

Cronulla Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

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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 waterways. The staff of Cronulla is 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

LEARNING

Learning Culture

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community. SEF

Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

CPS is Sustaining and Growing in Learning Culture.

Wellbeing

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. SEF

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

The needs of all students are explicitly addressed in teaching and learning programs.

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

CPS is Sustaining and Growing in Wellbeing.

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 needs of all students. SEF

The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.

Teaching and learning programs describe what all students are expected to know, understand and do.

Differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments made.

CPS is Delivering in Curriculum and Learning.

Assessment

In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. SEF

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.

Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.

Students know when and why assessment is undertaken.

The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

CPS is Sustaining and Growing in Assessment.

Reporting

In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum. SEF

The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.

Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

Schools provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.

CPS is Sustaining and Growing in Reporting.

Student Performance Measures

In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing. SEF

The school's value-add trend in NAPLAN results is positive.

At least 90% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.

The school identifies growth targets for individual students, using internal progress and achievement data.

The school uses internal as well as external assessments (such as NAPLAN and HSC) to assess student progress and achievement against syllabus outcomes.

CPS is Delivering in Student Performance Measures.

TEACHING

Effective Classroom Practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. SEF

Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective.

Teachers regularly use student progress and achievement data to inform lesson planning.

Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

CPS is Delivering in Effective Classroom Practice.

Data Skills and Use

In schools that excel, student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. SEF

Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.

Assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.

Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

CPS is Delivering in Data Skills and Use.

Professional Standards

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement. SEF

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

CPS is Sustaining and Growing in Professional Standards.

Learning and Development

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. SEF

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or

are identified as in need of support.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

CPS is Sustaining and Growing in Learning and Development.

LEADING

Educational Leadership

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. SEF

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.

Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

CPS is Sustaining and Growing in Educational Leadership.

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 activities. The plan is well-conceived, effectively implemented and effects improvement. SEF

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

In the annual report, the school reports on the alignment of resource allocation, professional learning and the monitoring of student data with the plan's strategic priorities.

CPS is Sustaining and Growing in School Planning, Implementing and Reporting.

School Resources

In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery. SEF

The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

Technology is effectively used to enhance learning and service delivery.

The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

CPS is Sustaining and Growing in School Resources.

Management Practices and Processes

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

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.

Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

The leadership team analyses responses to school community satisfaction measures.

CPS is Sustaining and Growing in Management Practices and Processes.

Strategic Direction 1

Quality Learning

Purpose

Children learn most effectively when learning is challenging, personalised, targeted and engaging. High quality learning environments are dynamic and differentiated, student-centred and foster a love of learning. Our purpose is to create a learning environment where all students are catered for, empowered to succeed and experience a sense of belonging. Students are motivated, self-directed learners who create future learning goals and engage in feedback to enhance their learning.

Overall summary of progress

Empowered Learners

Quality teaching and targeted instruction in the English Block has been a target during 2018. A focused and consistent approach across K–6 for guided reading has been implemented. All students participate regularly in guided reading lessons in differentiated groups. Lessons are specific to students learning goals and are thoroughly planned prior to delivery. As part of these targeted lessons learning intentions, success criteria, feedback and ongoing assessment are consistently employed. Teachers have worked shoulder to shoulder with the Instructional Leader and Curriculum Leader to develop their practice and ensure consistency across the school.

Student learning goals in English and Mathematics are used in some classrooms. Students in these classes negotiated their goals with the classroom teacher and regularly reflect on and evaluate their learning.

High Impact Assessment and Reporting

Formative assessment strategies are used throughout the school to measure learning for, of and as. Quality assessment has allowed for rich discussion between colleagues regarding student learning needs. Analysis of student achievement has allowed teachers to differentiate content during lessons.

A whole school assessment schedule has been implemented and evaluated. The schedule has allowed teachers to streamline assessments being used throughout the school and evaluate their effectiveness. All grade teams used the schedule throughout the year and provided feedback on its usability and effectiveness in providing information to inform teaching and ascertain student growth and achievement.

