

Comleroy Road Public School

Annual Report



2017



1604

Introduction

The Annual Report for **2017** is provided to the community of **Comleroy Road 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.

Kate Ford

Principal

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School background

School vision statement

Comleroy Road Public School is a vibrant and innovative learning community that is committed to developing excellence within a rich and diverse learning environment. Every student has the opportunity to be engaged in rich, active learning in a safe, respectful and supportive school to achieve their personal best, to be confident and creative individuals who are active and informed citizens of the 21st Century.

We are a school of Safe, Respectful, Learners, for life.

School context

Comleroy Road Public School is located in the rolling hills east of Kurrajong in a semi-rural area of the Hawkesbury district. The school has 118 students, accommodated in modern buildings on an eighteen acre bush land site, providing a pleasant, welcoming and aesthetically pleasing learning environment. The school community is very supportive, participating in many aspects of school life.

The incorporation of Positive Behaviour for Learning (PBL), aims at creating an environment that fosters school success and inclusion for all. Our school-wide discipline plan aims at reducing incidents and setting the stage for our school students to be Safe, Respectful Learners for life.

Comleroy Road Public School is well resourced and offers a wide range of learning opportunities across all Key Learning Areas to enable students to reach their full potential. We have ICT technology that is utilised in all classrooms and provide support staff and programs such as Reading Recovery for students requiring extra assistance in the classroom.

A welcoming and friendly school, we work in close partnership with parents and the wider community. Our staff are very experienced yet constantly seeking professional learning to enhance and develop their teaching practices. Parents are encouraged to be active participants in school activities and to have valued input into their child's learning.

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.

In the domain of Learning the school placed themselves as delivering with processes in place to move towards sustaining and growing. The key priorities for the school were the development of a learning culture of high expectations for all and implementing curriculum that was student centred. Teaching staff undertook professional learning in the areas of student goal setting and collecting evidence of work. At the end of the 2017 school year there was a significant shift in the learning culture of the school.

In the domain of Teaching the school placed themselves as delivering with processes in place to move towards sustaining and growing. The key priorities for the school were consistent implementation of teaching and learning programs along with using student data to drive teaching and learning. Extensive professional development was undertaken by staff to gain deeper meaning in the link between data and teaching and learning.

In the domain of Leading the school placed themselves as delivering with processes in place to move towards sustaining and growing. The successful implementation of instructional leadership was a key priority for the school. The school executive provided instructional leadership to staff in the areas of student data and student centred learning styles. This focus resulted in all of the classes implementing student centred group work in the areas of Literacy and Numeracy.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

Strategic Direction 1

Inspired Learning

Purpose

To create a learning environment that is safe, engaging and challenging, with personalised and differentiated learning opportunities for all members of the community, ensuring that optimum, life-long learning takes place intellectually, physically, socially, emotionally, morally and spiritually.

Overall summary of progress

Throughout 2017 the major focus of the school was the successful implementation of the Bump It Up strategy. Staff undertook professional learning in the area of goal setting and developing a deep understanding of the Literacy and Numeracy continuums. Following on from this professional learning, staff collaborated with students to set learning goals that the students and staff tracked. The students and staff also collected evidence of learning to help reflect on the learning goals and set new goals. All staff successfully embedded English and Mathematics groups into their classrooms which enabled deep learning from both students and staff. By implementing these successful strategies and having a strong commitment to professional learning the school was able to make productive progress in the area of Inspired Learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students will show positive student growth from Yr 3 to Yr 5 in external NAPLAN assessments	\$10,441 from low level adjustment for disability funding to employ a SLSO to implement the school "Bump it Up" program.	100% of students recorded positive growth in the NAPLAN assessment. 79% of students received greater than or equal to expected growth for reading. 58% of students received greater than or equal to expected growth in numeracy, which is a 31% increase from 2016 NAPLAN data.
All teacher programs to provide opportunities for student driven learning using the Inquiry Model.	\$773 from Beginning Teacher funds School based professional learning	While a teacher went to professional learning on the inquiry model, the whole school implemented a STEM unit during term 2. The learning from the STEM unit was then communicated to the community through a learning showcase in term 3
Increase the proportion of students in the top two NAPLAN bands by 35% (Bump it Up)	\$10,441 from low level adjustment for disability funding to employ a SLSO to implement the school "Bump it Up" program.	NAPLAN results indicated that the school has a 36.1% growth of students in the top two NAPLAN bands.

