

# Cronulla Public School

## Annual Report



2017



1682

## Introduction

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

Peter Banks

Principal

### School contact details

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# School background

## School vision statement

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

## School context

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

The staff of Cronulla is experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child. All staff members are active in pursuing professional development.

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

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

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

This year, 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.

## Learning

### Learning Culture

*'In schools that excel, school culture demonstrates the building of educational aspiration an ongoing performance improvement across its community. Students take responsibility for their ongoing learning'. SEF Ver 1*

Cronulla Public School's commitment to strengthen and deliver on school learning priorities continues to determine and drive future directions. Systems identify, address and monitor student learning needs. Processes, products and practices are clearly defined and evaluated for impact. Positive, respectful relationships have continued to be fostered among all stakeholders, promoting student wellbeing and to ensure optimal conditions for student learning.

## WellBeing

*'In schools that excel there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students'. SEF Ver 1*

The Wellbeing of each student underpins the core business of the school. The students' cognitive, emotional, social, physical and spiritual wellbeing is addressed by the Learning Support Team (LST) and through Positive Behaviour for Learning (PBL). The whole school approach to wellbeing has clearly defined behavioural expectations and created a positive teaching and learning environment'. SEF Ver 1 Wellbeing: Sustaining and Growing. The alignment of whole school Wellbeing systems and practices for both the LST and PBL will ensure each student will have the opportunity to Connect, Succeed and Thrive relevant to their stage of learning and development.

## Curriculum and Learning

*'In schools that excel an integrated approach to quality teaching, curriculum planning and delivery and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students'. SEF Ver 1*

Cronulla Public School has continued to promote and lead learning alliances with other local staff and schools. Communities of Practice for Early Career Teachers, Staff and Executives have been a focus for curriculum and learning within the school. Collaboration across settings and contexts has fostered improved practice resulting in improved student outcomes. Extra-curricular learning opportunities, to observe learning in different contexts, have been supported and promoted. An Early Career mentor and off class executive support staff to ensure there is a consistent integrated approach to all learning programs. Systems, programs and processes identify and address student learning needs'. SEF ver 1 Curriculum and Learning: Sustaining and Growing

## Assessment and Reporting

*'In schools that excel, consistent, school side practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum'. SEF Ver 1*

Cronulla Public School has continued to develop explicit processes to collect, analyse and report internal and external student and school performance data. Alignment of systems and processes for Assessment and Reporting is a focus for the next school plan. Triangulation of data and the analysis of growth will inform planning. Students presently have begun to use feedback and feed forward to inform their learning. Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation. The professional development of staff in formative assessment has enabled teachers to explicitly assess and then target identified areas of student need. Teachers utilise this information and incorporate data analysis to inform their reporting and parents are regularly updated on the progress of their children.

## Student Performance Measures

Our school performance measures reflect our students consistently improving literacy and numeracy results. The Premier's Priorities, to increase the proportion of NSW students in the top two NAPLAN bands by 8% by 2019, remains integral to our planning and milestones. Literacy and Numeracy will remain a focus as identified areas for growth.

## Teaching

### Effective Classroom Practice

*'In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence based teaching strategies'. SEF Ver 1*

Cronulla Public School teachers collaboratively plan, program and evaluate using student data to inform their teaching practices. Teachers, using the current research of Hattie, Marzano and Temperly, provide explicit, specific and timely feedback to students. Success criteria is established and learning intentions identified. The growth of each child is monitored using analysis of data. Literacy and Numeracy have remained a priority with student growth and improvement of teaching practice evident.

## Data Skills and Use

*'In schools that excel, student assessment data are regularly used school wide to identify student achievements and progress, in order to inform future school directions'. SEF Ver 1*

Cronulla Public School uses Diagnostic, Formative and Summative assessments to triangulate student data. Results indicated that the top 2 bands in numeracy remain a focus for targeted growth. Analysis of 'a years' worth of growth for a year's worth of learning' has been pivotal in the school's planning with all teachers now incorporating data analysis in their teaching practice. Consistency of assessment systems across the school has been prioritised.

## Collaborative Practice

*'In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice'. SEF Ver 1*

Cronulla Public School teachers collaborate across stages to ensure consistent pedagogical practice K–6. Weekly stage and grade meetings, timetabled collegial observations and peer feedback have been prioritised to improve teacher practice. Teachers provide and receive constructive feedback from peers and executive. Allocation of an off class staff member to explicitly mentor early career teachers has been well received.

