Cronulla South Public School

Annual Report

2018

CRONULLA SOUTH
PUBLIC SCHOOL

3668

Introduction

The Annual Report for **2018** is provided to the community of Cronulla South Public School as an account of the school's operations and achievements throughout the year.

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

Anica Tanevski

Relieving Principal

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Message from the Principal

As relieving principal of Cronulla South Public School it is with great pleasure to be working with an amazing school community. At Cronulla South Public School I am proud to acknowledge the strength in which we uphold our school vision.

Our school provides a teaching and learning environment in which every child thrives, learns and grows to enjoy a productive , rewarding and fulfilling life, while contributing to their local and global communities.

As a school with a culture of strong community partnerships, with our hard working and supportive P&C, we are able to fulfil and enhance many school programs and resourcing to benefit and improve the learning outcomes for our students.

I am proud of the successes our students, staff and community have achieved in 2018 and am pleased to share these in this report.

Anica Tanevski

Relieving Principal

Message from the students

2018 Report

Creative arts

Our school was selected to perform at the 2018 Schools Spectacular. It was great and really enjoyable. We loved being able to meet new people and learn fun dances. We also enjoyed having the Aboriginal artist Darren Dunn come to do the dot painting with us. It would be great to do again.

Sport

We really enjoyed having the opportunity to participate in the gymnastics program. We liked learning many different techniques. We thought Jump Rope for Heart was a great initiative, because the funds went to a really good cause. Perhaps we could start our own skipping performance group in 2019.

A great well–being activity was the Lapathon. We loved the concept of running around and getting stickers and sponsors. The sausage sizzle after was awesome.

School fun

A really fun activity was the Year 6 Funday. One thing that could be improved would be that we get more tokens and more time to go around.

Most kids enjoyed the Crazy Hair Day. We loved the idea of being able to put your hair in unusual styles.

Grandparents Day was a lot of fun, perhaps the leaders could have a role such as serving food and drinks when we do it in 2019.

Emily and Byron (School Captains)

School background

School vision statement

To provide a teaching and learning environment in which every child thrives, learns and grows to enjoy a productive, rewarding and fulfilling life, while contributing to their local and global communities.

School context

Cronulla South Public School is located in the southern coastal suburbs of Sydney and has a population of approximately 340 students. The school and wider community have high expectations for learning and behaviour and provide the support necessary for the students to meet those expectations.

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of Learning, our school has focussed on wellbeing, curriculum and assessment. Through the implementation of the Positive Behaviour for Learning framework and the Leader in Me program the wellbeing of students is explicitly supported and addressed in teaching and learning programs. The school is working towards strengthening well–developed and evidence–based processes, to identify and regularly monitor and review individual students learning needs. Through the 4Mat Cycle teaching and learning programs describe what all students are expected to know, understand and do. The school is developing the capacity of our staff to collect and use assessment as a school–wide process to monitor achievements and identify gaps in learning to inform planning for particular student groups and individual students.

In the domain of Teaching, our school has focussed on effective classroom practice, professional standards, and learning and development. Teachers regularly review and revise teaching programs, ensuring the content is based on the curriculum. Assessment rubrics have been developed as a collaborative process in stage teams and used to assess student work and track teaching and learning against syllabus outcomes. The school has initiated feedback through Learning Conversations as a tool to provide communication to students and parents and promote the importance of goal setting to provide expectations for how to improve. Parent and teacher Interviews were also utilised to provide families with a deeper understanding of student achievement. In the area of accreditation, our school is working towards strengthening the performance and development processes of all staff, aligning professional goals to the school plan and teacher professional standards. The implementation of Learning Sprints has enabled the executive team to work with

teaching staff on targeted professional learning experiences to revise teaching practices and learning programs to meet the needs of learners, based on evidence of student progress and achievement. The provision of opportunities for teachers to collaborate and plan teaching and learning programs enables teachers to make explicit use of new syllabus documents. MultiLit Spell It, a flexible program that assists teachers to plan and implement spelling instruction based on assessment of students' current knowledge was introduced in Stage 2.

In the domain of Leading, our school has focussed on Educational Leadership, School Resources, and Management Practices and Processes. In professional learning our school has focussed the development of effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement. Our school has strengthened school wide communication processes and given parents and community members the opportunity to engage in a range of school–related activities which help build the school as a cohesive community. Staff, students, parents and the broader community were welcomed to engage, in the development of the vision, values and priorities of the school. Through the implementation of the school's master plan, building infrastructure has continued to improve the school's physical resources and facilities to provide a safe environment for learning. The priorities in the school plan have been used to drive financial decisions.