Next Steps

The 2018 school year will see a significant staff turn around at Comleroy Road Public School. To ensure that the same high achievement can be maintained, a similar approach to inspired learning will take place again in 2018. All students will be active participants in their learning through learning goal setting, and staff will implement learning intentions and work with students to set up success criteria for learning. All staff will participate in professional learning regarding the Quality Teaching Framework and the effective implementation of English and Mathematics groups. Science, Technology, Engineering and Mathematics (STEM) will also have a greater focus in 2018. This is a direct result from feedback from students and the community which indicated that students enjoyed learning more when there was a hands on, group learning element to it.

During 2018 there will be a stronger link to the learning aspect of Positive Behaviour for Learning. Students will be recognised for engaged learning through newsletter articles, recognition at school assemblies and through fortnightly awards.

Strategic Direction 2

Dynamic Teaching

Purpose

To provide sustainable, high quality teaching through a combination of syllabus implementation, professional learning, resourcing, policy documents, ICT infrastructure and teaching and learning programs that inspires and enables all Comleroy Road Public School community members to excel and show continuous improvement.

Overall summary of progress

Throughout 2017 staff undertook professional learning regarding student differentiation and using data to inform the teaching and learning cycle. At the completion of the 2017 school year, all staff were utilising English and Mathematics groups and programming in 5 weekly cycles. Parent information sessions were also conducted to inform them of the language used at school and how the school was using differentiation to maximise student learning. To ensure that a consistent approach to the Quality Teaching Framework and Australian Professional Teaching standards was being implemented, staff also participated in the 'Lesson Study' model. Through this model staff were able to observe each other twice a year and then provide feedback on an agreed element. All the staff were also successful in the completion of the professional learning course 'Building Blocks for Numeracy', which enhanced the shared understanding of numeracy implementation for all staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teacher's programs contain learning adjustments and differentiated curriculum that meets the needs of students in their class.	\$9,853 QTSS funding \$3,670 professional learning money \$1000 Equity funds School based professional learning	100% of the staff successfully implemented learning adjustments, curriculum differentiation and student centred learning groups into both English and Mathematics sessions.
100% of staff will achieve their professional learning goals	\$4,733 Beginning teacher funds \$6,944 Professional learning funds	Throughout the year staff participated in both external and internal professional learning sessions that enabled them to meet their professional learning goals.
Increase the proportion of students in the top two NAPLAN bands by 35%	\$10,441 from low level adjustment for disability funding to employ a SLSO to implement the school 'Bump it Up' program.	NAPLAN results indicated that the school has a 36.1% growth of students in the top two NAPLAN bands.

Next Steps

A similar approach to quality teaching will occur in 2018. Staff will undertake a review of the school's assessment process and embed the use of formative and summative assessment into the teaching and learning cycle. Staff will also undertake professional learning based on visible learning and developing strong links between visible learning and the highly successful implementation of the teaching and learning cycle. To show their deep understanding of the Quality Teaching Framework and the teaching and learning cycle, staff will be providing deep reflections in their teaching programs, and then using these reflections along with student data, to provide engaging learning opportunities to students.

Throughout the 2018 school year staff will also have the opportunity to participate in professional learning regarding 'growth mindset' and to deepen their knowledge of the 'Super 6' comprehension strategies.

Strategic Direction 3

Strategic Leadership

Purpose

To provide strong, strategic and effective leadership at Comleroy Road Public School, integrating and embracing current educational research and reforms to ensure our systems and practices create a self-sustaining and self-improving community of high expectations and achievement.

Overall summary of progress

The focus in Strategic Direction 3 was strategic leadership and capacity building for staff. Throughout 2017 communication processes were reviewed and based on feedback from the local community, community processes were upgraded. Comleroy Road Public School regularly send communication to the community through the school website, fortnightly newsletters, Facebook, the school Enews app, school communication board and hard and soft copies of notes. Feedback was also sought on how Comleroy Road Public School could better promote itself to the wider community. The community suggested purchasing banners that were then purchased in conjunction with the P&C and displayed in various locations throughout the community. Regular advertising was also conducted in the local newspapers which received positive feedback from the community.

