

# Cromehurst School

## Annual Report



# Cromehurst School 2017

2017



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# Introduction

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

Christine Moulds

Principal

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## Message from the Principal

Cromehurst School is committed to the development of a quality learning environment that engages all of our students to work productively with explicit individualised expectations whilst developing positive relationships within the school and wider community. Cromehurst aims to create and sustain a school community that promotes positive mental health and wellbeing with effective social and emotional learning for every student whilst fostering programs to develop the confidence and capability for learning and success beyond school leading to a rewarding and productive post school life.

In 2017 we continued many of our established programs whilst commencing some new initiatives and programs to meet the diverse learning needs of our students. These new initiatives will be embedded into existing programs and inform the directions of our new three year school plan. In 2017 our school underwent the External Validation process and the results of this process are outlined in this report. We also upgraded our senior playground with fitness equipment and the renovations to our swimming pool were completed.

We are grateful for the support we received from our school community both financial and physical which enabled our programs and initiatives to be successful. We strengthened our connections between our school and agencies, local schools, post school settings, work experience sites and community sport and service clubs. Our P&C continued to support us with the cost of resources, visiting performances and our end of year awards ceremony and dinner.

We look forward to another successful school year in 2018.

## Message from the school community

### P&C President report

The Cromehurst Parents & Citizens Association (P&C) met once a term and continued to provide a forum for parents to discuss issues concerning their child's schooling and to gain valuable insight into the operation of the school.

The P&C were fortunate to obtain a Community Grant from Bendigo Bank during the year which went towards the installation of exercise equipment in the senior playground. Proceeds from the Cromehurst Foundation's Golf Day were also used for this project. In addition we also received a Staff Grant from Bendigo Bank which enabled us to repair our trampoline in the junior playground and make it safe and operational again.

Mother's and Father's Day stalls were run enabling all the children to experience a shopping experience while choosing a gift for their parent/carer. In addition we conducted a successful day's fundraising at Bunnings, Chatswood, running their BBQ and cake stall for the day. The P&C also funded the publication of two signing books for the Cromehurst community – this supplements training courses run by staff.

During 2017 the P&C continued to operate the uniform shop, contribute financially to the costs of incursions for the students and the end of year graduation dinner as well as funding the petrol costs of the school buses.

We look forward to continuing to support the school in 2018.

# School background

## School vision statement

Cromehurst School is committed to the development of a quality learning environment that engages all students to work productively with explicit individualised expectations and to develop positive relationships within the school and wider community. Cromehurst aims to create and sustain a school community that promotes mental health and wellbeing with effective social and emotional learning for all students whilst fostering programs to develop the confidence and capability for learning and success beyond school leading to a rewarding and productive post school life.

## School context

Cromehurst is a school for Specific Purposes (SSP) enrolling students from 4–18 years of age with moderate or severe intellectual disabilities. Most students have secondary disabilities such as Autism, physical disabilities, chronic health care issues and challenging behaviour.

All students have individual education programs within the Key Learning Areas, secondary students follow a Life Skills pattern of study. The school offers additional programs as follows.

- Integration programs with Willoughby and Killara Public Schools
- Community work experience for students including open employment sites, supported employment sites and in school work experience
- Work experience opportunities for local secondary students, nursing students and teacher training practical placements
- Creative arts programs with specialist art and music teachers
- Independent living skills programs
- Travel training and community access programs for students
- Swimming program
- Positive Behaviour Engaging Learners (PBEL)
- So Safe, teaching appropriate and safe interpersonal skills
- Live Life well@School, nutrition and fitness
- MindMatters to promote positive mental health for all students.

# 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that overall Cromehurst is operating at the Sustaining and growing level across the three domains of Learning, Teaching and Leading with some of the elements assessed in the excelling range. The following is a summary of our validated assessment for each domain of the School Excellence Framework.

## Learning

In the domain of Learning Cromehurst was assessed in all elements at the Sustaining and Growing level with the exception of wellbeing and curriculum development in which we are excelling. There have been a range of programs and practices developed over the last three years which have been crucial in resulting in positive growth in student outcomes. These programs and initiatives continued to develop successfully in response to the milestone outcomes of our school plan focusing on student communication, wellbeing and cross age groupings for targeted instruction. We were able to see significant improvement in students' performance across a range of curriculum areas particularly in the areas of Literacy, Numeracy and wellbeing along with increased levels of engagement and a corresponding shift in student performance data in social skills and communication. The playground program involving Roseville Girls College continued and our Integration program with Willoughby Public expanded to include an additional classroom integration

program to complement our social "buddy program" and existing classroom integration program. We also commenced another program with Newington Primary focusing on social relationships and sport.