Strategic Direction 1

Teaching and Learning

Purpose

To engage teachers in a culture of collaboration around each student's growth. To empower students to lead their own learning.

Overall summary of progress

In 2018 there was a continued school wide focus on the provision of professional learning to improve the planning and assessment of quality teaching and learning. Professional learning focussed on developing teacher capacity to personalise learning for each student through the embedding of research–informed practice and evaluation of impact through formative assessment. 4Mat was introduced as a systematic model for planning quality teaching and learning programs that integrate all learning styles and create an environment of continuous learning and development. All teachers were trained in the Seven Steps to Writing Success program and through the use of Simon Breakspear's Improvement Sprints model have focussed on the delivery of explicit teaching strategies in writing, Mac Lit was introduced as an explicit and systematic reading intervention for small groups of older low–progress readers. This evidence based effective literacy intervention program coincides with the continuation of the Mini Lit program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students demonstrate deep reflection and intellectual engagement in their learning.		* 93% of Students demonstrate that they work hard to succeed in their learning according to data drawn from the 2018 Tell Them From Me survey. * 2 classes in the school embedded learning conversations as a tool for self reflection and goal setting to develop a culture of self reflection and continuous improvement.
Teachers increasingly engage in the collaborative practice of implementing Learning Sprints and demonstrate an improved ability to reflectively make adjustments to ensure student growth.	* Learning Sprints $8611.00 * 4Mat Program $78000.00	* Teaching staff have implemented in their classrooms multiple Sprints cycles in the area of writing. They have shared their successes in both Stage Team and Whole School professional learning meetings. * 100% of teaching staff have been trained in the 4MAT cycle for summative and formative assessment. Stage based NESA compliant scope and sequences were developed for Learning Areas. Rubrics have been created to support teaching and learning programs in the curriculum areas of History, English and Mathematics. Professional dialogue and consistent teacher judgement have strengthened teacher efficacy.
Increasing numbers of teachers work towards and/or maintain accreditation at Proficient or beyond, reflecting in their practice the goals of this School Plan.	Beginning teacher funding $13786.00	* 100% of teaching staff have achieved proficiency and have participated in the Personal Development Plan (PDP) process.
Internal and external data shows increase in value–added and growth in literacy and numeracy	Seven Steps to Writing Success program $2720 Foundations of Learning Sprints Course $1611.00 Learning Sprints School	* The Seven Steps to Writing Success program was used as a tool improve student engagement and performance in writing. 100% of teaching staff were trained in the program and have access to both online and hard copy resources. Staff have trialled the program in classrooms with some sharing of teaching and learning activities in Stage Team

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal and external data shows increase in value–added and growth in literacy and numeracy	Membership $5500.00	meetings. * Intensive focus on the explicit teaching of writing has achieved positive growth according to Naplan data. * The Learning Sprints model was used to further teach writing strategies. Teachers reported positive growth from their students when comparing data against syllabus outcomes and the literacy continuum.
Increased proportion of students in top 2 NAPLAN bands in Reading and Writing.		* According to NAPLAN Data in 2018, positive growth was achieved in Writing. 72% of students in Year 5 and 75% of students in Year 3 were in the top 3 bands for writing. * Reading growth in Year 5 was positive with 58% of students achieving in the top two bands, compared to the state average of 47%.

Next Steps

* Staff to continue to embed and refine formative and summative teaching and learning practices

* Assessment rubrics developed as part of teaching and learning units of work to track student learning and inform practices

* Utilise teacher expertise amongst staff to share and build capacity in staff to implement processes of student goal setting through the use of Learning Conversations

   (Student, Parent and Teacher interviews)

* Trial Learning Progressions across K–6 with a focus on writing through Learning Sprints process and the Seven Steps to Writing Success

* Tailored support in Learning and Support process and curriculum

* Continuation of Mini Lit and Mac Lit programs K–6

Strategic Direction 2

Leadership

Purpose

To empower students to lead their own lives, make a difference with others and provide them with tools to better achieve their goals and find their voice.