A technology committee was also established at the school which enabled staff to develop leadership opportunities. The technology committee conducted an audit of the school and then proceeded to make the necessary changes in order for the school to function at its best capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All current DEC policies and procedures are implemented in practice and policy at Comleroy Road Public School	School based professional time	Throughout the year a review of the schools policies and procedures was conducted. All policies were updated in accordance with the Department of Education requirements
All key learning areas will have school developed scope and sequence documents and school-based policies for their implementation	School based professional time	Staff conducted a review of the school scope and sequences during dedicated after school professional learning sessions. Scope and sequences were updated and NESA requirements added to scope and sequences when needed.

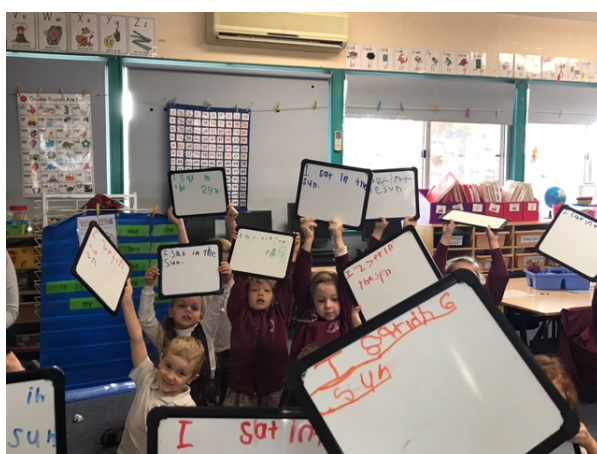
Next Steps

Developing a strong wellbeing and PBL culture will be the focus for 2018. The wellbeing culture will be implemented across all school settings and involve staff, students and the wider community. To develop the wellbeing culture at the school resilience, emotional intelligence and growth mindset training for staff and parents will be undertaken. These three wellbeing initiatives will also be embedded into the PBL culture of the school and be reflected in the new reward system. Explicit lessons on resilience, emotional intelligence and growth mindset will also be conducted by both staff and students on a weekly basis.

School attendance will be another focus for Comleroy Road Public School. Through the strong implementation of wellbeing programs, student engagement will increase, as will the students ability to maintain strong, positive peer groups.

Transition at key points, such as pre kindergarten to kindergarten and Years 6–7 will be another wellbeing focus for the school in 2018.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2078	<p>Throughout the year staff, students and parents were involved in a 3 way planning meeting to set learning goals, social goals and develop Personalised Learning Plans.</p> <p>The whole school participated in a cultural incursion. During this incursion the Aboriginal and Torres Strait Islander culture and histories were shared and experienced by students from all cultural backgrounds. This incursion deepened student and staff understanding and support Aboriginal Education in the classroom.</p>
Low level adjustment for disability	\$16,441	<p>Low level adjustment for disability funding was used to employ 2 SLSOs throughout the year. The SLSOs implemented the MultiLit reading program, buddy reading, extra support in both English and Mathematics for targeted students and supported a social skills program both in the classroom and on the playground.</p>
Quality Teaching, Successful Students (QTSS)	\$9,853	<p>Quality Teaching, Successful Students funding was used to employ a teacher one day a week for the school year. Staff were released from class to either participate in demonstration lessons, observe fellow staff members, engage in professional learning or meet with the instructional leader to discuss student data and programming.</p>
Socio-economic background	\$12,992	<p>Throughout the year Socio-economic background funds were utilised to purchase resources for students and to subsidise excursion payments. Funds were also combined with Quality Teaching, Success Students funding to employ staff to implement professional learning and teaching and learning programs.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	74	78	73	66
Girls	67	68	63	51

Comleroy Road Public School commenced the 2017 school year with an enrolment size of 122. Throughout the year families moved out of the area resulting in a finishing enrolment size of 117 students. The 2018 school year will see an increase in enrolment size with predicted student numbers being 120. This will enable the school to keep the current class structure of 5 classes.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	96.3	95.4	92.9
1	93.9	93.8	95	91.3
2	97.5	93.8	93.5	95.6
3	96.4	96.3	93.6	90
4	95.9	95.2	93.5	94
5	97.1	93.5	92.2	91
6	95	94.7	93.3	93.9
All Years	96.1	94.7	93.7	92.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Comleroy Road Public School is proactive in managing student non-attendance. Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of concern.