Wellbeing

The continued development, review and evaluation of the school's welfare and learning and support procedures has been a priority in 2018. Cronulla Public School's Welfare procedures were updated to align with current department policies and procedures and to ensure our processes reflected the needs of our student body. The school's behaviour management flow chart was developed in consultation with key stakeholders and implemented in order to provide staff with clear and consistent procedures to follow in regards to student behaviour expectations. Positive Behaviour for Learning (PBL) continued to be a major focus in wellbeing with the analysis of playground and classroom data collected in 3 week cycles informing changes to playground and classroom routines in order to support students' social development. The Learning and Support Team continued to monitor all students across the school and provide academic, social and emotional support through our School Counsellor and student centred initiatives.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase value add trend in reading and numeracy.	<ul style="list-style-type: none">All teachers receive an additional 50 minutes release each week to meet with the IL or CL to interrogate student performance data and plan targeted teaching opportunities (\$60,000 per annum school funded).In-school Professional	There has been some positive improvement in the value-add trends for reading and numeracy during 2018. Value-add across Kindergarten to Year 3 remained consistent and in line with State averages. Value-add across Year 3 to Year 5 continues to require improvement and is below State average. Value-add Years 5 – 7 showed improvement this year, and is sitting close to the State average.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase value add trend in reading and numeracy.	Learning around effective instruction in reading and writing.	There has been some positive improvement in the value-add trends for reading and numeracy during 2018. Value-add across Kindergarten to Year 3 remained consistent and in line with State averages. Value-add across Year 3 to Year 5 continues to require improvement and is below State average. Value-add Years 5 – 7 showed improvement this year, and is sitting close to the State average.
Differentiated instruction and student grouping is incorporated into all teaching programs in English and Mathematics.	• In-school Professional Learning around effective instruction in reading and writing.	Differentiated instruction in reading groups is consistent across the school. Differentiation has been identified as an area for future development by staff.
All students set attainable learning goals in English and Mathematics.	• No resources have been identified.	Student learning goals are used more consistently in classrooms K–6. Most students have a learning goal in reading, writing and some in Mathematics
Increased proportion of students displaying positive and resilient behaviours.		

Next Steps

Empowered Learners

The following areas are proposed for 2019:

- All students have individualised learning goals in reading, writing and maths.
- Teachers have regular conversations with students are setting their goals and their progress towards goals.
- Learning goals are discussed with parents and Parent / Teacher interviews.
- High expectations for all students is a focus across the school (book work, learning and behaviour).

High Impact Assessment and Reporting

The following areas are proposed for 2019:

- Review and embed formative assessment practices throughout the school
- Build staff capacity around quality school-based assessment
- Begin the investigation and provide support around reporting to parents

Wellbeing

The following areas are proposed for 2019:

- Promotion of student and staff wellbeing through the inclusion of Student and Staff Wellbeing Weeks in Week 5 of every term.
- The development of a student mentoring/support system where all students can identify a staff member who they can go to for support or guidance.
- Professional learning in behaviour management for all staff to develop skills and strategies for dealing with a wide range of behaviours in line with the schools Positive Behaviour for Learning ethos.

Strategic Direction 2

Quality Teaching

Purpose

Teacher quality is identified as the most important school-based factor in student achievement. Skilled and committed teachers demonstrate deep pedagogical knowledge, are rigorous in their use of evidence to inform practice and contribute to a collaborative learning culture. Our purpose is to create and maintain a stimulating professional environment which fosters life-long learning. Teachers challenge themselves to continually enrich their practice, reflect on teaching effectiveness and develop collaborative expertise to enhance student learning.

Overall summary of progress

Evidence Informed Pedagogy

During 2018, there has been a clear focus around quality practice during English lessons. An Instructional Leader role (K–2) and Curriculum Leader role (3–6) were established to support teachers in developing their practice. Research was undertaken to identify best practice in English instruction. Professional Learning was delivered and embedded in classroom instruction throughout 2018.

To support teachers in embedding practice change, the Instructional and Curriculum Leaders met with grade teams once each week for 50 minutes. This time was used initially to support teachers in planning quality teaching and learning experiences in English. The focus of these meetings then moved to data talks, analysing student performance and responding through targeted teaching. Classroom visits and team teaching was also used to offer guidance and feedback.

As a result of the targeted focus around teaching and learning in the English block, it has been noted that:

- Students understand the different instructional approaches used by the teacher (I do, You do, I watch) and understand the expectations and participation requirements.
- Student assessment results show an increase in reading levels and use of reading and comprehension strategies students employ.
- English teaching programs are more consistent across all grades.
- There is a greater understanding of the intent and content of the English Syllabus and an increased understanding of explicit teaching in reading and writing.
- Parents who attended the curriculum workshop night have a greater understanding of the content requirements of the English Syllabus and of the planning, teaching and learning practices and strategies that teachers employ and why.