## **Learning and Development**

*'In schools that excel, professional learning is aligned with the school plan and its impact on the quality of teaching and learning is evaluated'. SEF Ver1*

Cronulla Public School plans professional learning to address and align with identified areas of the school plan. Professional learning is both school based and targeted with teachers encouraged to actively plan their own professional development as identified in their Performance Development Plans. Staff have the opportunity to share their learning within school and across Communities of Practice. Staff indicated that school based professional learning should be focused on improving teaching methods and on building teachers' understanding of effective teaching strategies in the area of Formative Assessment. Evaluation of professional learning has also indicated that future professional learning activities should be differentiated according to teacher need.

## **Professional Standards**

*'In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards'. SEF Ver1*

Cronulla Public School teachers demonstrate responsibility and professionalism in maintaining and seeking accreditation. Three teachers were accredited and all relevant staff are now maintaining accreditation. All staff maintained individual Performance and Development Plans.

## **Leading**

### **Leadership**

*'In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement'. SEF Ver1*

Cronulla Public School promotes and supports the development of leadership skills in staff and students. Distributed leadership has provided opportunities for several staff to take on leadership roles in a relieving capacity. The school encourages parent and community members engaging in school related activities. Links with other schools, both locally and state wide, have been fostered and supported.

## **School Planning, Implementing and Reporting**

*'In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity'. SEF Ver1*

Cronulla Public School Plan is aligned to local and system priorities and is focused on achieving identified improvements. The strategic directions for the 2018 – 2020 school plan have been determined by ongoing evaluation and progress of milestones to date. The school is committed to equity and high expectations for the growth of each student.

## **School Resources**

*'In schools that excel, resources are strategically used to achieve improved student outcomes'. SEF Ver1*

Cronulla Public School maximises the use of resources by strategic physical and financial management. Equitable



access to resources including technology and learning spaces supports student learning and improved student outcomes. Workforce planning has continued to support curriculum provision and the recruitment of high quality staff with the employment of specialist teachers in Art, Reading Recovery and Sport.

## **Management Practices and Processes**

*'In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members'. SEF Ver1*

Cronulla Public School's participation in the 'Tell Them From Me' survey enables critical reflection on systems and practices. Results have indicated that the school community is very satisfied with the management systems and teaching and learning practices. Opportunities for the students and community to provide feedback on school practice and procedures are encouraged. A detailed self assessment has been undertaken in preparation for the 2018 –2020 School Plan. Data sets include qualitative and quantitative data with reference to school projects including: Student Wellbeing Learning Support and Positive Behaviour for Learning, Professional Learning, Community Connections, Stage 2 Numeracy, Project Based Learning, K–2 Sport and Connected Learning.

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:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## Strategic Direction 1

### Connected Learning Project

#### Purpose

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

#### Overall summary of progress

Teacher capacity, to support the delivery of explicit literacy lessons and assess student achievement in line with Literacy Continuum and English Syllabus, was developed.

The third 21st Century Learning space to support the digital overlay used with Stage 3 classrooms was completed.

The BYOD trial for Stage 3 students based on existing pedagogy was successfully introduced which ensured maximum access for students to technology.

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

Formative Assessment strategies were incorporated to enhance teachers' knowledge and understanding of effective student feedback and how it can be used in other Key Learning Areas.

Students developed their capacity to self assess and monitor comprehension achievement against the Literacy Continuum.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff exposed to Formative Assessment strategies	School Resources for Professional Learning	All staff participated in the Formative Assessment training and used the collegial observation and feedback model
Using the literacy continuum, increase the percentage of students demonstrating grade appropriate	School Resources for Professional Learning	Students learning intentions and goals were mapped on the continuum. Growth was noted in students demonstrating and achieving stage outcomes.
21st Century learning skills are embedded in all teaching and learning programs.	Professional learning/ training across grades in google doc	All teachers are familiar with the Google docs platform and use it consistently across grades to plan, program and teach.

#### Next Steps

Staff will participate in differentiated professional learning to build capacity in providing learning experiences reflecting quality pedagogical practice. A school culture of high expectations will be embedded through improved pedagogical practice. Differentiated instruction and responsive teaching will be provided to support all learners to achieve their learning goals. Collaborative planning with an Instructional Leader using evidence based practice to improve learning outcomes for all students. Participation in the Early Action for Success initiative with a targeted approach to intervention and differentiation in the early years to improve students' literacy and numeracy skills. A Curriculum Leader will introduce and embed Learning Progressions K-6. The BYOD program will be introduced to Year 4.

