

Corrimal East Public School

Annual Report



2018



3877

Introduction

The Annual Report for 2018 is provided to the community of Corrimal East 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.

Bede Darcey– Principal

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Message from the Principal

2018 Celebrating Excellence Message from Mr Bede Darcey, CEPS Principal

Good morning everyone and welcome to our 2018 Celebrating Excellence assembly.

A couple of years ago, the NSW Department of Education released the School Excellence Framework (SEF). This framework supports public schools in NSW in our pursuit of excellence by providing a clear description of the key elements of high quality practice across the three areas of Learning, Teaching and Leading. This is why we now call our presentation day assembly, Celebrating Excellence, because as I am sure you would agree, Corrimal East achieves excellence in many, many ways, every day.

I want to this morning reflect on our school's journey of excellence throughout 2018 and share with you the areas that I feel we are excelling in. Our school plan contains three Strategic Directions, you would have read about them in the newsletter throughout this year have heard me talk about them at different forums.

The first strategic direction is titled 'Evidenced-Based and Data-Driven Teaching'. Through this direction, our school is on the path of excellence by the way in which we identify and implement effective teaching methods with a high priority given to evidence-based teaching strategies. It is through this Strategic Direction that we have been fortunate to have Mrs Jemima Gammone join us this year in the Instructional Leader role. Mrs Gammone works shoulder to shoulder with the teaching staff in our pursuit for best-practice in every classroom. I thank Mrs Gammone for her outstanding work this year and look forward to working with her again in 2019.

The second strategic direction is called 'Innovative and Informed Learning'. Under this Strategic Direction, we have begun implementing research-based teaching methods, particularly in the area of visible learning. We are on the journey of excellence through ensuring students in our care are provided with clear instructions on what is expected of them and what they need to learn from tasks. It is so encouraging to see that the hard work teachers at our school are putting in to their lessons and their classes is paying off. I know that I always say that NAPLAN is only one test on one day and that we use many other sources of evidence to gauge where a child is at on their learning journey, but I would like to share with you our Year 3 NAPLAN results this year. In all areas of NAPLAN, those being reading, writing, spelling, grammar and punctuation and numeracy, our school attained results above both the state average and above schools that are statistically similar to ours. Impressively, our Year 3 reading results show that 75% of our students achieved in the top two bands compared to only 52% across the state and only 42% of statistically similar schools. This proves to me that what the teachers are doing at our school is having impact and that aiming high and not settling for status quo is key to our success.

Our final Strategic Direction is called 'Connect, Succeed and Thrive' and in this area, the data shows we are excelling but more important than data, the feeling you get when you are in our school, the culture that has been developed and the feedback that I get from people who come in to our school to visit tells me that our school is a very special place and we most certainly are committed to a culture where every student and their family is known, valued and cared for.

In the newsletter last week I included the farewells of staff who will not be at Corrimal East next year. I thank Mrs Yewen who will next year take up a permanent position at Fairy Meadow Demonstration School and wish her well. I thank Miss Sobiesiak for her work this year looking after our EAL/D students and being our go to casual this year. I wish Miss Tysoe well for her adventures travelling the world in 2019 and wish Mrs Klusenbergl all the very best pending the safe arrival of the newest member of her family.

As you would have read in the newsletter last week, Mrs Olwen Cavallo, our School Administrative Manager will not be with us from 2019. Olwen has worked at our school for many years and I thank her sincerely for all she has done. Over the past few years the Department has been introducing a raft of new systems in school administration and the way in which Olwen has taken on this new learning and new ways of doing business has been exceptional and greatly appreciated. You will be missed Olwen and on behalf of the school I thank you and wish you well.

Corrimal East is a very special place to work. I love being the Principal of this school. For me, what makes it a special place to lead is the staff that we are so very fortunate to have. The staff, both teaching staff and support staff, are dedicated, passionate and committed to doing the very, very best for your children. Thank you to our entire staff for your outstanding efforts in 2018.

Finally, well done to the wonderful students of Corrimal East. You guys make me so proud. Thank you for all your hard work throughout the school year and thank you all for making me laugh. I am so honoured to be your Principal. I am grateful for your joy, your kindness and your growth mindsets. Best wishes to our graduating Year 6, whom I will miss greatly—please come back and visit.

Have a safe and happy summer break.

Until next school year, here's wishing you love, laughter and learning.