Data Rich, Targeted Teaching

Throughout 2018, there has been a focus on using student assessment data and achievement results to inform future teaching and learning experiences. Teachers have participated in Professional Learning around data knowledge and the use of data in the classroom. Conversations between colleagues have been scheduled to allow teachers to talk about student results and strategies to support further learning and development.

As a result of the targeted focus around using data to inform practice, it has been found that:

- Teachers have conversations with students more regularly around the purpose of assessment.
- Peer- and self- assessment is used in some classrooms to provide students with clear and direct feedback around their learning.
- There is greater understanding of data use and assessment in the classroom.
- Ongoing monitoring and feedback of the schedule has been sought and refinements made in response to this feedback.

Instructional Leadership

To support changed practice across the school, an instructional leader position and curriculum leader position were created. The Instructional Leader was established as part of the Department initiative Early Action for Success and is focused around early intervention in literacy and numeracy in the K–2 space. The Curriculum Leader worked with teachers in 3–6 to strengthen English instruction. Both leaders met weekly with grade teams to discuss student performance, monitor learning and plan targeted teaching opportunities. To support teachers in the classroom, both leaders worked shoulder to shoulder in classrooms to model, team teach and observe practice. Professional Learning

was provided in response to teacher identified needs and took a particular focus around reading and writing.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students in top two bands for reading, writing and numeracy.	<ul style="list-style-type: none"> • Instructional Leader DP – \$24, 000 per annum (school funded) • Additional SLSOs – \$28, 000 per annum (school funded) • All teachers receive an additional 50 minutes release each week to meet with the IL or CoP (15 hours per week – \$60, 000 per annum school funded). 	2018 NAPLAN data revealed mixed results in relation to increasing the percentage of students in the top two bands. Year 3 numeracy results indicate that 45.65% students achieved in the top 2 bands. Year 3 reading results demonstrated a marked increase with 65.22% of students achieving in the top two bands. 28.57% of Year 5 students achieved in the top 2 bands for numeracy and 34.55% in reading. A pleasing shift of student achievement from the lower middle bands to upper middle bands was noted during 2018.
Increased proportion of students K–6 achieving internal reading, writing and numeracy benchmarks.	<ul style="list-style-type: none"> • All teachers receive an additional 50 minutes release each week to meet with the IL or CL (15 hours per week – \$60, 000 per annum school funded). • In-school Professional Learning facilitated by the Instructional and Curriculum Leader. 	<p>As a result of the targeted focus around quality pedagogy in the English Block, changes to teaching programs and practice has been noted:</p> <ul style="list-style-type: none"> • English teaching programs are more consistent across all grades. The expectations for programming are clear and teachers are including necessary aspects in their programs. • Teachers have a greater understanding of the intent and content of the English Syllabus. • Teachers have a greater understanding of explicit teaching in reading and writing and the implementation of quality teaching strategies.
Increased use of student data to inform teaching in English and Mathematics.	<ul style="list-style-type: none"> • Instructional Leader DP – \$24, 000 per annum (school funded) • All teachers receive an additional 50 minutes release each week to meet with the IL or CoP to interrogate student performance data and plan targeted teaching opportunities. • In-school Professional Learning facilitated by the DART team. 	<ul style="list-style-type: none"> • Developed, evaluated and refined a formalised, whole school assessment overview. • Researched, analysed and implemented PAT tests as an assessment tool within literacy and numeracy • Educated and up-skilled members of staff on the DART team in using data with confidence. • Teachers are becoming better at reflecting on student need through assessment data and responding through targeted teaching.

Next Steps

Evidence Informed Pedagogy

The following areas are proposed for 2019:

- Creation of a School English Instruction document
- Professional Learning identified for 2019 is differentiation and grammar in practice
- Embed quality practice in the English Block with a specific focus on writing, spelling and grammar.

Data Rich, Targeted Teaching

The following areas are proposed for 2019:

- Consistency across the school in Data Sheets
- Formalise data storage – create links between the assessment schedule and data sheets
- Using Data with Confidence – build staff capacity to use data to inform teaching.