In 2018 our school will continue to focus on the development of a whole school wellbeing program in collaboration with our school community involving our community school partners in our programs.

## **Teaching**

In the domain of Teaching Cromehurst was assessed overall at the Sustaining and Growing level with indications of excelling in data skills and use. Staff develop data based individual education programs for every student and data is collected daily to inform teaching and evaluate progress. The nature of our diverse student population requires a high level of collaborative planning between staff, parents and agencies to ensure programs are tailored to the individual needs of every student..

All teaching staff at Cromehurst actively plan their professional learning goals and work beyond their classrooms on projects or community programs to improve student outcomes and curriculum access. There are systems in place to ensure regular feedback and mentoring is provided to staff. Evidence of our engagement in quality teaching practice has been the successful accreditation of 50% of the teaching staff and successful maintenance of two staff members in 2017. School based professional learning strongly supported our school priorities and staticgeic directions in the delivery of quality teaching and learning.

In 2018 our school will continue to expand opportunities for staff to share expertise and further develop their evidence based practice through sustained professional networks within the school and inter-school relationships.

## **Leading**

In the domain of Leading Cromehurst was asessed as operating within the Sustaining and Growing level. We have demonstrated productive relationships with external providers and local schools involving regular contact and planning meetings. Our school provides opportunities for parents to engage in school based activities and regular meetings occur with parents at least twice per year. There is effective communication between home and school through student communication books, weekly electronic newsletters and our website. All staff have knowledge and understanding of our school plan and frequent school-wide reviews of our progress are led by the Executive and project leaders. Successful, productive systems are in place to ensure effective daily communication to staff and executive and project portfolios are streamlined to ensure school management operations are effective.

Leadership development is central to capacity building and systems for succession are in place and linked to staff professional development plans. Our assessment indicates that all resources including staff are used flexibly to maximise learning outcomes and are responsive to emerging need. The school plan is central to our path of continuous improvement and our three strategic directions are evident in all of our programs and activities.

In 2018 we will continue to work towards optimising the use of school facilities and seek to develop improved and additional methods of collecting feedback from families in regard to school initiatives and practices.

Our self-assessment and the external validation 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

### Independent Effective Communicators

#### Purpose

Cromehurst is committed to fostering programs to develop the confidence and capability for learning and success beyond school leading to a rewarding and productive post school life. Effective communication skills and a level of independence are essential in order for students to improve their educational and life outcomes

#### Overall summary of progress

Our school continued to progress towards the 2017 milestone goals for this strategic direction. Staff continued to engage in on-going professional learning in communication modes used by our students and knowledge gained from this was incorporated into teacher planning, teaching, assessing and reporting. In 2017 we released one of our teachers to work intensively on students' communication skills, team teaching with all staff three days per week. Stage and project teams worked together to strengthen the delivery of all of our programs to meet the individual communication needs of the diverse student population. The communication assessment tool was completed and in use across the school during 2017 which enabled appropriate instructional groupings for students in communication lessons.

Overall, the elements of this strategic direction have had an observable and measurable impact on student performance and learning outcomes, particularly in the areas of emotional regulation and social skill development which has generalised across a variety of environments within and outside of the school community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>Measurable increase in independent learning and self-care skills of all students as measured by individual IEP data.</li></ul>	Additional release for staff as required using existing school resources	82% of students achieved one or more of their individual program goals. 80% of students made significant progress towards all of their goals.
<ul style="list-style-type: none"><li>20% Improvement in communication skills as measured by data to support IEPs</li></ul>	Additional release for staff as required. Use of professional learning funds \$1,800	63% of students achieved their individual communication goals. 36% made significant progress towards their individual communication goals.

#### Next Steps

Although the milestones were achieved successfully in this area staff identified a need to continue to develop and enhance their knowledge of augmentative communication systems such as key word signing, Proloquo2go and PECS. The specialist communication teacher initiative will continue throughout the next three year plan utilising targeted funding and school resources. The major project within this area will be the development of a school-wide data collection system for communication skills to facilitate processes to more regular and accurate measurement of student progress.

## Strategic Direction 2

Positive resilient learners

### Purpose

To ensure the mental health needs of our students are more effectively supported. Positive mental health has a significant impact upon learning and students with disabilities are particularly vulnerable to emotional issues affecting their well-being. Staff have identified a need to develop a greater awareness and understanding of mental health and its impact upon the learning outcomes of our students in order to promote a positive mental health culture in the school.