Message from the school community

2018 Celebrating Excellence Message from Mrs Jayne Ellis, CEPS P&C President

The Corrimal East Public School P&C are a dedicated group of volunteers who aim to promote the interests of our school by bringing parents, carers, citizens and staff into close co-operation. This year our membership stands at 26, including 12 new members of whom we were very pleased to welcome.

2018 has again had a full fundraising schedule including the Entertainment Book, Bunnings BBQ, Cross Country BBQ, Easter raffle (which included our annual donation to the Children's Ward at Wollongong hospital), Mother's Day and Father's Day Stalls and our major fundraiser for the year *The Carnival Capers Fete* which included a Monster Raffle and Silent Auction. Overall, we've raised \$18,258.30, we thank the school community for your continued support of these efforts.

2018 also saw the handover of the Uniform Shop to 'Crystal Bears/Poppets Direct' which, it was decided, is a more convenient option for parents/carers to access uniforms outside of school hours. From all accounts this has been a successful handover. For this we thank our uniform shop volunteers Cindy, Mel, Donna and Shellie for your hard work organising this handover. In its place we reopened the Canteen – '*Easties Eatery*', which has received a fantastic response. Again, the support from our school community has allowed us to keep the doors open, so we thank you. We extend our gratitude to Linda Trebel and Debbie Sweeney for their hard work and dedication to the setup, menu development (following the new 'Healthy Canteen' guidelines), running and maintenance of the canteen. We also extend our thanks to the stream of volunteers who have assisted in the canteen throughout the year.

Unfortunately we were unsuccessful in our application for a 'Community Building Partnership Program 2018 grant', where we applied for funding assistance towards resurfacing the central COLA area directly outside the hall. We will continue to try and have this sizeable expense funded through a Grant and hope we have more success with our 2019 application.

So, where does the fundraising money end up? To date we have provided a regular \$160 monthly library contribution (an ongoing initiative) and \$100 financial assistance to several CEPS families whose children were selected as state level sports representatives. We contributed \$1,000 to the repairs of the failing PA/ Bell system earlier in the year, however this didn't suffice. Our initial goal was to raise funds towards the COLA resurfacing, however due to the Bell/PA system now irreparable the P&C decided the safety of the students and staff was of more importance and have therefore shifted our focus to fund the complete replacement of the Bell/PA system, which will be installed over the holidays. In addition to this we have recently purchased a new Commbox ready for use in classrooms next year.

Of course all of this wouldn't be possible without the efforts of our members and in some cases non-member volunteers who very generously donate their time to attend meetings, plan, organise, coordinate, communicate, schedule, contribute ideas, make decisions, purchase stock, pay bills, prepare reports, write agendas and minutes, collect money, count money, bank money, liaise with businesses, write grant applications and do all of the other work involved in running a successful P&C.

My personal thanks goes to the Executive team: Vice Presidents: Sarah Crutchley and Mel Kemp, Secretary: Cindy Napier, Treasurer: Kimberlee Gilmour, Fundraising Officer: Sarah Crutchley and the Fundraising Committee: Sarah Loemker, Tracy Ellis, Melissa Bee, Donna Henry & Melissa Kemp.

We have been a fantastic team this year and can take pride in the positive relationships we have maintained not only with each other but with the staff and school community.

Finally, our success depends on our partnership with the school and so I would like to thank Mr Darcey and the CEPS Staff for your enthusiastic support of the P&C. As President I am proud of our achievements this year and look forward to continuing this success in 2019.

Have a safe and happy holiday season.

School background

School vision statement

'Kid, You'll Move Mountains'

–Dr Seuss

Corrimal East Public School aims to ensure that every child is provided with the necessary skills, strategies and knowledge to achieve personal success.

We aim to empower our students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners, to positively participate in and contribute to the global community.

Our school aspires to ensure our students, staff and community are engaged with and practice the core values of our school: Responsibility, Safety & Excellence.

School context

Young Minds, Bright Futures

Corrimal East Public School is a welcoming and inclusive centre for learning. We have a Family Occupation and Education Index of 100 (2018). Currently 4% of our school population identify as Aboriginal and 7% of our students have English as a second language.

We are located in the Northern Suburbs of Wollongong, situated only streets back from the ocean. We are a proud member of the Corrimal Community of Schools.

