

Cronulla South Public School

Annual Report



CRONULLA SOUTH PUBLIC SCHOOL

2017



3668

Introduction

The Annual Report for 2017 is provided to the community of Cronulla South Public School as an account of the school's operations and achievements throughout the year.

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

Natalia Greguric

Principal

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Message from the Principal

Cronulla South Public School continues to provide excellence in a caring and enriching environment. I would like to thank the exceptional students, teachers and parents that make up the Cronulla South Public School community. I am proud of the achievements of students and staff, supported by our hard-working parent body and active Parents and Citizens Association who support the directions of the school. We continue to offer a range of programs across curriculum areas to cater for students with a range of interests, gifts and talents. Our staff engage in professional learning to ensure the learning experiences they plan and teach are dynamic and cater for all learners. A significant change this year has been the introduction of the new reward system through our Positive Behaviour for Learning program which underpins how we approach students' cognitive, emotional, social and physical wellbeing. 2018 will see the introduction of The Leader in Me which teaches 21st – century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. The staff and I look forward to working in partnership with families to ensure each child achieves their personal best.

Natalia Greguric

Principal

School background

School vision statement

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

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

School context

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of Learning, our efforts have focused on wellbeing, curriculum and learning, assessment and reporting. The Positive Behaviour for Learning framework underpins a positive and productive learning culture amongst staff and students. Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. We have continued to strengthen our Personalised Learning Plans and Individual Education Plans for Aboriginal students and for students with additional learning needs by incorporating student voice and increased collaboration with parents to improve student learning outcomes. Our major focus in the domain of Teaching has been the provision of more opportunities for teachers to collaborate and plan teaching and learning programs to make explicit use of the new syllabus documents. A variety of assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers are increasingly implementing assessment for learning strategies and using the data to inform teaching. In the domain of Leading, we have continued our links with existing communities of schools to support the school's programs. We are continuing to develop a culture of distributed leadership to enhance management practices and processes.

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.

Strategic Direction 1

Successful Learners

Purpose

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

Overall summary of progress

In 2017 there was a school-wide focus on the provision of professional learning to improve the planning and delivery of quality teaching. Professional learning focused on developing the capacity of teachers to personalise learning for every student with a focus on formative assessment and effective feedback in classrooms. MiniLit was introduced as an evidence-based effective early literacy intervention. Positive Behaviour for Learning (PBL) was implemented to underpin a positive and productive learning culture as identified by data derived from Tell Them From Me surveys across the school community. Staff collaboratively constructed lesson plans to teach expected behaviours across school settings and the PBL team worked with their coach and the staff to refine the expectations matrix, continuum of response strategies and a behaviour flowchart to determine consequences that are fair and consistent across the school. A new reward system and school-wide signage was introduced to reinforce the expected behaviours.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Base-line data will be drawn from the Tell them from Me Survey – 4 dimensions of classroom and school practices	\$20 000	Positive Behaviour for Learning (PBL) implemented to drive student engagement and facilitate positive wellbeing practices.
Increasing % of students achieving grade outcomes is tracked on PLAN with improvement targets determined for each cohort	\$10 000	Students increasingly demonstrating they are meeting expected outcomes in Reading, Early Arithmetical Strategies and Place Value. Formative assessment used to give students explicit feedback about their learning.
Identified EAL/D, low SES and Aboriginal students will meet individual targets.	As reported in the Key Initiatives section of this report.	Targeted programs developed and individualised assistance to support the needs of all students. Speech therapist employed to assist with phonological awareness across K–2.

Next Steps

- Introduce MacqLit. An explicit and systematic reading intervention program for small groups of older low-progress readers. It provides teachers with a comprehensive sequence of lessons that includes all the key components necessary for effective reading instruction: phonemic awareness, phonics, fluency, vocabulary and comprehension.
- Whole school focus on Early Arithmetic Strategies and Place Value using Simon Breakspear's Improvement Sprints model to create a culture of continuous improvement and collective action.
- Train staff to implement 7 Steps to Writing success. Review literacy session K–6 and implement writing Sprints for targeted students

Strategic Direction 2

Leading Learning

Purpose

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

Overall summary of progress

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

Progress towards achieving improvement measures

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

Next Steps

- Teachers trained in 4MAT assessment to gain a deeper understanding of formative and summative assessment in the teaching and learning cycle.
- Embedding the use of goal setting in literacy and numeracy. Providing opportunities for extended 'learning conversations' with students, parents and teachers so that all stakeholders work in partnership to ensure growth for the student.