These students are monitored closely through:

- Consistent communication with parents by notification letter, telephone or interview.
- Stringent adherence to HSLO procedures.
- Meetings between the HSLO, Assistant Principal and Parents to discuss areas of concern and ways the school can support improved attendance.

Students who have outstanding levels of attendance are eligible for school based rewards and recognition of their achievement.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	4.51
Teacher of Reading Recovery	0.21
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.81
Other Positions	0

*Full Time Equivalent

There are currently no staff at Comleroy Road who identify as Aboriginal or Torres Strait Islander.

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	0

Professional learning and teacher accreditation

The staff at Comleroy Road were deeply engaged in professional learning throughout the 2017 school year. Staff participated in Literacy and Numeracy professional learning that supported the whole school implementation of "Bump It UP", as well as professional learning courses that supported the successful implementation of Literacy in the early years of schooling. All teaching staff participated in online numeracy courses and completed mandatory CPR training. Teaching staff also participated in professional learning that addressed the technology needs of the staff and students, as well as road safety training, which was then implemented as part of the PDHPE program. All teaching staff participated in lesson observations and feedback sessions that were conducted in each semester of the 2017 school year. The school executive attended a Visible Learning professional learning course which was then implemented back at school and will become embedded in the 2018–2020 school plan. The SASS staff also participated in professional learning through the development of the school plan and in key areas of their job roles.

Three teachers completed the accreditation process in 2017 and were approved for proficient teacher status. Two staff members completed their maintenance phase of accreditation and two pre 2014 service teachers were awaiting the transition to proficient teacher status.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	97,045
Revenue	1,259,748
Appropriation	1,199,580
Sale of Goods and Services	1,844
Grants and Contributions	56,769
Gain and Loss	0
Other Revenue	0
Investment Income	1,556
Expenses	-1,190,666
Recurrent Expenses	-1,190,666
Employee Related	-1,079,849
Operating Expenses	-110,817
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	69,082
Balance Carried Forward	166,128

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	999,565
Base Per Capita	20,784
Base Location	2,923
Other Base	975,857
Equity Total	61,983
Equity Aboriginal	2,078
Equity Socio economic	12,992
Equity Language	0
Equity Disability	46,913
Targeted Total	87,275
Other Total	33,872
Grand Total	1,182,695

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Comleroy Road had 37 students across years 3 and 5 sit NAPLAN in 2017. Throughout the 2017 school year there has been a strong school focus on student improvement in NAPLAN and analysing student data to drive teaching and learning.

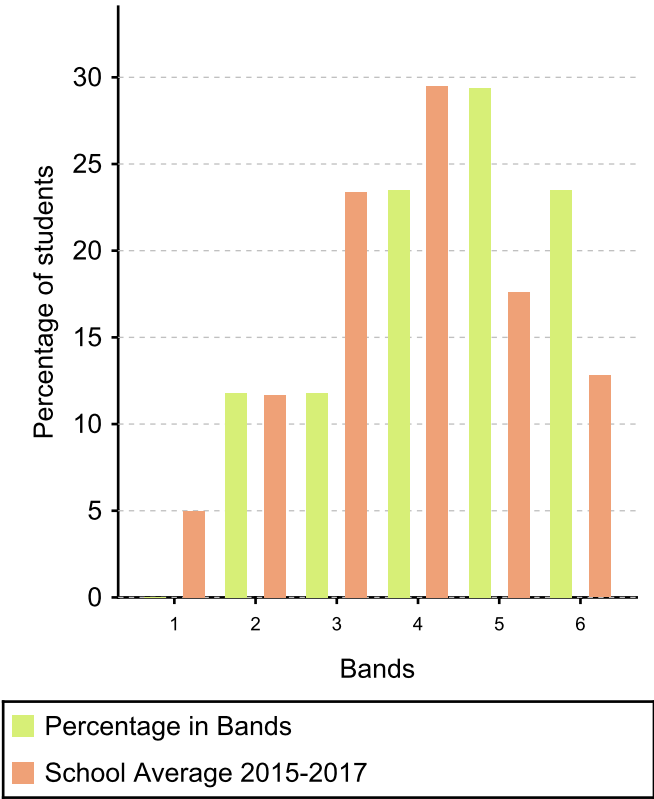
2017 NAPLAN literacy data has shown an improvement on 2016 data in both years 3 and 5 in all areas except writing, with students being represented in the top two bands.