We have nine mainstream classes that are predominantly stage based. We have three Autism Support classes which are integrated across the school; we pride ourselves on the nurturing and accepting school culture that has been established.

School staffing has evolved over recent years. Due to a mix of complex staffing arrangements, we have a number of new teachers on staff. The Executive team has had recent variation.

Our attendance rate is 94.1 (above that of NSWDoE [93.4]). School enrolment numbers have remained stable over recent years, with 2018/19 seeing the largest intakes of Kindergarten students in some time.

A core group of dedicated parents make up our school P&C Association whom meet twice a term.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

Learning

Learning Culture is assessed as Sustaining & Growing. This is evidenced by the school's demonstrated commitment to ensuring all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses information to inform and support students' successful transitions and the school seeks to genuinely collaborate with parents of students.

Wellbeing is assessed as Sustaining & Growing. 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 school has evidence that the needs for all students are explicitly addressed and that expectations for behaviour are designed to ensure effective conditions for learning.

Curriculum is assessed as Sustaining & Growing. The school has evidence of its monitoring and review of its curriculum provision to meet the changing requirements of the students. Teaching and Learning programs describe what all students are expected to know, understand and do.

Assessment is assessed as being at Delivering. At CEPS, teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students. Within our schools 2019 Milestones, both formative and summative assessment practices are heavily embedded.

Reporting is assessed as Delivering. The school analyses internal and external assessment data to monitor and report on student and school performance and individual student reporting meets Department of Education requirements.

Student Performance Measures is assessed as Delivering. School NAPLAN results show that across all strands, the value-add is not significantly lower than the value added by the average school.

Teaching

Effective Classroom Practice is assessed as Sustaining & Growing. 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 are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs and use a range of explicit strategies to explain and break down knowledge. A school-wide approach to effective and positive classroom management is evident.

Data Skills and Use is assessed as Delivering. 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 regularly uses student progress and achievement data to inform key decisions such as resourcing and the implementation of new programs or initiatives.

Professional Standards are assessed as Sustaining and Growing. Teacher's professional development plans are supported by a coordinated whole school approach to developing professional practice, informed by research. The school monitors the accreditation status of all staff and all teachers use professional standards and PDPs to identify and monitor specific areas for development and continual improvement.

Learning and Development is assessed as Sustaining and Growing. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages and networks. This includes negotiated observations of classroom teaching practice with feedback to improve professional knowledge and practice. The school identifies expertise within our staff and draws on this to further develop its professional learning community.

Leading

Educational Leadership is assessed as Sustaining and Growing. The leadership team at our school 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 solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

School Planning, Implementation and Reporting is assessed as Delivering. The CEPS school plan aligns to student and system priorities and ensures responsiveness to emerging needs. The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

School Resources are assessed as Sustaining and Growing. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Management Practices and Processes are assessed as Sustaining and Growing. 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. The leadership team analyses responses to school community satisfaction measures.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

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

Strategic Direction 1

Evidence-Based & Data-Driven Teaching

Purpose

Staff at Corrimal East Public School will be provided with opportunities to identify, understand and implement effective teaching methods, with a high priority given to evidence-based teaching strategies. The school will develop and prioritise explicit systems for collaboration, feedback, team-teaching and critical reflection to sustain quality teaching practice.

Staff will engage in teaching modes that are evidence-based and will both independently and collaboratively evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning, growth and outcomes (data) to plan for the ongoing learning of each student. Teachers will take shared responsibility for student improvement and contribute to a transparent learning culture, including the observation of each other's practices.

Overall summary of progress

All staff have been provided with Professional Learning opportunities to implement effective teaching methods with a high priority given to evidence-based teaching strategies such as Language, Literacy, Learning (L3) and Building Numeracy Leaders (BNL).

All staff have engaged with the NSWDoE Literacy and Numeracy Learning Progressions. Staff have begun plotting their students on the progressions, using a 5 weekly cycles; these cycles then drive the data-driven Teaching and Learning cycle.