Strategic Direction 3

Quality Relationships and Systems

Purpose

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

Overall summary of progress

We continued to implement the school's master plan to maximise 21st century learning opportunities. Strategies from Communicating and Engaging with your Community professional learning were implemented to ensure clearly articulated communication systems result in a well-informed community and positive partnerships. We used results from Excellence in School Customer Service 360 Reflection Tool to plan for short term, medium term and long term improvements.

Progress towards achieving improvement measures

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

Next Steps

- Train staff in The 7 Habits of Highly Effective People. Following this, implement The Leader in Me which teaches 21st – century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. The staff and parent component will enable us to work in partnership with families to ensure each child achieves their personal best.

Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$9 136	Students requiring assistance were supported to participate in school excursions, extracurricular school programs and to purchase resources. School Learning Support Officers were employed to deliver targeted intervention such as Mini-Lit.
Support for beginning teachers	\$6 725	Early career teachers were supported with the provision of additional release time, professional learning and mentoring opportunities.
Aboriginal background loading	\$5 608	Personalised Learning Plans (PLPs) were written and implemented. Aboriginal students participated in Koori Kids by the Sea. Additional support time was allocated to support selected students in literacy. All students participated in a traditional art and culture practical session led by Aboriginal Elders.
English language proficiency	\$18 745	English as a Second Language or Dialect (EAL/D) Teacher to teach English language proficiency. Students requiring support with English language proficiency were catered for in class programs and within special school programs as required.
Low level adjustment for disability	\$85 344	Speech therapist employed to assist with phonological awareness across K-2. School Learning Support Officers (SLSO's) were employed to support students with additional needs who do not have targeted funding.
Quality Teaching, Successful Students (QTSS)	\$24 479	Provided release time for school executive and teachers to establish collaborative practices in the school, allowing teachers to work together and learn from each other by observing and discussing how they develop lesson plans and assessment tasks.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	166	174	164	164
Girls	175	175	159	155

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.5	93.9	97.3	96.2
1	96.3	94.1	93.9	96.7
2	96.5	93.9	95.2	95.7
3	95.5	96.2	94.5	94.5
4	95.4	93.6	94.1	97.2
5	94.9	93.9	93.6	96.4
6	93.8	92	93.4	92.7
All Years	95.6	94	94.4	95.7
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

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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.29
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.12
Other Positions	0

*Full Time Equivalent

One member of the teaching staff identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

The school received \$18 626. in Teacher Professional Learning funds for 2017. These funds were used in the following ways:

- Differentiation in Mathematics program (Building Blocks)
- 4MAT programming and coaching
- Positive Behaviour for Learning program
- Release for teachers and associated costs to attend courses in areas such as literacy, numeracy, drama, music, sport and dance
 - Compliance training in emergency care, cardio-pulmonary resuscitation (CPR), asthma, anaphylaxis awareness, child protection

of conduct.

- Two teachers gained accreditation at proficient.

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	150,850
Revenue	2,742,341
Appropriation	2,420,908
Sale of Goods and Services	3,064
Grants and Contributions	314,580
Gain and Loss	0
Other Revenue	0
Investment Income	3,789
Expenses	-2,684,984
Recurrent Expenses	-2,684,984
Employee Related	-2,229,894
Operating Expenses	-455,090
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	57,357
Balance Carried Forward	208,207

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	2,193,810
Base Per Capita	49,363
Base Location	0
Other Base	2,144,447
Equity Total	118,833
Equity Aboriginal	5,608
Equity Socio economic	9,136
Equity Language	18,745
Equity Disability	85,344
Targeted Total	0
Other Total	41,237
Grand Total	2,353,880

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.

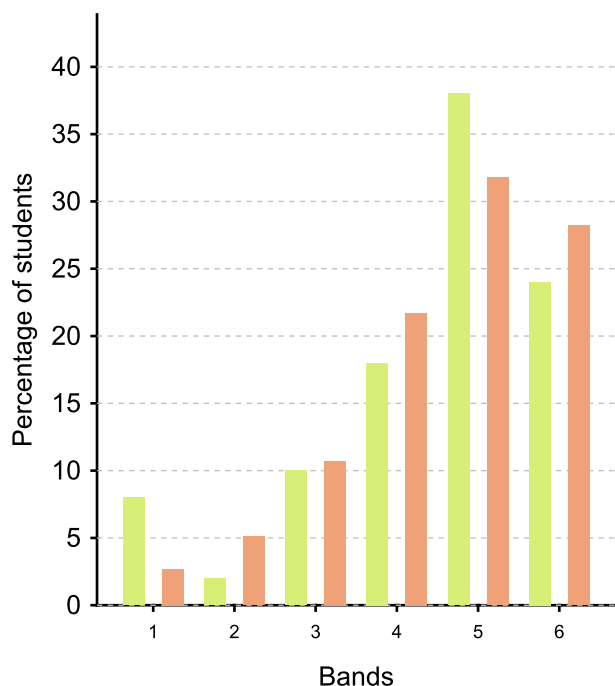
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