Instructional Leadership

The following areas are proposed for 2019:

- Both instructional leadership positions will be continued in 2019. The focus on identifying student need through data interrogation and planning targeted intervention and teaching experiences differentiated to student need will continue to be the focus
- Early Action for Success will again be a focus for the school for 2019
- Professional Learning, classroom observation and team teaching will be used to support quality teaching practice.
- Learning Sprints will be introduced to frame meetings and drive teacher learning
- Weekly collaborative meetings led by an instructional leader will focus on learning needs, effective teaching, quality assessment and reflection.

Strategic Direction 3

Quality Leading

Purpose

High performing schools have strong leadership, clear directions and a shared vision for the future. Quality school leadership is effective when it is distributed across people within the school and the wider community, utilising expertise and empowering all involved. Our purpose is to build school and community capacity, engagement, growth mindset and collegiality. School leaders, teachers, students, parents and community members work collaboratively to develop, implement and evaluate systems and structures that promote a quality learning environment and improve student outcomes.

Overall summary of progress

Building Leadership Capacity

Staff at Cronulla PS are supported to develop their knowledge and skills. All staff completed a Performance Development Plan which identified areas for support and development. Individual goals were negotiated and became a focus for development throughout 2018.

All staff have continued to be encouraged and provided opportunities to develop and demonstrate their professionalism, knowledge and skills. As a result:

- one staff member seconded to SCOUT for Semester 2 2018.
- one staff member continued the role of Curriculum Advisor
- classroom teachers offered experience to relieve in Assistant Principal positions
- one staff member working as Deputy Principal as part of EAfS strategy
- one staff member relieving as Principal
- a number a staff members conveners for Zone, Sydney East and State sporting roles.

Students have been given increased leadership roles at school. All students are encouraged to take ownership for their own learning and behaviour. Leadership opportunities are present in all classrooms and all students are offered opportunities to develop their leadership skills. The student leadership team have enjoyed leadership opportunities this year and offered their opinions and feedback around school programs, initiatives and directions.

Community Engagement

During 2018, there has been a focus on increasing community engagement levels related to school operations and activities. Once again, levels of involvement in school events were pleasing and an increase in attendance numbers were noted. The school sought information from the community in survey form regarding home/school communication and Tell Them From Me.

Information evenings around the School's Strategic Directions were scheduled and held during 2018. Parents were invited to a number of sessions where staff presented our focus areas for 2018. The Feedback from these sessions was extremely positive.

The school culture continues to reflect the positive community engagement. Continued growth in school enrolment also reflects the community's support of and belief in the school. All feedback is encouraged and welcomed.

As a result of the targeted focus, it has been found that:

- Attendance data from all school events during the semester was again collated and provided baseline information in regard to the relevance of the school event or initiatives.
- Overall positive attendance at all Semester 2 events indicates the school community values and appreciates the initiatives and events scheduled by the school.
- There was an overwhelming response to the Kite Building and Father's Day Breakfast with over 400 attending.
- Smaller participation numbers at the Colour Dash was noted however the amount raised was consistent to 2017. Money raised – \$19000
- Participation at the monthly P&C meetings in 2018 decreased resulting in a quorum not being met for 3 meetings in Semester 2. Reduced attendance was the result of conflicting parent schedules, reduction in parent involvement at committee level and time of meeting.
- Communication via the P&C Facebook page generated support for specific events eg: parent helpers at Father's

Day stall, and as a result, parent assistance at events was very good.

Developing an evaluative mindset

Self-Assessment processes continue to be a focus at Cronulla PS. Staff regularly evaluate and monitor progress and achievement within classrooms against student outcomes and across the school against improvement measures. At the beginning of 2018, staff aligned themselves to a project running within the school. All staff members have been actively involved in project teams during 2018 and are working towards the school's Strategic Directions. Teams meet twice termly to identify areas of focus, monitor achievement and decide on future directions for their teams key deliverables. Project teams are also responsible for developing and monitoring milestones.