All staff have been provided with coaching and mentoring opportunities through targeted support including an explicit system for collaboration and timely feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The percentage of Year 3 students being 'Bumped Up' to proficiency in Literacy increases from 2017 79% to 85% (SCOUT)	\$36,398 K-2 staffing	75% of Year 3 students reached proficiency in NAPLAN Reading 52% of Year 3 students reached proficiency in NAPLAN Writing 61% of Year 3 students reached proficiency in NAPLAN Spelling 67% of Year 3 students reached proficiency in NAPLAN Grammar & Punctuation
The percentage of Year 3 students being 'Bumped Up' to proficiency in Numeracy increases from 2017 37% to 50% (SCOUT)	\$36,398 K-2 staffing	45% of Year 3 students reached proficiency in NAPLAN Numeracy compared to 31% State Average and 40% Statistically Similar Schools K-3 Value-add is well above National Benchmark
The percentage of Year 5 students being 'Bumped Up' to proficiency in Literacy increases from 2017 11% to 40% (SCOUT)	\$48,530 3-6 staffing	Increase from 12% proficiency in Grammar & Punctuation in 2017 to 18% in 2018 53% of Year 5 students achieved at or above expected growth in Grammar & Punctuation 61% of Year 5 students achieved at or above expected growth in Writing
The percentage of Year 5 students being 'Bumped Up' to proficiency in Numeracy increases from 2017 11% to	\$48,530 3-6 staffing	A much larger cohort of students in Year 5 in 2018 (38) compared to 2017 (18). This complexity significantly affects our scaled results in 2018

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
40% (SCOUT)		A much larger cohort of students in Year 5 in 2018 (38) compared to 2017 (18). This complexity significantly affects our scaled results in 2018
School Self-Evaluation against the School Excellence Framework in the domains of Effective Classroom Practice & Data Skills & Use move from Sustaining & Growing (2017) to Excelling (2020)		The school is well on its way to assessing, on the School Excellence Framework, as excelling in both Effective Classroom Practice and Data Skills & Use (refer to Next Steps in SD 1 & SD 2)

Next Steps

Instructional Leadership

Staff will engage in quality, research-based Professional Learning with Educational Researcher, Jann Farmer-Hailey around quality instruction and the practical application in all classroom settings.

The school will introduce 'Learning Walks' (based on AITSL research) where an agreed set of protocols and procedures will be agreed upon to facilitate conversations about teaching and learning in order to develop a shared vision of high quality teaching that impacts on student learning.

Responsive Teaching

Methods and practices for staff to deeply engage in 'data-discussions' based on the Literacy & Numeracy Learning Progressions will be implemented; this will guide staff in reflecting on best-practice, using the progressions for 5 weekly fluid programming, K-6.

Staff will continue to be provided with research-based professional learning opportunities and modelled lessons of best-practice (i.e., BNL & Visible Learning)

Quality Teaching, Successful Students

Targeted support for all staff will drive improved teacher efficiency through the Performance and Development agreement (Plan- Observe- Reflect)



Strategic Direction 2

Innovative & Informed Learning

Purpose

Students from Corrimal East Public School will be independent, critical and resilient learners who have acquired the skills and knowledge to be responsible, informed and productive members of our Australian society and the Global community.

Staff at Corrimal East Public School will use information about individual students capabilities and needs to plan for students learning to engage them in rich learning experiences, developing vital skills to reach personal success now and into the future years.

Strong strategic and effective strategies will contribute to our commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Overall summary of progress

Classroom teachers at CEPS have begun their journey into Visible Learning. Staff have explored and begun implementing effective practices such as Success Criteria and Learning Intentions to ensure all students have clear instruction of what is expected.

All pre-2004 teachers have been provided with targeted coaching and mentoring to ensure they are meeting their requirements of NSW Education Standards Authority (NESA). Post-2004 teachers are beginning to develop necessary skills in relation to their requirements for accreditation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every Lesson, in Every Class include Evident Learning strategies (<i>clear instruction on what is expected of them and what they need to learn from tasks</i>)	\$10,000 Resources	All teachers have engaged in professional learning opportunities around Visible Learning. All teachers are embedding this practice into lessons; this is monitored via the schools Instructional Leader and Assistant Principals.
Teaching & Learning programs have clear Formative Assessment principles entrenched	\$10,000 TPL	During 2018, all teaching staff have begun embedding Formative Assessment practices into their every day teaching. This continues to be of major focus in the 2019 school plan/milestones.
School Self-Evaluation against the School Excellence Framework in the domain of Assessment & Professional Standards move from Delivering (2017) to Sustaining & Growing (2020)		<p>In the area of Assessment & Reporting, the school had evidence of a number of 'Sustaining and Growing' descriptors.</p> <p>In the area of Professional Standards, the school self-assessed as Sustaining and Growing as teachers demonstrate responsibility, adaptability and ethical practice in working towards the schools goals and as teachers work beyond their classrooms to contribute to broader school programs.</p>

Next Steps

Formative Assessment

Visible Learning, Success Criteria and Learning Intentions will be of major focus for Teacher Professional Learning in 2019; this will be driven by the school's Instructional Leader.