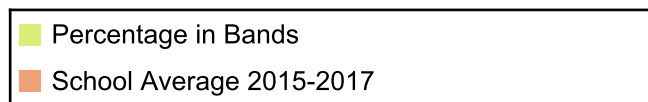
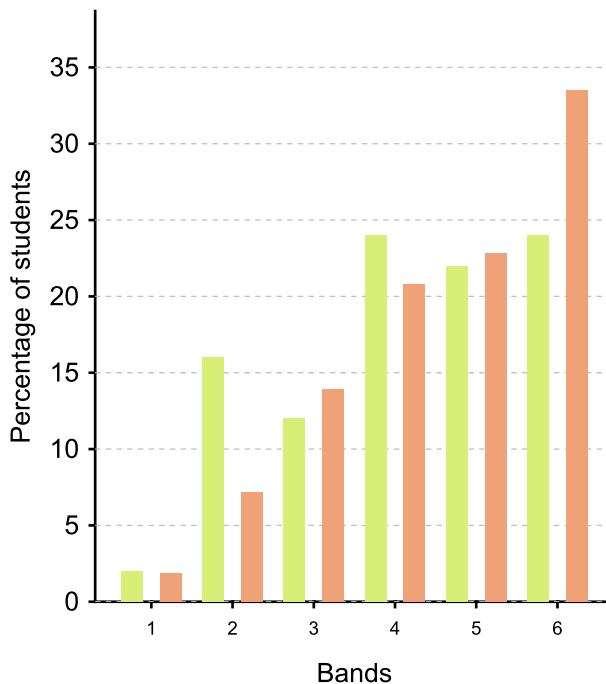
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



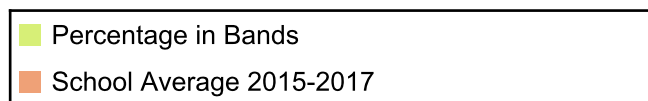
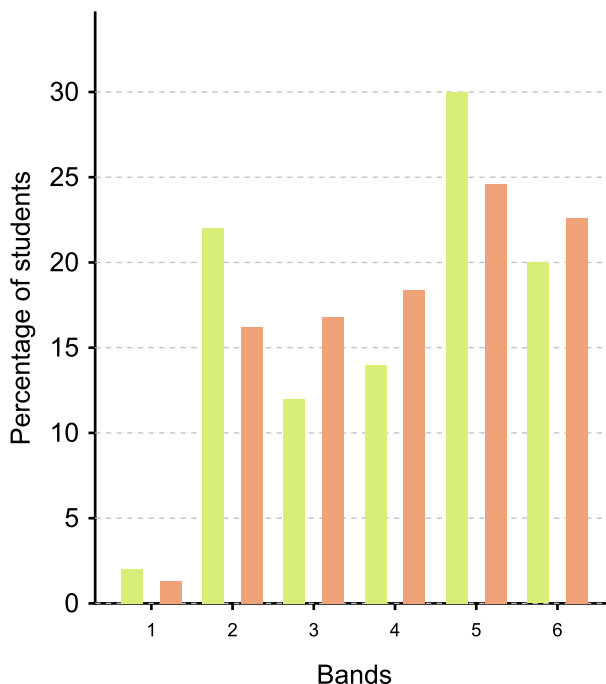
Band	1	2	3	4	5	6
Percentage of students	8.0	2.0	10.0	18.0	38.0	24.0
School avg 2015-2017	2.7	5.1	10.7	21.7	31.8	28.2