As a result of this focus, it has been noted that:

- staff are actively engaged in evaluating programs within the school
- an evaluative mindset is employed to monitor the effectiveness of school initiatives and programs
- self-assessment guides the staff when making decisions about future directions
- self-assessment processes are clearly defined and understood by all members of staff.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of staff access leadership opportunities and demonstrate increased leadership capabilities.	Participation in student leadership initiatives sponsored by P&C (\$400 for 8 students to attend National Young Leaders Day) School Leadership activities school funded.	Students are offered leadership opportunities within classrooms and across the school. Class representatives are elected to be part of the SRC and meet regularly to discuss school programs and initiatives. Student leaders in Year 5 and 6 continued to be offered leadership opportunities around the school.
Increase parental understanding of and involvement in school practices, programs and initiatives.	Teacher attendance at the out of hours evening sessions was voluntary. School funded oncosts for catering at events.	Parents were invited to attend information evenings around the projects running in the school during 2018. These sessions unpacked our focus areas for 2018 and aimed to build community engagement with school operations and activities.
Evidence of authentic evaluation of whole school initiatives and teaching programs and practices.	All teachers receive an additional 50 minutes release per week for meeting requirements. (15 hours per week – \$60,000 per annum school funded)	Teaching programs are evaluated regularly through staff and stage meetings. Teachers actively monitor progress and evaluate programs to ensure all students make progress towards achieving appropriate outcomes.

Next Steps

Building Leadership Capacity

The following areas are proposed for 2019:

- EaFS Deputy Principal position will continue
- Further opportunities for staff members to relieve in Assistant Principal positions
- Student leaders are provided with increased leadership opportunities
- Support staff and students in the development of a growth mindset.

Community Engagement

The following areas are proposed for 2019:

- P&C meeting times will be reviewed in an effort to increase attendance numbers
- Consultation with the community around the schools directions will be sought
- Parents will be invited to attend 'come and see' sessions where classrooms will be opened and school focus areas will be displayed
- Grandparents Day will be added to the school's community events calendar

- Emailing and parent communication channels to be updated to ensure system efficiency.

Developing an evaluative mindset

The following areas are proposed for 2019:

- The school will be externally validated in 2019
- Self-assessment processes will continue to be developed and improved across the school
- All staff will continue to participate in project team meetings and actively evaluate achievement and progress
- Teachers will continue to formally evaluate teaching and learning programs.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$15,317 Flexible funding	Teachers provided explicit and targeted support for identified EALD students.
Low level adjustment for disability	\$62,468 Staffing \$26,728 Flexible funding	All students requiring adjustments and accommodations continued to be catered for within the school and tracked by the Learning Support Team.
Quality Teaching, Successful Students (QTSS)	Semester 2 – 0.707 Staffing resource allocation	A part time Curriculum Leader supported teachers K–6 in the delivery of curriculum.
Socio–economic background	\$15,236 Flexible Funding	A speech pathologist and an Occupational Therapist were employed for early intervention in Kindergarten aligned to the Early Action for Success program.
Support for beginning teachers	\$17,950	All beginning teachers received additional support through additional RFF and teacher mentors.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	170	190	209	224
Girls	136	152	173	187

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.4	95.2	95	93.9
1	94.7	93.7	94.2	94
2	93.7	93.7	95.1	92
3	94.2	95.9	94.3	94.8
4	93.5	94.5	95.3	93.2
5	94.6	93.8	95.4	93.6
6	93.7	95.5	91.8	92.9
All Years	94.2	94.6	94.5	93.4
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 dropped slightly in 2018, however, they are consistent with State attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	16.13
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration and Support Staff	4.02

*Full Time Equivalent

No staff at Cronulla Public School 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	0

Professional learning and teacher accreditation

Cronulla Public School teaching staff participated in a range of professional learning opportunities aligned to the school's strategic directions. Professional Learning was focused around Curriculum and Pedagogy, Data, Assessment and Reporting and Wellbeing. In addition, further professional learning was provided for Early Career Teachers and Executive. 5 teachers were accredited and all staff maintained accreditation as required by NESA.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	329,952
Revenue	3,651,517
Appropriation	3,297,520
Sale of Goods and Services	2,284
Grants and Contributions	341,238
Gain and Loss	0
Other Revenue	2,000
Investment Income	8,475
Expenses	-3,463,025
Recurrent Expenses	-3,463,025
Employee Related	-3,068,044
Operating Expenses	-394,981
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	188,492
Balance Carried Forward	518,443

* Cronulla Public School's financial management processes and governance structures meet financial policy requirements * Balance carried forward will be used for additional Release from Face to Face and associated staffing oncosts and student resources

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,687,663
Base Per Capita	75,031
Base Location	0
Other Base	2,612,632
Equity Total	125,400
Equity Aboriginal	5,651
Equity Socio economic	15,236
Equity Language	15,317
Equity Disability	89,195
Targeted Total	246,772
Other Total	115,134
Grand Total	3,174,969

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.