Overall summary of progress

In 2018 teachers trained in Steven Coveys 'The 7 Habits of Highly Effective People', as part of a community of schools initiative. The initiative encompassed a process of self–reflection, collaboration and interdependence to develop an empowered culture of continuous growth and improvement. Teachers implemented the '7 Habits of Happy Kids –Leader In Me' initiative in classrooms to embed, in their students, life principles of being proactive, planning and the importance of teamwork. The Positive Behaviour for Learning (PBL) team revised and refined the behaviour tracking and reward system based on feedback and consultation with a PBL coach, staff and community, as a result, improvement measures have been developed to create cohesion and consistency across the school. The executive staff worked with an external leadership coach to build their capacity to lead all staff through processes of self reflection and to build a culture of continuous improvement. To keep abreast of best practice and link professional learning opportunities with improved classroom practice, professional goal setting (PDP's), was inclusive of teaching and some non teaching staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increasingly positive data will be drawn from the Tell them from Me Survey – 4 dimensions of classroom and school practices	New reward system $495.83 Executive Leadership Development Program $12950.00	* The 2018 PBL Team evaluated the school's current practices. A new punch card system was implemented to reward positive behaviour. 100% of staff recorded positive student behaviour on the school's shared document. * New awards were designed and launched at our school in consultation with students, staff and community. * 41% of students achieved the highest award for positive behaviour and received a platinum award at the annual Presentation day. * Positive data was drawn from the Tell Them From Me survey with 80% of students feeling a sense of belonging. * An external community engagement consultant mentored the school leadership team in developing a culture of high expectations and support.
Increased student understanding and capacity to reflect upon their own learning and plan where to next for continual improvement.	Lighthouse Team Training $3650.00 The Leader In Me Annual Program $2727.28 The Leader in Me Professional Learning $7345.02 Leader in Me – Teacher release $3000.00	* 100% of teaching staff were trained in Steven Covey's The 7 Habits. * A lighthouse team, involving executive and teaching staff, was formed to develop strategies for implement the program school wide. * The school launched the 'The Leader in Me' program across K–6 in term 3 and 4.
Increasingly positive PBL data using the Tiered Fidelity Indicator	According to PBL data:	* Data from the PBL Tiered Fidelity Indicator and Self Assessment survey has shown students are

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and Self –Assessment Survey.	* 83% of Staff and students surveyed report that expected student behaviour and routines in classrooms are taught directly. * 85% of expected student behaviours are acknowledged regularly	able to articulate and demonstrate the core values of respect, active learning and safe. Students also feel that they acknowledged for their positive behaviour and this is reinforced through modelling and effective teaching of strategies.

Next Steps

*Teachers to analyse PBL reward system and further refine processes

* Purchase TLIM resource books for all students K–6

* Implement opportunities for student leadership and goal setting as part of TLIM initiative

* refine current school PDP processes and practices and to include all non–teaching staff

* Executive and lead teachers involved community of schools network as part of Simon Breakspear's 'Getting Evidence Moving in Schools' to analyse research based evidence to make impact on teaching and learning practices.

Strategic Direction 3

Culture

Purpose

To create a culture of trust and engagement amongst staff, students and parents to collaborate around a shared purpose of success for all.

Overall summary of progress

Cronulla South Public School continued to implement the school's master plan for school facilities, to maximise future focused learning opportunities. Plans were developed in consultation with staff and the local school community (P and C) to remodel the current Library to create a flexible 21st Century space. Communication and engagement strategies were streamlined based on parent and community feedback with the implementation of Schoolzine and Facebook as a bulletin board for communication between school, home and community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increased numbers of students are motivated to deliver their best and continually improve as a result of effective learning partnerships between home and school.	Learning Conversations teacher release – $2000.00 Schoolzine – $2263.64	* Learning Conversations process (Interviews involving student, parent and teacher) implemented. 100% of students across two classes developed smart goals. Students demonstrated that they could articulate their progress against their identified goals. Goals were set against the syllabus outcomes. Parent, student and teacher feedback was positive. * The school streamlined processes for community engagement and communication to students, staff, parents and the community. * The P and C in consultation with staff and the local community, developed plans to remodel the current library to maximise future focussed learning opportunities.
• Increasingly positive data from the parent engagement survey and the Tell them from me parent and teacher surveys		To be revised in 2019

Next Steps

* All classrooms K–6 to be air conditioned

* Library remodeling to be completed in 2019

* Further refine communication processes in consultation with community and school