Percentage in bands:
Year 3 Reading



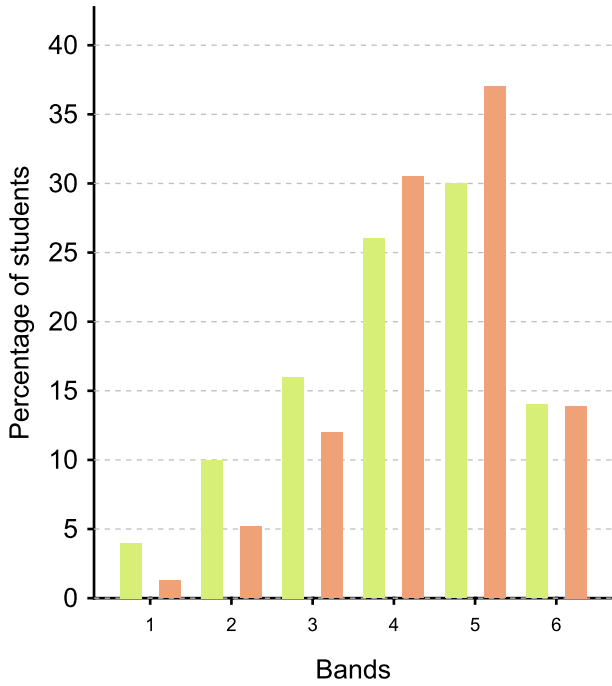
Band	1	2	3	4	5	6
Percentage of students	2.0	16.0	12.0	24.0	22.0	24.0
School avg 2015-2017	1.9	7.2	13.9	20.8	22.8	33.5

Percentage in bands:
Year 3 Spelling



Band	1	2	3	4	5	6
Percentage of students	2.0	22.0	12.0	14.0	30.0	20.0
School avg 2015-2017	1.3	16.2	16.8	18.4	24.6	22.6

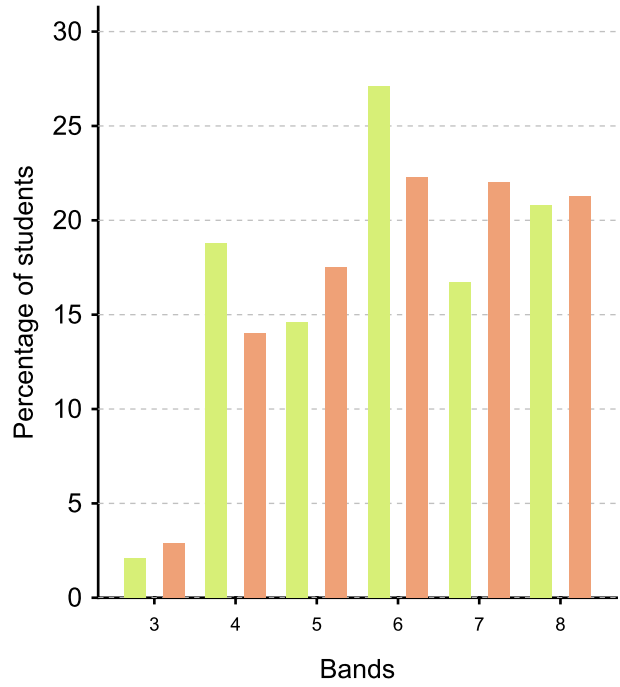
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	4.0	10.0	16.0	26.0	30.0	14.0
School avg 2015-2017	1.3	5.2	12.0	30.5	37.0	13.9

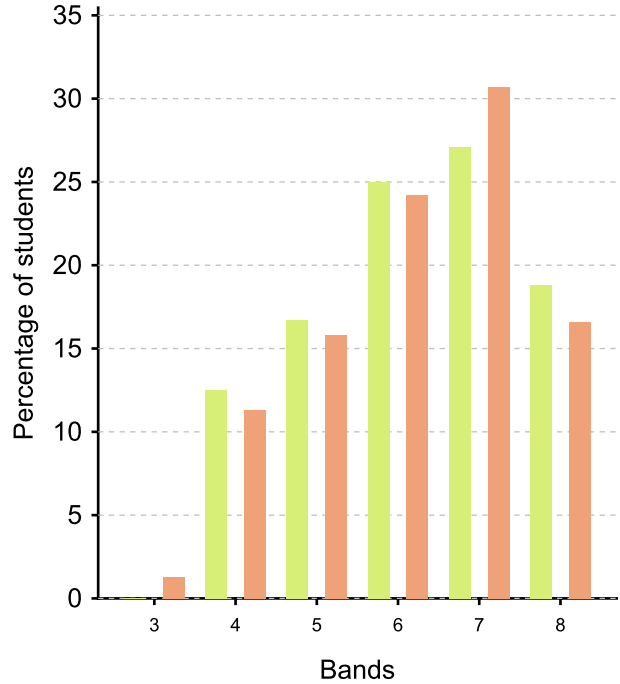
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.1	18.8	14.6	27.1	16.7	20.8
School avg 2015-2017	2.9	14.0	17.5	22.3	22.0	21.3