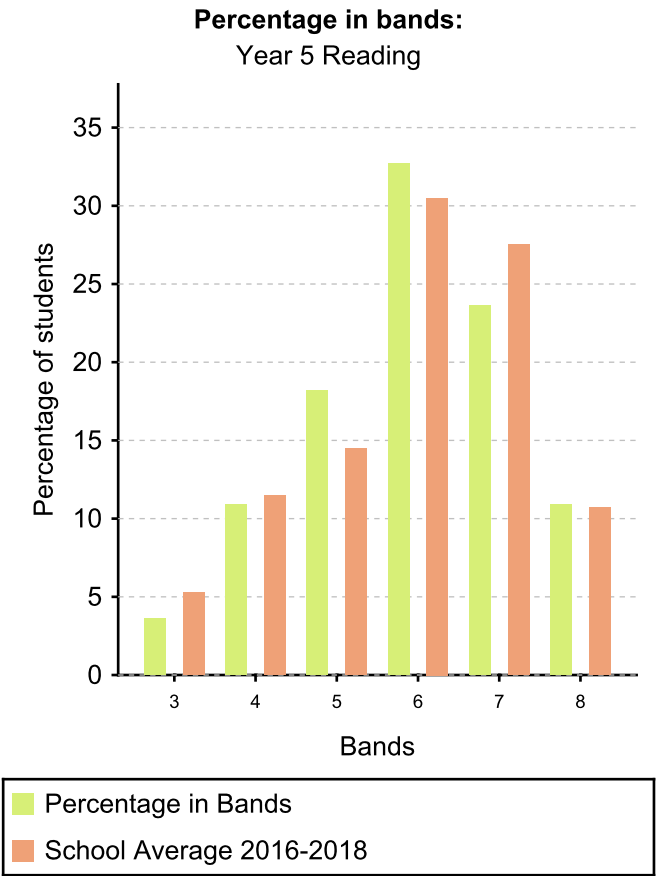
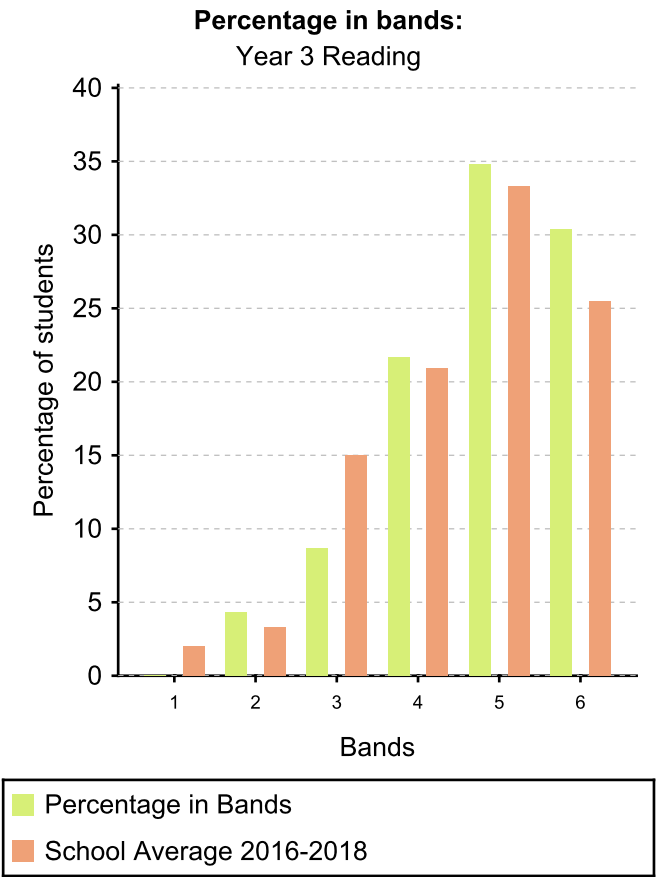
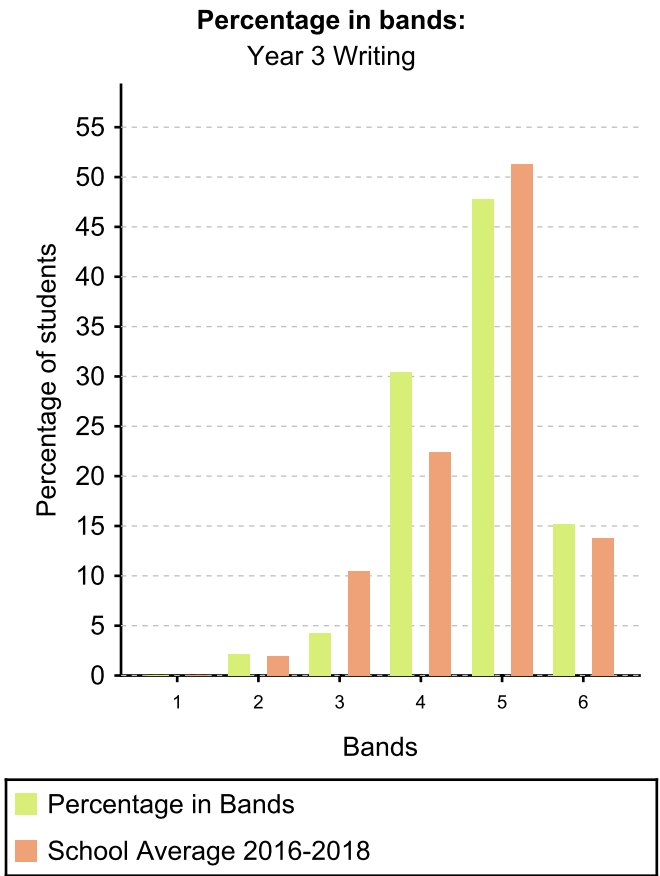
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