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	• English language proficiency ($22 865.00)	* EALD teacher provided explicit teaching of literacy in small targeted focus groups * Student data tracked on ERN and updated.
Low level adjustment for disability	• Low level adjustment for disability ($72 879.00) • Flexible Funding – SLSO staff ($29 058.00) • MultiLit Training – PL for SLSO staff ($2 623.00) • MiniLit Workbooks ($278.18)	* Mini Lit and Mac Lit programs implemented K–6 by specialist LaST * Students at the school received targeted intervention in reading through the implementation of Mini Lit and Mac Lit programs * All students made positive growth after the 20 week Multi Lit intervention program
Quality Teaching, Successful Students (QTSS)	Relieving teacher at higher duties • Quality Teaching, Successful Students (QTSS) $ 55909.00 • Quality Teaching, Successful Students (QTSS) ($55 909.00)	* An additional executive teacher was employed to provide ongoing support to teaching staff and assist in developing quality teaching programs across Stage 1, through the implementation of the Learning Sprints and 4Mat models for quality teaching and learning. * The addition executive teacher led well–being programs K–6, as a leader of the PBL and Learning in Me teams. * Release time for school executive to establish collaborative practices in the school.
Socio–economic background	Specialist trained Multi Lit teacher – LaST SLSO – Multi Lit trained instructors • Socio–economic background $ 8791.00 • Socio–economic background ($8 791.00)	* Mini Lit and Mac Lit programs implemented K–6 with small targeted focus groups of students.
Support for beginning teachers	* Beginning teacher funds • Support for beginning teachers $ 13786.00 • Support for beginning teachers ($13 786.00)	* Two teachers received beginning teacher support in 2018. Both teachers developed goals which were guided through the Australian Professional Standards for Teachers. Mentoring and collaborative practices provided the teachers with quality examples of best practice and targeted professional learning experiences. Both members of staff achieved their agreed learning goals.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	174	164	164	177
Girls	175	159	155	156

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.9	97.3	96.2	95.1
1	94.1	93.9	96.7	96.1
2	93.9	95.2	95.7	94.5
3	96.2	94.5	94.5	92.5
4	93.6	94.1	97.2	94.4
5	93.9	93.6	96.4	94.2
6	92	93.4	92.7	95.4
All Years	94	94.4	95.7	94.6
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 South Public School engages with a Home School Liaison Officer (HSLO) to review attendance data. Attendance data is tracked throughout the year and any concerns are addressed regularly, through ongoing and needs based meetings held with staff, principal, Learning and Support Team and HSLO to discuss strategies to support with:

* student concerns and challenges with regular school attendance

* strategies to assist in improving school attendance

* meetings with parents and caregivers

These school practices have proven to be worthwhile and effective in tracking and monitoring student attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.58
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	3.12

*Full Time Equivalent

Cronulla South Public School has one staff member who identifies as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	0
Postgraduate degree	100

Professional learning and teacher accreditation

Staff professional learning was linked directly to the school's three year plan. All staff participated in mandatory professional learning during 2018. In addition to mandatory professional learning:

* All teaching staff have participated in targeted professional learning experiences delivered by experts in the area of writing, where explicit instruction has been delivered through the Seven Steps of Writing Program.

* Stage 2 teachers were trained in Spell It, a flexible program that teaches students the rules, conventions, structure and logic of the English language, and has enabled teaching staff to plan effective spelling lessons based on the needs of their students.

* Two members of staff participated in Destination Imagination professional learning, a STEM innovation program which inspired students to find solutions to problems, work in a team and achieve complex goals. This was delivered in line with the introduction of the new Science curriculum. All Staff also participated in targeted support for the planning and teaching of the new Science curriculum.

* All staff attended professional learning on The Seven Habits of Highly Effective People, as part of a community of schools initiative to support well–being and 4MAT training to enhance teaching and learning capabilities.

* The executive team attended professional learning, as part of a network of schools on Simon Breakspear's Learning Sprint model which focussed on best practice in teaching, and leadership.

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	208,207
Revenue	2,991,050
Appropriation	2,615,811
Sale of Goods and Services	4,273
Grants and Contributions	366,440
Gain and Loss	0
Other Revenue	150
Investment Income	4,376
Expenses	-2,991,496
Recurrent Expenses	-2,991,496
Employee Related	-2,351,460
Operating Expenses	-640,035
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-445
Balance Carried Forward	207,762

The school's financial management processes and governance structures meet financial policy requirements.