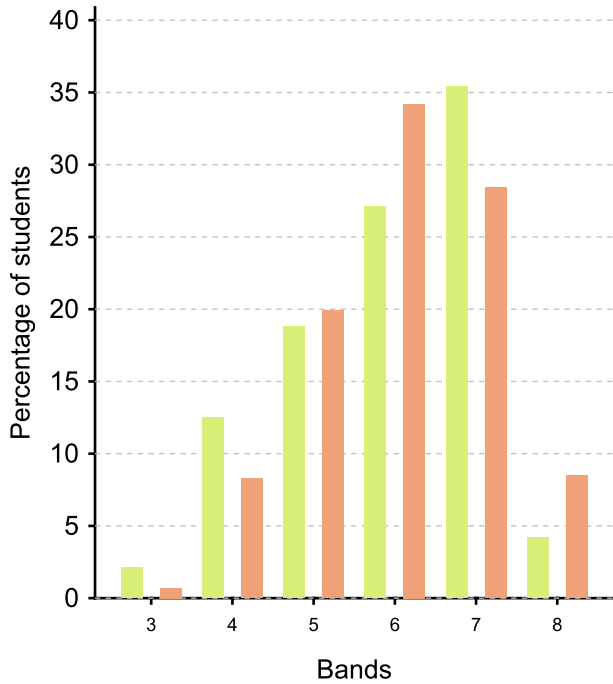
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	12.5	16.7	25.0	27.1	18.8
School avg 2015-2017	1.3	11.3	15.8	24.2	30.7	16.6

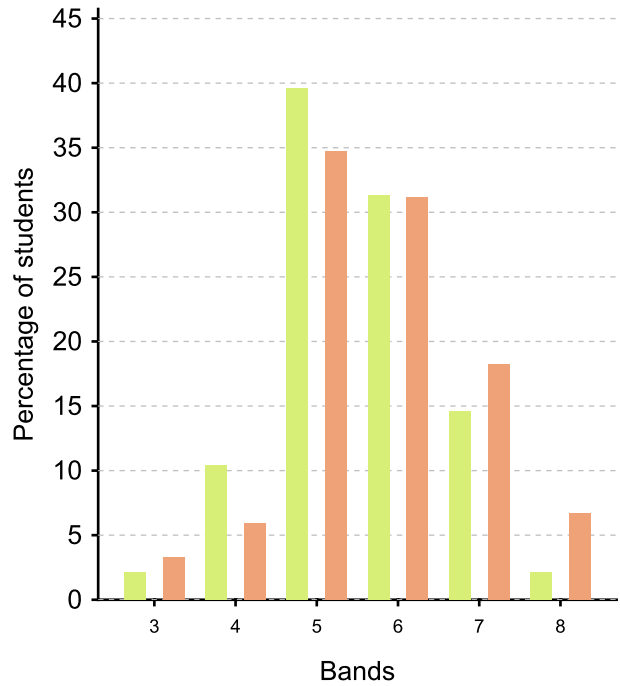
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.1	12.5	18.8	27.1	35.4	4.2
School avg 2015-2017	0.7	8.3	19.9	34.2	28.4	8.5

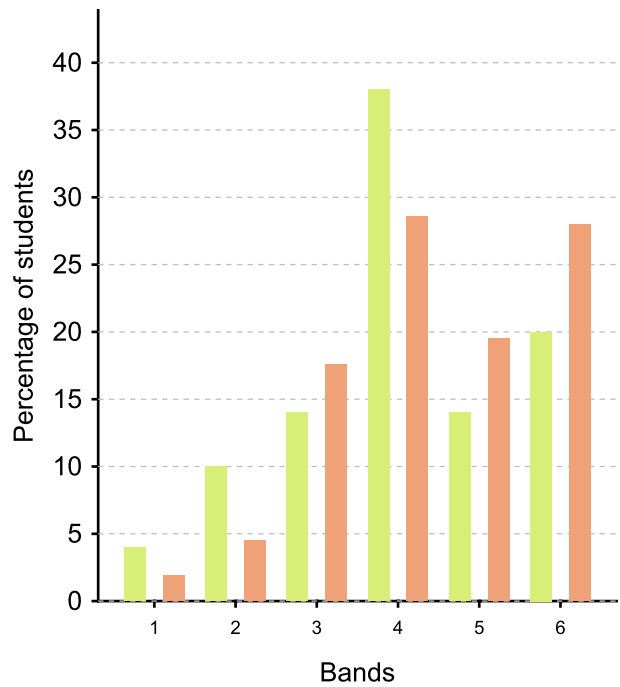
Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.1	10.4	39.6	31.3	14.6	2.1
School avg 2015-2017	3.3	5.9	34.7	31.2	18.2	6.7