### Overall summary of progress

Progress in this strategic direction was excellent with our three year milestones being achieved. Staff successfully engaged in a range of professional learning sessions on awareness of positive mental health and its impact on student learning. These sessions occurred regularly at least twice per term and knowledge gained was incorporated into student, class and whole school programs. The school also conducted a range of workshops for parents on communication and positive wellbeing which were well attended.

Stage and project teams worked together to develop programs to teach emotional regulation skills which are available to all staff on the shared network drive. Staff also commenced merging PBEL lessons into our MindMatters framework.

Overall, the elements of this strategic direction have resulted in measurable improvement regarding staff understanding of positive mental health and its role in supporting student learning outcomes.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased skills and understanding of staff regarding mental health and well-being as measured by pre and post survey data	Additional release for key staff as required utilising both Professional Learning funds and school resources	100% of staff reported increased knowledge and awareness of positive mental health and increased confidence in the creation and delivery of programs to support student wellbeing.
MindMatters successfully embedded into existing PBEL program with consistent language used across the school	Use of Staff Development days  Additional release for key staff as required	Significant progress was made towards this goal with both MindMatters and PBEL embedded into school wellbeing programs with consistent language taught and used across the school.

### Next Steps

Staff have identified the need to continue this initiative to deepen and enhance programs to support student wellbeing. Whilst continuing to engage in professional learning the major focus for the next three year plan will be the development of a whole school wellbeing framework aligned to the Department of Education's wellbeing framework. This will involve the merging of our existing wellbeing programs of PBEL, MindMatters, So Safe and Live Life Well under the umbrella of Cromehurst Wellbeing.

The school website will be expanded to include information for parents on the school's wellbeing programs as well as reference information. The school will continue to develop and deliver programs to engage students in formal lessons to support resilience and emotional regulation in students. A continuing focus will be to continue to schedule opportunities for staff to work together to develop and plan programs across the school.

## Strategic Direction 3

### Maximising Learning Engagement

#### Purpose

To ensure maximum relevant learning for each individual student within their diverse learning support needs across a range of curriculum areas. This strategy will enable more effective learning outcome improvement by providing student engagement in relevant lessons regardless of the class or stage they are in.

#### Overall summary of progress

Sound progress was made in regard to this direction. Staff worked together regularly in stage teams to co-program and group students across classes for instruction in targeted curriculum areas. Instructional groupings occurred in Literacy, Communication and Maths and in the senior section of the school in programs to support students in preparation for post school. Staff have reported a significant increase in their confidence to assess and match students to programs based on their individual learning and social needs. This has resulted in an increase in student engagement and progress as measured by individual program data with 78% of students achieving one or more of their program goals in each KLA.

The development of an effective school-wide assessment tool for instructional groupings was not completed as with the diverse needs of our students and regular placements of new students twice per term it proved too large an undertaking. Although it has not been abandoned completely it will not be the major focus of the next three year plan.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
30% increase in staff confidence and ability to assess and match students to programs based on individual learning and social needs.	Use of Staff Development Days and weekly stage meetings  Additional release of key staff as required  Professional Learning Funds \$2,000	This target was achieved with staff working across stages to assess and match students to instructional groupings for identified KLAs.
Development of an effective school-wide assessment tool for instructional groupings	Use of Staff Development Days, after school staff meetings and stage meetings	This goal continued to be worked towards however with the continual movement of students in and out of the school it was realised that the task was too ambitious due to individual student complexity and small total enrolment.
Increased opportunities for students to engage in relevant learning activities resulting in improved student outcomes as measured by IEP data	EALD funds \$1,500  Use of Staff Development Days and professional learning outside of school hours	Students have been grouped successfully for a range of KLAs and learning activities. This has resulted in an increase in student engagement and corresponding learning outcome improvement. 82% of students achieved one or more of their individual program goals.

#### Next Steps

Following the completion of a school-wide Literacy and Numeracy continuum focus over the next three years will be the development of a school wide PDPHE continuum for grouping students in physical activity and personal development lessons. Groupings already occur for sport and Physical Education but Health and Personal Development will be added to the current scope and sequence and then matched to the syllabus continuum.