Seesaw will continue to be embedded as a tool for communication and formative assessment throughout all classrooms, K–6.

Summative Assessment

The school will create and then trial a whole school, stage based Assessment Schedule that will embed consistent practices for summative assessment, K–6.

Life–Long Learning

Teachers will engage in CEPS Accreditation Network meetings where they will work through their individual Accreditation journey with colleagues and supporting Executive.



Strategic Direction 3

Connect, Succeed & Thrive

Purpose

Our commitment to our students, parents and members of the community is that CEPS will be a teaching and learning environment that enables the development of healthy, happy, successful and productive individuals.

Through evidence-based and data-driven methods, our school will create a collective approach that encourages our students to be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school. All members of our school community will be respected, valued, encouraged, supported and empowered to succeed and prosper.

Through embedded practices, there will be a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed.

Overall summary of progress

Our school has developed a strategic and planned approach to whole-school wellbeing process (PBL) and this has been, this year, implemented in its first stage of the cycle.

The school has held Professional Learning opportunities for parents and carers in the roll out of the National Disability Insurance Scheme (NDIS) and offered information sessions for support unit parent and carers. The school has developed and is now implementing an External Provider policy (outer-agency supports ie speech & occupational therapy).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The PBL School Wide Evaluation Tool reflects an increase from 51.1% (2017) for mean score to 90% (2020) (+38.9)	\$6,000 PBL signage	2018 PBL School Wide Evaluation Tool reflects a significant increase with our mean school of 87.6% .
The PBL School Wide Evaluation Tool reflects an increase from 25% (2017) for Monitoring & Decision Making to 90% (2020) (+65)	\$4,000 PBL resources	2018 PBL School Wide Evaluation Tool shows an increase from 25% (2017) to 100% (2018) for Monitoring and Decision Making.
The PBL School Wide Evaluation Tool reflects an increase from 60% (2017) for Behavioural Expectations being taught explicitly to 90% (2020) (+30)		2018 PBL School Wide Evaluation Tool shows an increase from 60% (2017) to 80% (2018) for Behavioural Expectations being taught explicitly. 94% of students interviewed for the SET could identify all three school expectations.
School Self-Evaluation against the School Excellence Framework in the domain of Wellbeing moves from Sustaining & Growing (2017) to Excelling (2020)	\$20,315 wellbeing staffing	With the roll out of PBL in its first year (2018), the school self-assesses against the Wellbeing Domain of the School Excellence Framework as Sustaining & Growing. Although, school leadership can determine a growing bank of evidence to support an assessment of Excelling in 2019/2020.

Positive Behaviour for Learning

The school will use 2019 as an consolidation year of the outstanding work carried out in 2018 around the implementation of the Positive Behaviour for Learning ethos. The school will elicit feedback from all stakeholders (students, staff and community).

Learning & Support

The school will implement the NSWDoE School Learning Support Team Evaluative package. Through this process, we aim to develop findings and recommendations for improving our Learning and Support team processes.

Wrap-Around Support

The school will embark on the installation of a School Sensory Garden to assist students in the regulation of their behaviour and emotions and support sensory needs.

With the support of the School Support Unit Counsellor, the school will implement the 'Cool Kids' program supporting the social, behavioural and emotional needs of targeted students.