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	2,282,892
Base Per Capita	61,685
Base Location	0
Other Base	2,221,208
Equity Total	137,799
Equity Aboriginal	4,206
Equity Socio economic	8,791
Equity Language	22,865
Equity Disability	101,937
Targeted Total	0
Other Total	72,033
Grand Total	2,492,724

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.

The NAPLAN data indicates that the following percentage of students in Year 3 were in bands 5 and 6:

* 46% in writing

* 42% in reading

* 37% in spelling

* 37% in grammar and punctuation

The NAPLAN data indicates that the following percentage of students in Year 5 were in 7 and beyond:

* 61% in reading compared to the state average of 15%

* 34% in writing compared to the state average of 7.7%

* 42% in spelling compared to the state average of 35%

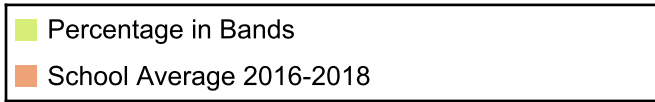* 48% in grammar and punctuation compared to the state average of 35%

Percentage in bands:
Year 3 Grammar & Punctuation

	Percentage in Bands
	School Average 2016-2018
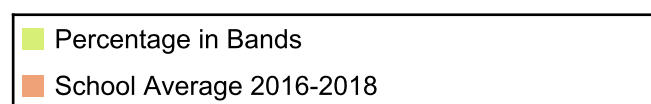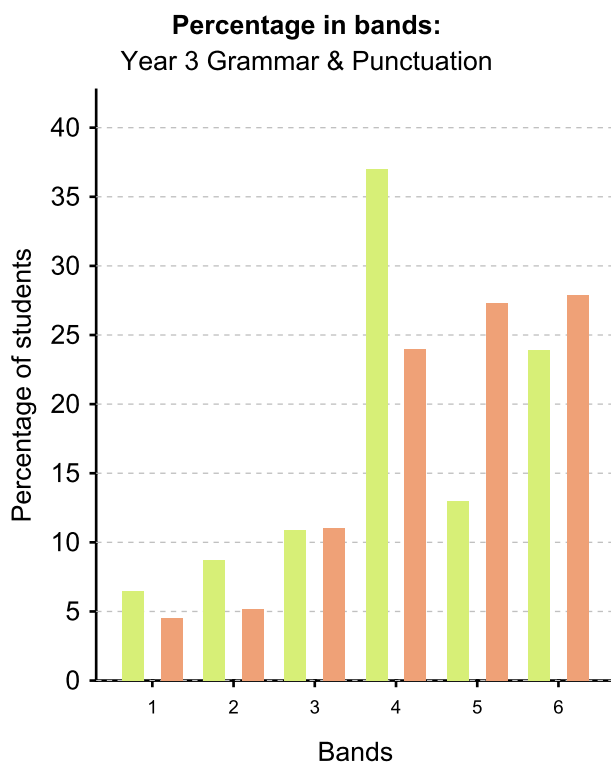
Band	1	2	3	4	5	6
Percentage of students	6.5	8.7	10.9	37.0	13.0	23.9
School avg 2016-2018	4.5	5.2	11	24	27.3	27.9

Percentage in bands:
Year 3 Writing

	Percentage in Bands
	School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	2.2	21.7	30.4	39.1	6.5
School avg 2016-2018	1.3	4.5	16.2	33.1	33.1	11.7
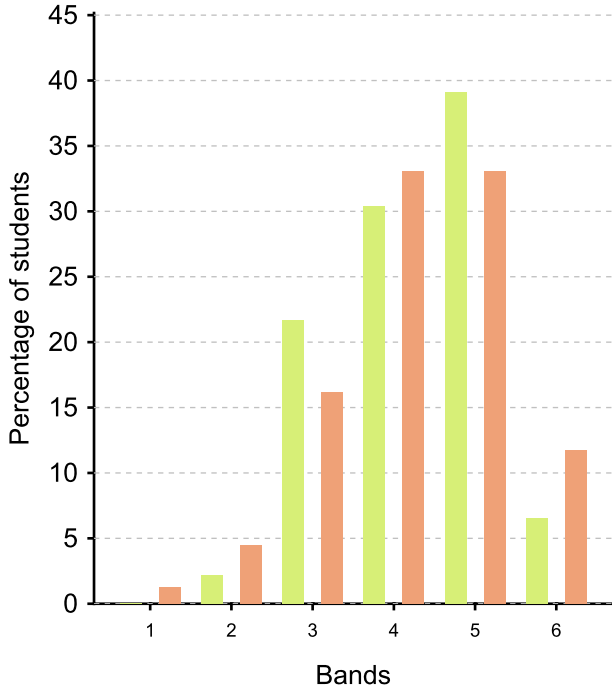
Band	1	2	3	4	5	6
Percentage of students	4.3	4.3	23.9	26.1	17.4	23.9
School avg 2016-2018	1.9	11.7	14.9	23.4	24.7	23.4