## Strategic Direction 2

### Collaboration and Capacity Building Project

#### Purpose

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

#### Overall summary of progress

Student Administration using EBS Central+ and the LST systems were aligned with mandatory department requirements.

Data and reporting systems were updated and staff trained in the use of EBS4.

Positive Behaviour for Learning Tier 2 was achieved. Scheduled PBL meetings focused on ensuring all students and staff demonstrate consistent teacher practice. PBL self assessment data identified areas for school improvement.

Early Career teachers were mentored and supervised by an off class executive staff member.

Feedback sessions, ongoing meetings and planned professional development supported all beginning teachers.

All staff participated in collegial observation, feedback and reflection sessions.

Professional development focused on a priority to build capacity of all staff and inform future school directions.

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

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff have a targeted Professional Development plan which is linked to the AITSL Standards and which will allow them to implement innovative future focused pedagogies.	Professional Learning and individual meetings school resourced	All staff linked their PDP goals to the standards and the Strategic Directions
100% of staff participation in peer observation and feedback.	Professional learning school resourced.  Off Class AP, school funded, to support and mentor staff	All staff participated in feedback using the Formative Assessment model
100% of staff participate in collaborative planning .	Professional Learning and individual meetings school resourced	All staff collaboratively planned and programmed using CTJ to inform their practice
All Early Career Teachers are mentored and supported.	Off Class AP, school funded, to support and mentor staff	3 ECT's were accredited. Weekly meetings with mentor for beginning teacher support

#### Next Steps

- To review systems and processes to align LST and PBL
- Determine threshold of intervention from universal support to targeted
- Weekly grade meetings to discuss/ plan / manage universal supports



- Introduction of case management meetings
- Introduction of evidence set discussions

Implementing Intensive Individualised systems by:

- coordinating planning and progress monitoring with the team that supports targeted group interventions
- communicating and collaborating with families and carers
- working closely with other service providers
- using data to monitor and evaluate student progress and overall program effectiveness.

Implementing Intensive Individualised practices by:

- conducting Functional Behavioural Assessment (FBA) procedures
- developing, implementing and monitoring a behaviour/ learning plans.

Ensuring learning is data driven and based on formative assessment practices to enable differentiation and targeted teaching experiences which engage all students.

Strengthen the use of student assessment data across the school to identify student progress, reflect on teaching effectiveness and inform future learning directions.

Develop and implement collaborative processes, including regular meetings, observations and feedback, to establish consistency in teacher practice , programming, assessment and reporting.

## Strategic Direction 3

### Connecting Communities Project

#### Purpose

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

#### Overall summary of progress

Students that identify as English as an Additional Language or Dialect (EALD) continued to be supported.

New students who enrolled at Cronulla Public School were included in the program if needed after assessment.

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

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

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers actively participate in a Community of Practice.	Professional Learning – self funded three afternoon sessions for Community of Practice	3 Successful Professional Learning sessions were held with 3 schools in network
100% identified students have personalised learning plans and individualised learning plans designed in consultation with parents, students and teachers, and are informed by qualitative and quantitative	Off Class AP self funded	Regular holistic case meetings were held focusing on intervention and support
80% reduction in reported playground incidents.	PBL PL training 4 staff x 2 days each \$2000	Data indicated reduction in incidents. Tier 2 PBL achieved.
20% increase in parent participation in supporting classroom learning, school based initiatives and P&C activities.	No resources required. Minimal catering budget for school events	Active involvement in all school activities by parents. Most successful year recorded for fundraising by P&C

#### Next Steps

- Future focused planning for continuation of Connecting Communities programs
- Systems and Cyclic planning catering for increased enrolments, relevance to strategic directions and economic factors
- Developing capacity in staff to delegate responsibilities across events, programs and roles
- Actively increase participation and engagement from the school community in the planning, implementation and evaluation of school programs, initiatives and future directions