Year 3 grammar and punctuation indicated a 22% increase of students in band 5 and a 4.3% increase of students in band 6. Year 3 reading indicated a 16% increase of students in band 5 and a 23.5% increase of students in band 6. Year 3 spelling had an increase of 16% of students in band 5 and 11% of students in band 6.

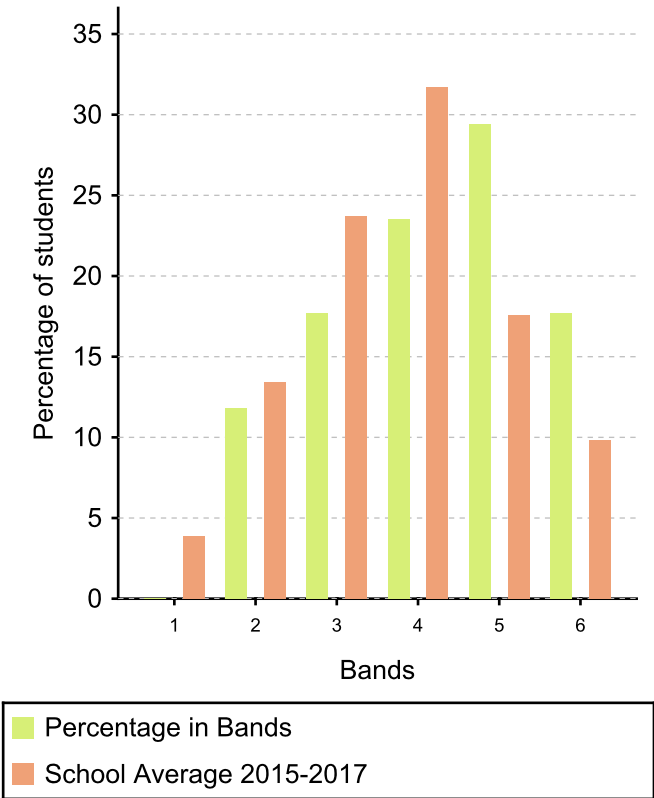
Year 5 reading indicated that there has been a shift of students between bands 5 and 6, 21% of students achieved band 7 and that there was an increase of 5% achievement in band 8. While the majority of year 5 students sat in either band 5 or 6 for spelling, the data indicated that there was a 5% increase of students in band 7. 5% of year 5 students were placed in band 8 for grammar and punctuation.

Year 5 growth data indicated that all students in year 5 experienced positive growth in reading, spelling, grammar and punctuation and that 78.9% of students displayed greater than or equal to expected growth in reading.

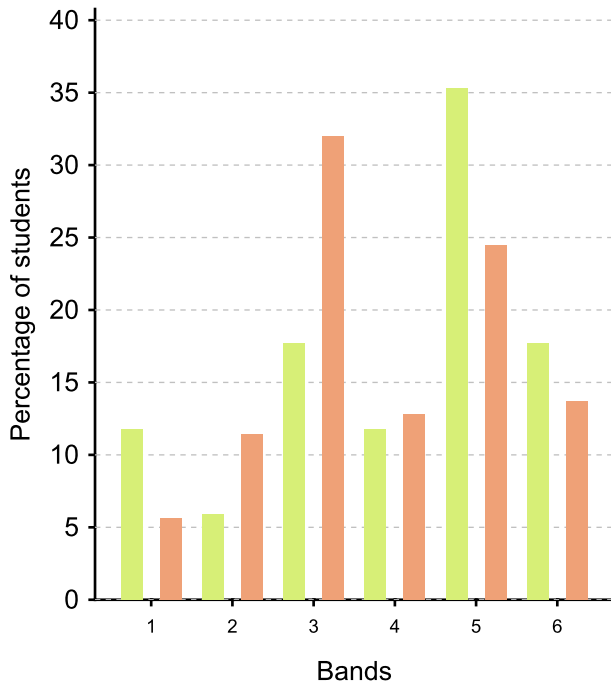
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Spelling