Percentage in bands:
Year 3 Reading

	Percentage in Bands
	School Average 2016-2018
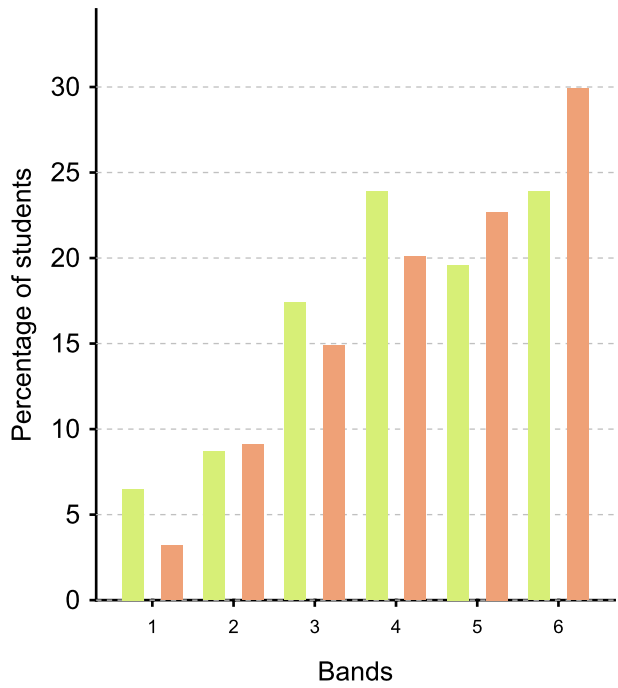
Band	1	2	3	4	5	6
Percentage of students	6.5	8.7	17.4	23.9	19.6	23.9
School avg 2016-2018	3.2	9.1	14.9	20.1	22.7	29.9

Percentage in bands:
Year 3 Spelling

	Percentage in Bands
	School Average 2016-2018
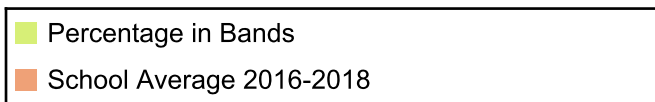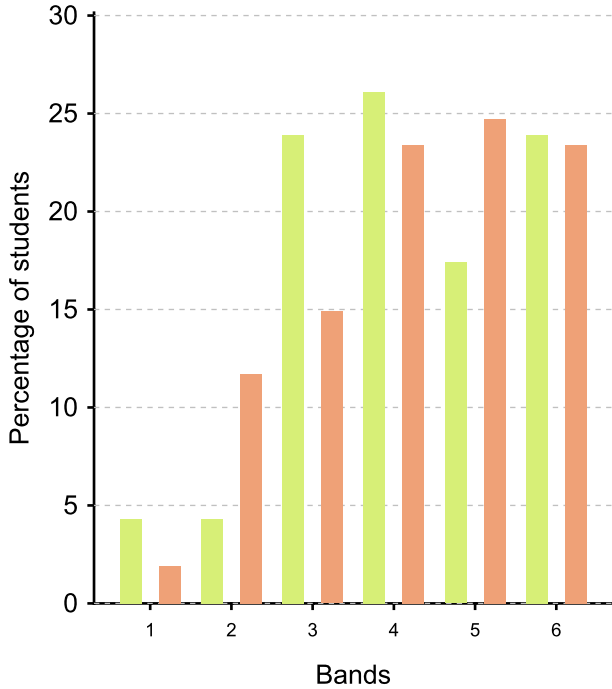
Percentage in bands:
Year 5 Grammar & Punctuation
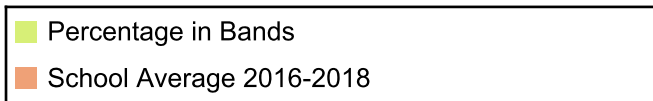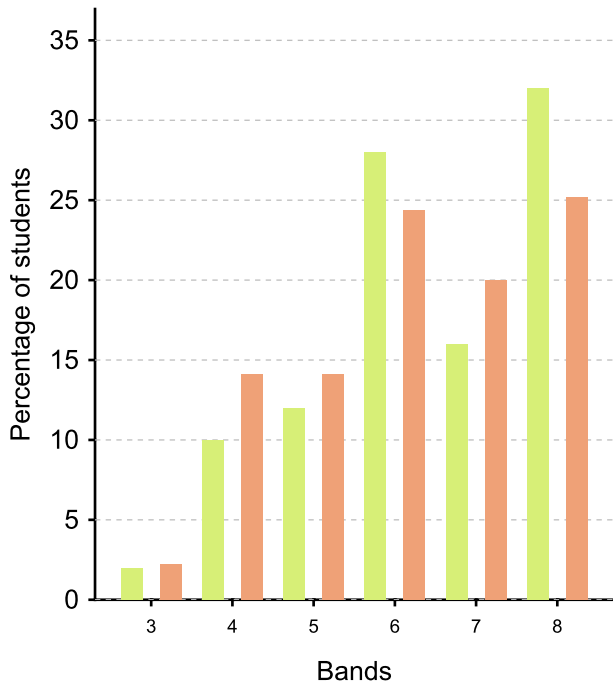
Band	3	4	5	6	7	8
Percentage of students	2.0	10.0	12.0	28.0	16.0	32.0
School avg 2016-2018	2.2	14.1	14.1	24.4	20	25.2