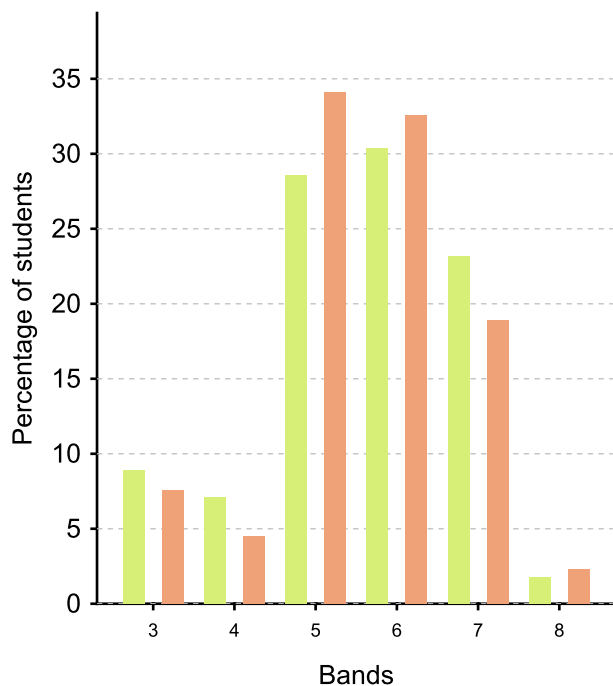
Year 3 literacy results indicate an increase of students achieving in the top 3 bands. Of particular interest is the increase of students achieving in Band 6.

Year 5 literacy results also demonstrate growth with a higher % of students achieving in the top 3 bands compared to the lower 3 bands.

Cronulla Public School is committed to increasing student growth and consistency of results.