Teachers have identified the need to continue to expand opportunities to plan and develop programs together and this will continue to be a focus over the next three years. The school also plans to establish a community of practice with other specialised settings to focus on student performance and assessment practices, pedagogical practice and data analysis to further enhance professional learning opportunities.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$14,000 English Language Proficiency Funds	Improved communication skills evidenced by data from completed communication tool and IEP data. 63% of students achieved one or more of their individual communication program goals and 15% achieved all of their goals. Significant progress was made by all students towards their communication goals with demonstrated improvement across all environments.
<b>Socio-economic background</b>	\$875 Socio-Economic Funds	Participation data in all programs is 100% for all students with no students disadvantaged due to socio-economic status.
<b>Support for beginning teachers</b>	\$4,063 Beginnng Teacher Funds Use of existing school resources and staff when relief unavailable	Professional learning goals of beginning teachers met and regular mentoring sessions with their supervisors.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	31	40	37	31
Girls	13	16	22	25

56 students were enrolled at Cromehurst at the census date in March 2017. 29 were in the Primary section and 27 were in the secondary section. Additional students enrolled after the census date.

The enrolment in 2017 was commensurate with 2016.

### Management of non-attendance

The Data Collections unit does not collect attendance data from Schools for Specific Purposes (SSPs). Records of student attendance are maintained solely by the school. In 2017 student attendance was satisfactory across the school with all absences approved within Departmental guidelines.

### Structure of classes

When placing students into classes the school takes into account educational needs, accessibility issues and socialisation as well as age appropriate compositions. Specific behavioural issues and health care needs also form part of the decision making process. Classes are also structured to facilitate collaboration and team teaching across the school to maximise student learning outcomes. Students are placed in home classes and then grouped across one or more stages for targeted instruction in chosen key learning areas.

### Retention Year 10 to Year 12

In 2017 all students enrolled in years 10 to 12 maintained their enrolment at Cromehurst and achieved Life Skills outcomes. Three student completed year 12 and graduated with a Life Skills Higher School Certificate.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	0
Other	0	0	100
Unknown	0	0	0

At the end of 2017 all three year 12 students undertook an assessment for funding to support their transition to a post school destination. All three of our year 12 students successfully transitioned to community participation programs for 2018.

### Year 12 attaining HSC or equivalent

Students at Cromehurst follow a Life Skills pattern of study. All year 12 students attained a Life Skills Higher school Certificate.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	10.07
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	12.62
Other Positions	1.52

\*Full Time Equivalent

**In 2017 no staff–member identified as being of Aboriginal or or indigenous descent.**

In 2017 Cromehurst School comprised of ten classes, three taught by Assistant Principals and seven by classroom teachers. In addition our staff included one specialist teacher and a teacher who provided release from face to face time for teaching staff. School administrative and support staff included one School Administrative Manager (SAM), a 0.4 School Administrative Officer (SAO), a 0.4 General Assistant and 10.8 School Learning Support Officers.

The school is also a base school for one Itinerant Hearing Support teacher and 1.4 Support Teachers Transition. These positions are linked to networks and do not work in classrooms at Cromehurst School but support programs across the network. The School Counsellor position is also based at Cromehurst but works only 0.25 at our school and 0.75 across other schools.

### Workforce retention

In 2017 all staff remained as per the previous year with a temporary School Learning Support Officer (SLSO) securing permanency at Cromehurst School. At the end of 2017 two School Learning Support Officers separated from the Department as they were retiring from the work force.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	
Postgraduate degree	53

### Professional learning and teacher accreditation

Seven staff have achieved accreditation at the Professional Competence level and two staff successfully maintained that accreditation in 2017.

In 2017 the professional learning focus across the school was within the following areas:

Mental Health awareness and positive wellbeing

Augmentative communication systems and current research on communication training for students with disabilities

Mathematics syllabus

Social skills and social safety programs

In addition staff completed online and face to face

mandatory training in Child Protection, Health and Safety modules and CPR. All staff also completed the Speech, Language and Communication online training course.

Staff are committed to continual on-going professional learning to ensure best evidence based practice to improve student outcomes. Six staff meetings per term are dedicated to whole school professional learning.

Additional professional learning occurred as face to face workshops and conferences off site although the majority of staff learning has involved teachers benefiting from colleagues' expertise in targeted areas by releasing teachers from class to work with other staff as part of their Professional Development Plans.