Percentage in bands:
Year 5 Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	13.7	11.8	13.7	27.5	33.3
School avg 2016-2018	0	13.2	13.2	19.9	29.4	24.3

Percentage in bands:
Year 5 Spelling
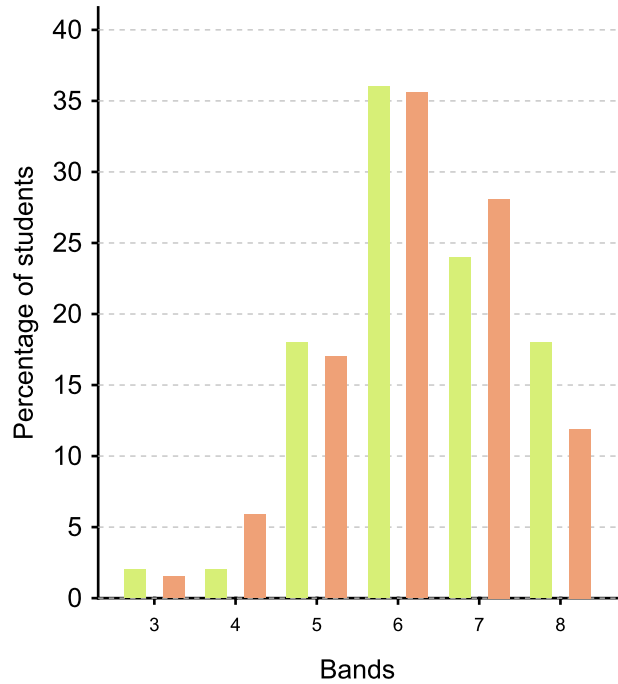
Band	3	4	5	6	7	8
Percentage of students	2.0	2.0	18.0	36.0	24.0	18.0
School avg 2016-2018	1.5	5.9	17	35.6	28.1	11.9
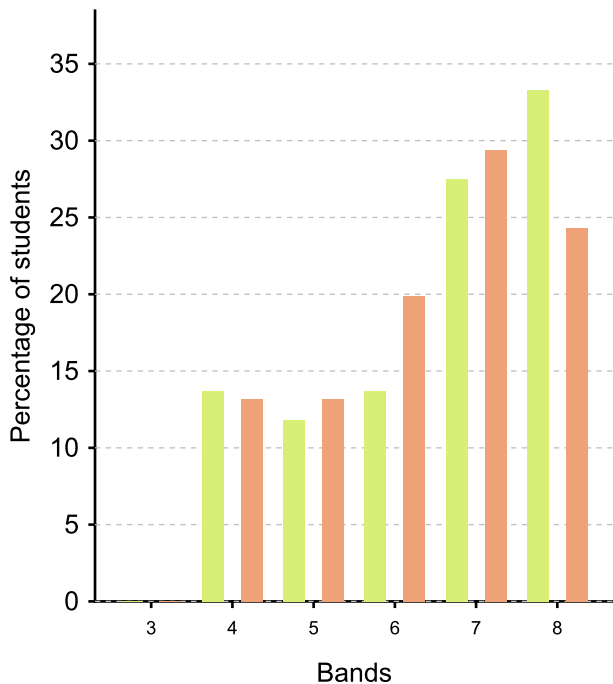
Percentage in bands:
Year 5 Writing
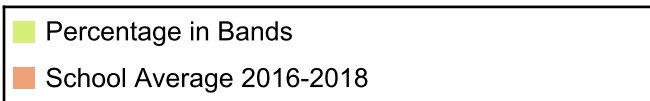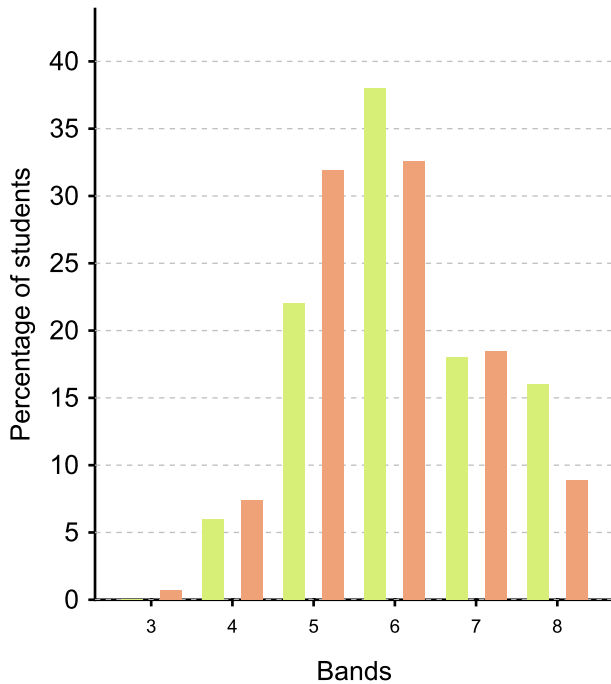
Band	3	4	5	6	7	8
Percentage of students	0.0	6.0	22.0	38.0	18.0	16.0
School avg 2016-2018	0.7	7.4	31.9	32.6	18.5	8.9