Percentage in bands:
Year 5 Writing

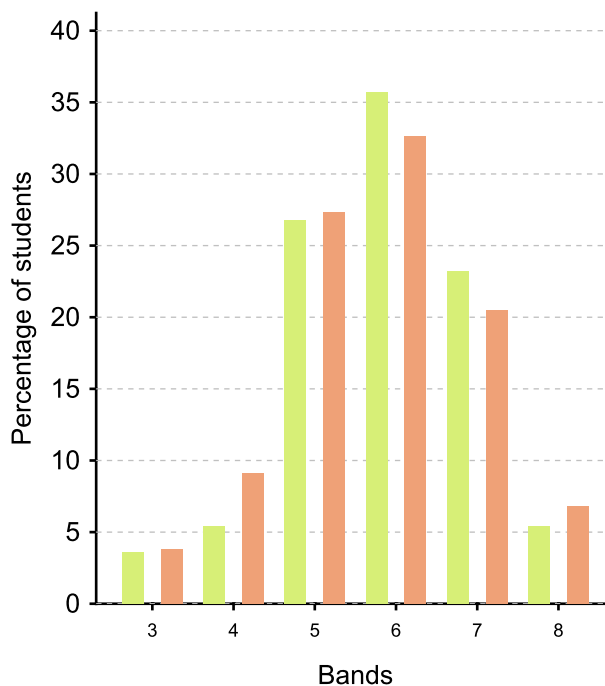


Percentage in Bands
School Average 2016-2018

Year 3 Numeracy results demonstrate growth with a higher proportion of students achieving in the top 3 bands. T

The majority of Year 5 students achieved between Bands 5 to 7. A future focus will be to increase the number of students achieving in Band 8.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.

The Premier's priority calls for an increase of 8% of student performance in the top two bands in reading and numeracy. Overall, there has been a 1.49% increase of results in the top 2 bands for reading and numeracy since 2016. Year 3 numeracy increased from 44% in 2016 to 45.65% in 2018. Year 3 reading increased from 60% in 2016 to 65.22% in 2018. Year 5 numeracy increased from 21.43% in 2016 to 29.09% in 2018. Year 5 reading decreased from 35.71% in 2016 to 35.19% in 2018.

The state priority calls for an increase of the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%. In 2016 and 2018, we had no Aboriginal students completed NAPLAN in Year 3 or Year 4. As such, we are unable to provide a statistically valid measure of Aboriginal student growth in performance.

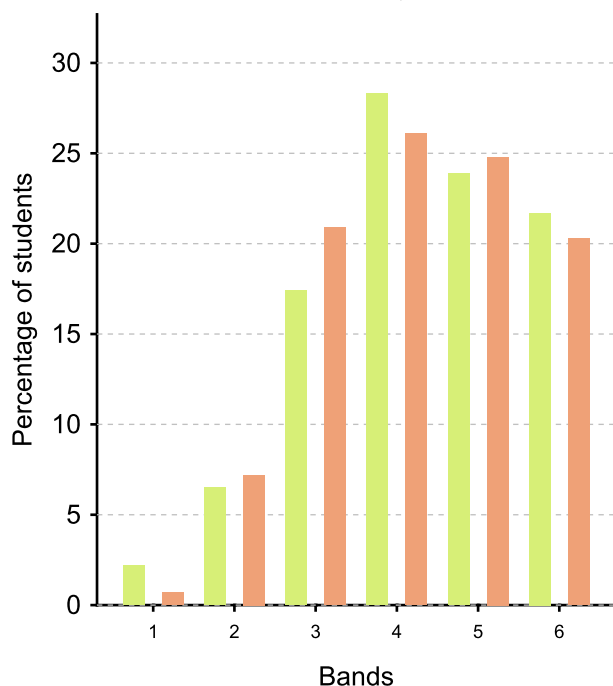
Parent/caregiver, student, teacher satisfaction

Perspectives of Students from the 2018 Tell Them From Me survey

79% of students in this school had a high sense of belonging

88% of students had positive relationships at Cronulla Public School

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

94% of students valued school outcomes

85% of students had positive behaviour

90% of students try hard to succeed in their learning

Perspectives of Parents from the 2018 Tell Them From Me survey

73% of parents felt they were welcome at Cronulla Public School.

70% of parents felt well informed about their child's progress.

90% of parents have talked with the teacher more than 2 times in the year.

86% of parents have attended more than 2 meetings in the year

66% of parents support learning at home

72% of parents feel that Cronulla Public School supports learning

74% of parents said that Cronulla Public School is a safe school.

81% of parents feel that Cronulla Public School supports positive behaviour

68% of parents believe that the school is inclusive of all students.

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 planning. The 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 in all curriculum areas

- Students and teachers celebrated the history, culture and achievements of Aboriginal and Torres Strait Islander peoples during NAIDOC Week.
- 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 an Additional Dialect (EALD) teacher work cooperatively to develop strategies that best cater for students' 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
- Cross Curriculum Priorities are integrated across KLA's allowing 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 activities.