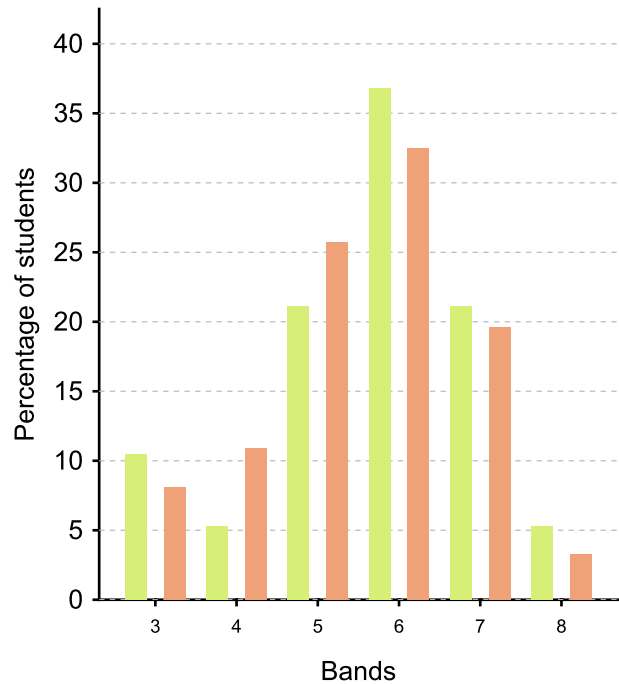


Percentage in bands:
Year 3 Grammar & Punctuation



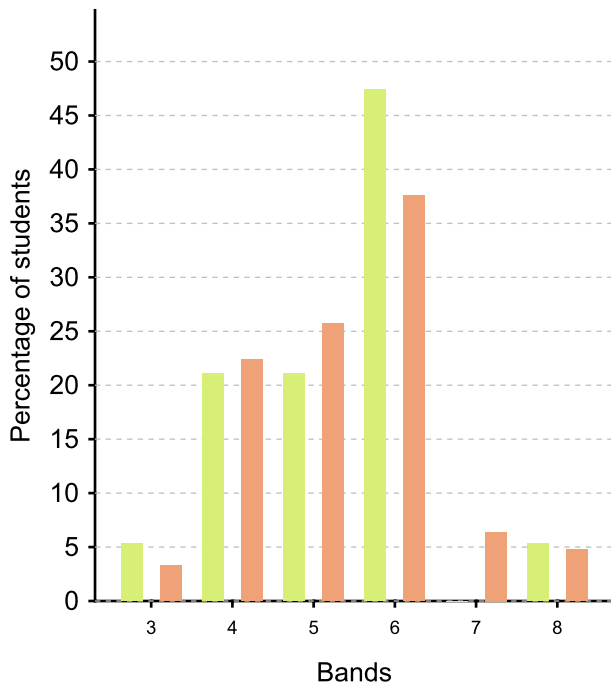
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Reading



