirements

Aboriginal education

In 2016, 3% of our student population identify as Aboriginal.

All students identifying as having Aboriginal heritage have a Personalised Learning Plan (PLP) devised in consultation with the student and his/her family. The PLPs are reviewed annually.

Again this year our school celebrated NAIDOC week with a whole school celebration. A special assembly was held where students talked about the meaning of NAIDOC and Aboriginal perspectives were presented.

As part of the Corrimal Community of Schools we participated in the Corrimal Walk for Reconciliation again this year. This was a tremendous event with representatives from all schools walking together in the

name of reconciliation.

This year two of our students were acknowledged at the Northern Illawarra Aboriginal Education Consultative Group Deadly Awards. Jarrah and Amity Longbottom received recognition for their outstanding efforts and commitment to our school.



Multicultural and anti-racism education

In 2016, 12% of our student population come from a family that have a language background other than English.

A major event held at CEPS each year is our celebration of Harmony Day. This year we again celebrated inclusion and cultural diversity with a massive celebration. Tolerance and acceptance of individual differences are key elements of the school's successful Harmony Day, which highlighted community participation and diversity with students becoming confident and articulate in speech, expressing positive views against racism and discrimination in our school community. This year all students made a poster highlighting the importance of harmony and inclusion and these were then displayed across the school making for a beautiful showcase.

History and Geography units focus on cultural celebrations, our families' origins and celebrations of difference.