## 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 (\$)
<b>Opening Balance</b>	284,650
<b>Revenue</b>	3,022,626
Appropriation	2,976,418
Sale of Goods and Services	0
Grants and Contributions	43,986
Gain and Loss	0
Other Revenue	0
Investment Income	2,222
<b>Expenses</b>	-2,850,283
Recurrent Expenses	-2,850,283
Employee Related	-2,730,264
Operating Expenses	-120,020
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	172,343
<b>Balance Carried Forward</b>	456,993

Cromehurst applies strict internal controls to ensure the accuracy, reliability and integrity of accounting and administrative transactions as outlined in the Financial Management section of the School Finance Handbook. These controls include:

Setting up systems in accordance with the Finance Handbook in line with auditing requirements

Ensuring all staff are aware of the need to strictly adhere to these guidelines

Establishment and maintenance of a Finance committee to share decision making and to make recommendations

Planning a budget including monitoring revenue against expenditure

Sharing financial information with school staff and school and parents and citizens body

The data in the above table was harvested on December 31 and does not reflect expenditure for the month of December.

Specific grants were received in November for use in the 2018 year but appear in the 2017 report as were funds for targeted student support in 2018.

Unexpended funds not tied to a specific purpose or program have been committed to technology purchases and playground resources in 2018.

Overall the expenditure for 2017 was commensurate with previous years.

The table following reflects funds allocated to the school within the Appropriation section of the table above. It is not additional to the funds above and does not reflect expenditure.

The Equity Language and Equity Socio-Economic were expended supporting students for whom English is not their first language and ensuring that all students accessed all programs and activities regardless of socio-economic status of families.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	542,496
Base Per Capita	20,448
Base Location	0
Other Base	522,048
<b>Equity Total</b>	15,266
Equity Aboriginal	0
Equity Socio economic	875
Equity Language	14,391
Equity Disability	0
<b>Targeted Total</b>	2,105,842
<b>Other Total</b>	217,033
<b>Grand Total</b>	2,880,638

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

### School-based assessment

Every student at Cromehurst has an individual education program (IEP) and their progress is assessed against the outcomes and goals relevant to their abilities and individual educational needs. Progress across the school is assessed primarily using individual student data however, other group data is used such as incident data linked to areas of the school such as playgrounds, assembly areas and specialist rooms. Group data is also used in regard to group progress in programs such as integration and reverse integration programs.

In 2017 assessment data indicated that individual student and group outcomes improved across the school in most program areas. 17% of students achieved all of their individual program goals, 37% achieved two of their individual goals and 82% achieved at least one of their individual program goals. Overall 86% made significant progress towards all of their goals.

### HSC

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Students at Cromehurst do not participate in standardised assessments for the HSC due to their significant level of intellectual disability. They are however registered for stage six for a HSC based on Life Skills outcomes which are measured using school based assessment. In 2017 all three year 12 students met the requirements of the Higher School Certificate, successfully achieving outcomes for courses based on syllabus Life Skills content.

## Parent/caregiver, student, teacher satisfaction

In 2017 we focused on obtaining responses from families regarding the areas they would like to be more involved in and what topics or issues they would like more information on in planned workshops conducted at school. Following the conclusion of our first three year plan we sought information from staff regarding areas of excellence and areas for further improvement.

Their responses are presented below.

### Staff

Staff overwhelmingly cited staff collaboration, wellbeing programs and curriculum implementation as areas in which they believed our school was excelling. Responses from both teaching and support staff indicated that our student focused programs and cohesive project teams had resulted in successful student and staff welfare as well as improved student outcomes. Consistent celebration of student achievement across the school along with primary integration programs and the introduction of more parent information workshops were also cited as areas of current success.

Areas for further development reported were more opportunities for professional learning and sharing sessions between staff at Cromehurst as well as the opportunity to share practice across other specialised settings. The exploration of integration opportunities for secondary students was also an issue raised for further development. These will be a focus for the next school plan.

### Parents

Results of the survey to parents indicated an increased interest in parents volunteering at school or being involved in school based activities in some capacity. More than 60% of parents returned their responses in regard to topics of interest for parent workshops. The areas of interest were to learn more about our social safety programs, to continue to learn more about student wellbeing and positive mental health, to engage in workshops on communication training and to have the opportunity to share experiences with other parents. The preferred time to attend information workshops was between 9:00am–12:00pm (68%). Plans are underway to commence information mornings on these topics from term two 2018.

## Policy requirements

### Aboriginal education

In 2017 an acknowledgement of the Guringai People and their connection with our land was continued at each weekly assembly and at all special awards ceremonies or performances. NAIDOC week and Sorry Day were also acknowledged with special assemblies and incursions funded by our P&C. Our staff engaged in professional learning regarding traditional Aboriginal learning incorporating these elements and content into their class programs. Students engaged with teaching programs incorporating Aboriginal perspectives in all key learning areas.