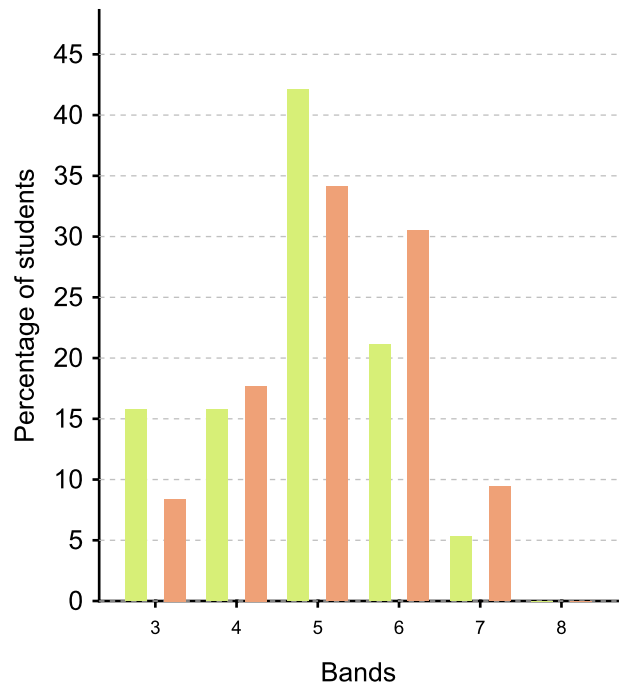
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Spelling

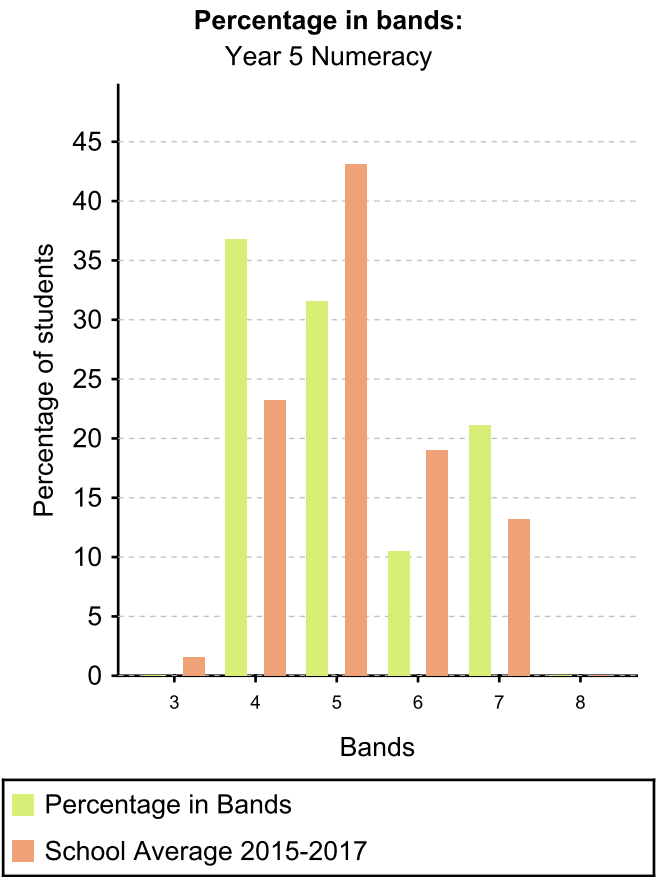
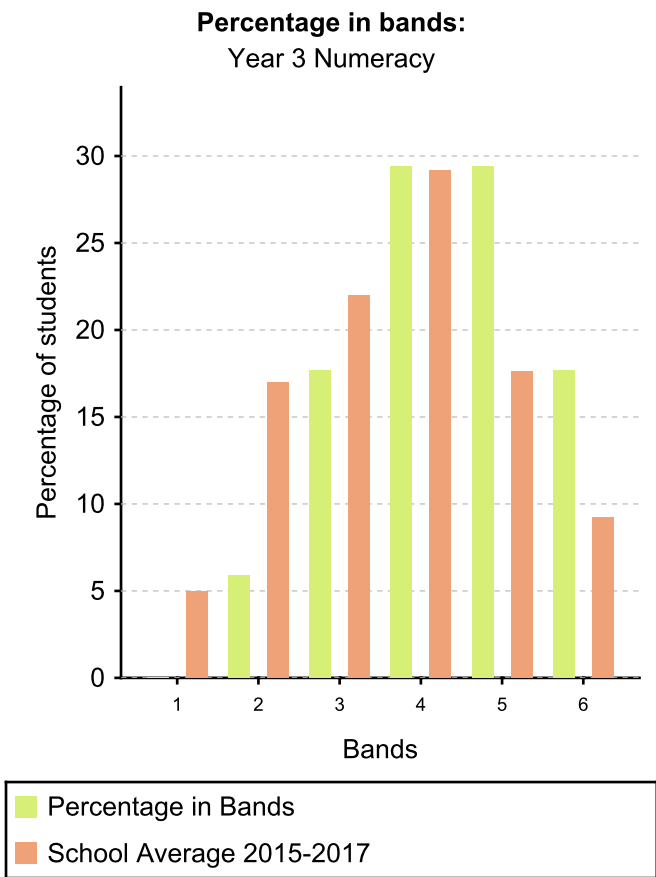