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$6352	Funding continued to support student learning and provide support for associated school costs including camps.
<b>English language proficiency</b>	\$17311	The EALD teacher provided explicit and targeted support for students who were identified as ESL.
<b>Low level adjustment for disability</b>	\$50787 staffing \$20252 flexible	All students requiring adjustments and accommodations continued to be catered for within the school and tracked by the Learning Support Team. 40 students received supplementary adjustments, 7 students required substantial adjustments and 10 students received extensive levels of adjustment including 7 students in the transition support class.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$69860 0.671 staffing	A part time off class Curriculum Leader supported teachers K–6 in the delivery of curriculum.
<b>Socio–economic background</b>	\$14015	A speech pathologist was employed 1 day per week for 3 terms for early intervention in K/Yr 1 students.
<b>Support for beginning teachers</b>	\$88826	All beginning teachers receive additional support in the first 3 years of their career. Beginning teachers continued to be mentored and provided support with identified supervisors.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	126	170	190	209
Girls	120	136	152	173

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	94.4	95.2	95
1	95.2	94.7	93.7	94.2
2	94.5	93.7	93.7	95.1
3	95.5	94.2	95.9	94.3
4	94.3	93.5	94.5	95.3
5	94.8	94.6	93.8	95.4
6	95	93.7	95.5	91.8
All Years	95.1	94.2	94.6	94.5
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

Cronulla Public School is proactive in managing student non-attendance with clear and consistent reporting practices existing between home and school.

Cronulla Public School consistently observes and applies all policy requirements. All attendance is monitored and tracked by the LST. Systems and processes ensure student attendance meets policy requirements. If issues arise then parents are contacted and processes instigated to address attendance issues.

Data indicates attendance levels at Cronulla Public School have continued to remain consistent throughout 2017.

### Class sizes

Class	Total
KJ	17
KE	17
KR	17
KK	17
1D	24
1YW	24
1G	24
2T	26
2O	26
3R	29
3A	29
4P	28
4D	28
5_6B	28
5_6S	27
5_6H	28

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	15.71
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.82
Other Positions	0

\*Full Time Equivalent

No staff identify 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	10

### Professional learning and teacher accreditation

The Cronulla Public School teaching staff participated in a range of professional learning opportunities which were aligned to the school's Strategic Directions. Professional Learning was differentiated to address areas of need according to experience including: Early Career Teacher Professional Development programs, Executive Professional Development and whole school Communities of Practice. 3 teachers were accredited and all staff are now maintaining accreditation as required by NESA.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	174,579
<b>Revenue</b>	3,674,213
Appropriation	3,279,614
Sale of Goods and Services	3,103
Grants and Contributions	386,213
Gain and Loss	0
Other Revenue	0
Investment Income	5,283
<b>Expenses</b>	-3,518,840
Recurrent Expenses	-3,518,840
Employee Related	-3,059,849
Operating Expenses	-458,991
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	155,373
<b>Balance Carried Forward</b>	329,952

- Cronulla Public School's financial management processes and governance structures meet financial policy requirements
- Balance carried forward will be used to offset class sizes with additional staff and student resources

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,594,394
Base Per Capita	52,267
Base Location	0
Other Base	2,542,127
<b>Equity Total</b>	108,718
Equity Aboriginal	6,352
Equity Socio economic	14,015
Equity Language	17,311
Equity Disability	71,039
<b>Targeted Total</b>	304,787
<b>Other Total</b>	69,861
<b>Grand Total</b>	3,077,760

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

## Policy requirements

### Aboriginal education

Aboriginal education has continued to be aligned with teaching philosophies and programs at Cronulla Public School. Staff have knowledge and understanding of the Aboriginal Affairs plan OCHRE (Opportunity, Choice, Healing, Responsibility and Empowerment) and how this will be incorporated into future school

OCHRE framework will also inform the teaching and learning cycle so that all students achieve the outcomes set out for them ensuring staff have the knowledge and confidence to plan effective Individual Education Plans for Aboriginal students in their care. Effective implementation of the Aboriginal Education & Training Policy and the Aboriginal Education Training Strategy is reflected in all priority areas.

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

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

### Multicultural and anti-racism education

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

- Teachers recognise and respond to the diverse cultural needs of the school community
- Classroom teachers, librarians and English as a Second Language (ESL) teacher work cooperatively to develop strategies that best cater for student's individual needs
- Students are presented with inclusive teaching practices which recognise and value the backgrounds and cultures of all students.

Tolerant attitudes towards different cultures, religions and world views are promoted

- Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds
- Expanding Horizons: 'Tasting China' and 'India Calling' units allow for the study, celebration, appreciation and understanding of different cultures
- Two staff members are currently trained as Anti-Racist Contact Officers. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment
- Staff increased students' understanding of racism and discrimination and its impact through activity based