### Multicultural and anti-racism education

Students participated in a variety of multicultural activities including our Harmony Day presentation and sports day valuing and acknowledging Australia's rich cultural diversity. The school has a trained Anti-Racism officer who provided professional learning to the staff regarding diversity which is respected and acknowledged in all school programs. Students are explicitly taught the meaning of respect and tolerance and encouraged to celebrate and acknowledge their own rich cultural backgrounds.

### Other school programs

#### Music

In 2017 our weekly art and music program continued to provide students with opportunities to explore a variety of songs and music, developing their listening skills, knowledge of different music and enabling their best attempts at vocalising and singing. Students worked with a range of percussion and other instruments building understandings about beat, rhythm and improvisation. In addition a special music group operated weekly conducted by volunteer music teachers for students with a special interest or talent in music.

#### Art

The art program equally produced improved outcomes for students who developed fine motor skills in learning to hold and manipulate different art tools or materials. Older and more physically abled students demonstrated ability to work as independently as possible once the art skill or technique had been demonstrated and practiced. Students developed understanding about art and self-expression through guided reflection on their own and others' past and contemporary artworks in a range of styles and from a range of cultures. In 2017 our primary students entered art competitions to celebrate Mother's Day and Father's Day organized by the Chamber of Commerce and open to all local schools. Several students received prizes for their work with three students obtaining first prizes for their age group entry.

## **Sport**

The Special Olympics mixed sports program continued in 2017 and assisted in the development of gross motor skills and game playing skills for many students. Our students also participated in the interschool swimming and athletics carnivals. Students were provided with opportunities throughout the year to participate in weekly swimming programs as well as participating in the State Sport Unit's intensive swimming scheme. Fitness programs were conducted during break times with students engaged in a variety of activities to build skills in movement, balance and dance. Our school participated in the Premiers Sporting Challenge and received grants for this program and the Sporting Schools Program in semester one.

## **LiveLife Well**

In 2017 our school continued the Live Life well@school program designed to facilitate healthy eating and exercise habits in our students. We consolidated our "Crunch and Sip" program involving students eating fruit and/or vegetables and drinking water at a designated time in the day. This program has been a great success and outcomes include students eating a wider range of fruit and consuming vegetables which they previously did not eat. Students engaged in tending to our sensory garden in which we grew some of the vegetables used in crunch and sip and our canteen program. We celebrated our achievement by participating in National Fruit & Vegetable Day. This program will be extended further in 2018.

## **MindMatters**

In 2017 Cromehurst School continued and expanded our MindMatters framework which focuses on the development of a positive Mental Health culture in our school and the promotion of emotional resilience of students. Staff engaged in MindMatters online learning modules collecting pre and post data to determine effectiveness as well as professional learning on anxiety and its effect on student learning. Staff has reported a greater awareness and understanding of mental health and its impact upon the learning outcomes of our students who have engaged in direct instruction in emotion regulation, communication, social skills and stress management. This program is continuing in 2018 with a move to embed into a whole school wellbeing framework.

## **So Safe**

As part of our focus on ensuring the happiness and wellbeing of all of our students we continued and extended our "So Safe" program developing additional formal lessons in our classes. The focus of the program is to reduce the vulnerability of our students in social situations. This program is designed to promote the social safety of people with moderate to severe intellectual disabilities. "So Safe" teaches the different categories of people our students interact with and the types of touch and talk that are appropriate in different circumstances. We have consolidated our scope and sequence for this across the school and will continue to focus on this in 2018 embedding it into a whole

school wellbeing framework.

## **PBEL**

Our school continues to be a PBEL school which has been a great success. In 2017 we consolidated the program and commenced planning to embed it into our MindMatters framework. This has been our longest running program and has formed the basis for the development of a whole school wellbeing framework to be developed over the next three years..

## **Integration**

Our K–6 integration program continued in 2017 with Willoughby Public School. This successful program included students from both schools visiting each other's schools on a rotating basis each term. This year the program was again expanded to provide a third session involving classroom integration for some students. We also continued our program with year 9 students at Roseville College in which the Roseville students visit during lunch time on Fridays and engage the primary students in a range of activities and programs. In term four we commenced another reverse integration program with boys from Newington College who engage our students in a range of activities once a week as part of their service program.

Outcomes from these programs include the facilitation of social skills for our students and professional dialogue between the staff of all participating schools. These successful and valuable programs will continue in 2018 with plans to explore possible integration opportunities for our secondary students.