Percentage in Bands
School Average 2015-2017

Year 3 numeracy NAPLAN data indicated that there was an increase of 16% student representation in band 5 and 18% in band 6. In the area of data, measurement, space and geometry 29% of the year 3 student population achieved the top band. Number, patterns and algebra saw an increase of 11% of students achieving band 5 and in increase of 18% of students achieving band 6.

Year 5 numeracy NAPLAN data placed 215 of students in band 7 for numeracy, which is an increase of 11% from the previous year. There was also an 11% increase of student representation in band 7 for data, measurement, space and geometry. The majority of students achieved band 5 for number, patterns and algebra and there was a 15 increase of student representation in band 7.

All year 5 students indicated positive growth in the overall area of numeracy, with 58% of students achieving greater than or equal to expected growth.



Comleroy Road is part of the "Bump It Up" initiative. This initiative requires the school to make a 35% increase of students performing in the top two bands of NAPLAN over a three year period. During the 2017 NAPLAN cycle the school demonstrated a 36.1% increase of students performing in the top two bands.

The school is strongly committed to the improvement of students in NAPLAN data. The school will continue to have quality teaching, student data and visible learning as its key focus to ensure that the growth is maintained.



Parent/caregiver, student, teacher satisfaction

At the end of the 2017 school year students, staff and parents were surveyed on school direction, homework, and school communication. The results of the surveys will also be used as part of the consultation process for the development of the 2018–2020 school plan.

85% of parents surveyed indicated that they were happy with the school direction for 2017. Parents indicated that they felt that the setting of learning goals for their children was beneficial to their learning. Parent satisfaction was also high in regards to the school vision of high expectations for all learners.

80% of parents indicated that they were happy with the quality of homework supplied by the school. Parents indicated that the homework provided gave an insight into their child's learning at school, and that homework is beneficial to set up good work habits in preparation for high school.

When survey about the communication procedures at the school, 93% of parent responses stated that they were happy with the way the school communicates with the wider community.

For the 2017 annual school report students were surveyed about their engagement in learning and their overall sense of belonging to the school. 95% of the student body surveyed felt that they were active and engaged learners and enjoyed hands on learning in Mathematics. The surveyed students also indicated that they were able to monitor their own learning through the school wide approach to student goal setting. In the area of belonging 95% of students indicated that they felt a sense of belonging to the school community and that they had a variety of friends that they could interact with.

Throughout 2017 the staff at Comleroy Road participated in extensive professional learning regarding the teaching and learning cycle and effective teaching strategies. 100% of the staff indicated through survey results, that they are happy and supportive of the direction of the school. Staff also indicated that they are supportive of the instructional leadership model implemented at the school and the collaborative approach to planning that has been undertaken.



Policy requirements

Aboriginal education

During 2017 Aboriginal Education was addressed through the implementation of the syllabus, and Learning Across the Curriculum areas that addressed Aboriginal and Torres Strait Islander perspectives in all

Key Learning Areas. All students participated in NAIDOC day celebrations as well as a cultural incursion which increased both staff and students understanding of the Aboriginal and Torres Strait Islander culture and histories. The ongoing development of the school's bush tucker garden was also conducted. All Aboriginal students along with staff and family members participated in the development of Personalised Learning Pathways.

Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school expectations. Throughout the school year there were no reported cases of racism amongst students. During the school year the students also participated in Harmony Day to promote multiculturalism. Learning Across the Curriculum areas that focus on multiculturalism were also embedded into all teaching and learning programs.