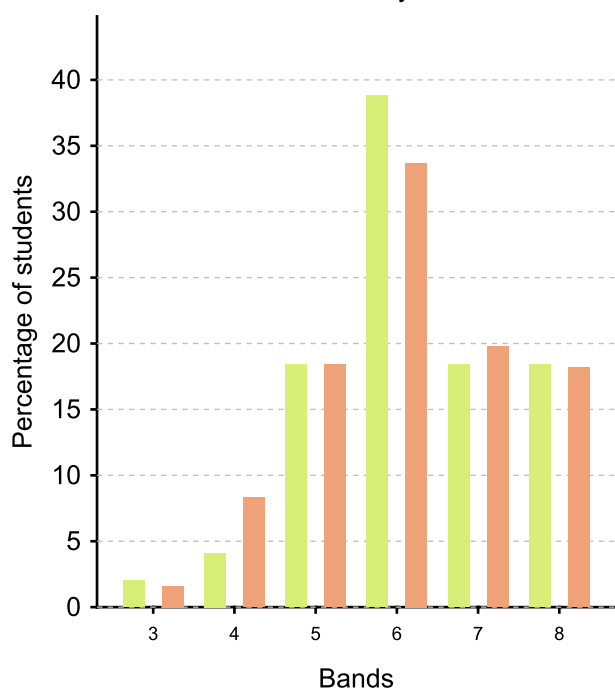
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	4.0	10.0	14.0	38.0	14.0	20.0
School avg 2015-2017	1.9	4.5	17.6	28.6	19.5	28.0

Percentage in bands:
Year 5 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.0	4.1	18.4	38.8	18.4	18.4
School avg 2015-2017	1.6	8.3	18.4	33.7	19.8	18.2

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.>

Parent/caregiver, student, teacher satisfaction

Students, parents and teachers were invited to participate in the Tell Them From Me survey which measures indicators based on the most recent research on school and classroom effectiveness.

The survey was completed by 123 students in Years 4, 5 and 6. The survey showed that:

87% have friends at school they can trust and who encourage them to make positive choices.

90% believe that schooling is useful in their everyday life and will have a strong bearing on their future.

91% display positive behaviour at school

98% try hard to succeed in their learning.

Parents and carers surveyed reported that:

- they felt part of an inclusive school culture.
- they are welcomed when they visited the school.
- they are well informed about school activities.
- teachers have very high expectations for their child to succeed in learning and their child is encouraged to do their best work.

80% of parents surveyed talked with a teacher more than twice through the year about their child's learning.

Teachers reported that:

- they valued our school being Inclusive of all students, parents and carers, supporting individual needs.
- they value collaboratively developing quality teaching programs to maximise the learning potential of all students.
- they establish clear expectations for classroom behaviour.
- they set high expectations for student learning and provide a balance of challenge and support to engage students to achieve intended outcomes.

Policy requirements

Aboriginal education

Aboriginal perspectives are embedded into units of study in many subject areas at the school. This is in line with the Department of Education's Aboriginal Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present. Personalised Learning Plans were written and implemented for our Aboriginal students, focusing on their individual learning needs in consultation with their families. Students K–6 participated in an interactive Koori incursion which involved practical sessions including artefacts; weaponry; Aboriginal song and dance; boomerang throwing; Aboriginal face painting; didgeridoo and storytelling. The incursion culminated in creating a collaborative Aboriginal art on canvas mural.

Multicultural and anti-racism education

Cronulla South Public School is proud of its rich multicultural community. Approximately 22% of students have a language background other than English. English as an Additional Language/Dialect (EAL/D) is supported at the school. Tolerance and acceptance are promoted through our core school value of respect. In 2017 the school celebrated Harmony Day and the students enjoyed learning about their similarities and differences and what makes each of them unique. The school also has a trained anti-racism contact officer (ARCO) who acts as a support person in helping students understand the negative effects of racism.