Legend:
- Percentage in Bands
- School Average 2016-2018

The NAPLAN data indicates that the following percentage of students in Year 3 were in bands 5 and 6:

* 34% for numeracy

The NAPLAN data indicates that the following percentage of students in Year 5 were in 7 and beyond:

* 40% for numeracy compared to the state average of 29%

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

At Cronulla South Public School we are committed to improving education results and aligning our reporting processes in accordance with the Premier's Priorities. We provide contemporary learning environments that enhance student learning outcomes building leadership capacity.

Parent/caregiver, student, teacher satisfaction

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

The survey was completed by students in Years 4, 5 and 6 during 2018. The survey showed that students:

* felt a strong sense of belonging and advocacy for school

* had high expectations for academic achievement

The school has a strong P and C representation who take an active role in the vision and implementation of the school's master plan for building and infrastructure.

Parent forums were also conducted in 2018 to communicate the School Plan and vision to families and the community.

Policy requirements

Aboriginal education

Cronulla South Public School is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education. Aboriginal perspectives are embedded into teaching and learning units. This is in line with the Department of Education's Aboriginal Policy, which states that children in NSW should develop a deep understanding of Aboriginal culture and peoples, past and present. Personalised Learning Plans have been developed and

implemented for all Aboriginal students, focusing on their individual learning needs in consultation with their families. In 2018, students across K–6 were encouraged to participate in the painting of a mural, which was led by an aboriginal resident artist. The artist immersed students in the aboriginal culture through storytelling, painting and music.

Multicultural and anti-racism education

Cronulla South Public School is proud of its rich multicultural community. Approximately 21% of students have a language background other than English. English as an Additional Language/Dialect (EAL/D) is supported at the school through teaching and learning programs. Tolerance and acceptance is promoted through our core school value of respect. In 2018 the school celebrated Harmony Day, where the students learnt about the importance of inclusiveness, respect and having a sense of belonging for everyone. The school has a trained anti–racism contact office (ARCO) who acts as a support person.