Our school will provide opportunities for parents and carers to learn ways to best support their child/ren whom may experience difficulties in learning, behaviour, anxiety, emotional irregularities and/or have a diagnosed disability.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6,976	All students identifying as Aboriginal have a Personalised Learning Pathway. This plan is created in consultation with parents, the student and the class teacher. The PLPs identify academic, social and home goals for each student. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds.
English language proficiency	\$11,080	School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds.
Low level adjustment for disability	\$18,407	These funds were expended with the purchase of an additional school counsellor (0.2 FTE). The engagement of an additional school counsellor allowed for one professional to manage and maintain our Mainstream Learning & Support caseload with the other responsible for our Support Class student caseload (of which there are 21).
Quality Teaching, Successful Students (QTSS)	\$46,226	The school added significant funding to our QTSS allocation allowing for each Assistant Principal to work alongside all members of their assigned Network. Funding was used to ensure each executive had a 0.2 FTE to lead, mentor, coach and support their network, particularly in the use of progression data to drive differentiated learning in Literacy & Numeracy and the effective roll out of Performance & Development planning and maintenance including genuine feedback opportunities.
Socio-economic background	\$69,436	School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. The school utilized Socio-economic loadings to support families with the purchasing of school uniforms, school camps and extra-curricular activities throughout the school year.
Support for beginning teachers	\$13,786	Beginning Teacher funds were used to support newly appointed teachers achieve accreditation with NSW Education Standards Authority (NESA). Funds were predominantly expended through the use of 'release' time for

Support for beginning teachers	\$13,786	these teachers and their mentors to be able to productively engage in coaching and mentoring opportunities. In 2018, CEPS saw one beginning teacher reach Proficient status with three others being supported in their final year of 'maintenance of accreditation' with NSEA.
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Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	106	102	108	109
Girls	99	100	104	107

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.9	93.9	92.7	95.5
1	95.4	95.1	93.7	93.7
2	95.9	93.1	93	94.4
3	91.5	94.8	94.1	91
4	94.4	94.7	92.1	95.4
5	95.6	94.3	91.3	93.8
6	95.5	93.9	93.4	94.1
All Years	94.8	94.3	92.9	94.1
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

Student non-attendance is monitored via the schools Learning and Support Team. The Principal presents Attendance Data reports each L&S team meeting. Students whose attendance (both full-time and/or partial) is failing is flagged and monitored via the L&S Team and class teacher/s. School Executive address attendance concerns if flagged students attendance does not improved, with the help/support of the Home School Liaison Officer.

It is pleasing to note that Corrimal East Public Schools average attendance rate (94.1) is above that of the State DoE rate (93.4) [+0.7].

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.52
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	5.42

*Full Time Equivalent

At Corrimal East Public School, we have one staff member whom identifies as Aboriginal. This staff member is an active member of the Northern Illawarra Aboriginal Education Consultative Group and in 2018 held the position of Secretary on the executive.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

This year, our school received \$16,808 in Professional Learning funds from the NSW Department of Education. The school contributed to the funds for Professional Learning from our Schools Operational Funding.

This year staff have engaged in evidence-based, research-inspired Professional Learning.

All K-2 teachers (5) and our Instructional Leader engaged in the Language, Learning and Literacy (L3) program along with our Corrimal Community of Schools colleagues. L3 is a professional learning program that aims to build on students literacy learning from Language, Learning and Literacy, K-2. L3 is designed to enhance the daily literacy practices for all students and aims to maintain and grow the literacy gains made by Kindergarten students from L3 Kindergarten classrooms. L3 is centred on developing strong

comprehension skills using quality literature. It supports systematic and explicit reading and writing instruction aimed at addressing individual student needs. It is based on daily modelled, guided and independent literacy instruction that is informed by student data.

CEPS trained two school-based trainers in Building Numeracy Leadership (BNL) with these colleagues delivering this professional learning to all CEPS staff across the year. BNL aims to extend participants' knowledge and capabilities to enhance the numeracy outcomes of students in *Early Action for Success* schools. Its theoretical underpinnings are based on evidence from research. The professional learning of BNL is designed around evidence from research, school and state-wide data and identified needs of participants. It strives to build the pedagogical and mathematical knowledge of teachers, enhancing their knowledge and practices in areas such as Embedding working mathematically (the mathematical proficiencies), The big ideas, Designing, implementing and evaluating rich tasks, Developing classroom environments that enhance student engagement and Assessment for and of learning.

As well as L3 and BNL, staff engaged in Focus on Reading (Module 2), Learning Progression training, Positive Behaviour for Learning training as well as all NSWDoE mandatory training requirements (Child Protection, CPR and Code of Conduct etc).

CEPS Teacher Professional Learning Review

- *What have been the thing/s that have supported your professional growth this year?*

Instructional Leader, data discussions, learning sprints, supportive executive, up-to-date/current training opportunities, guidance & support from iL and APs.

- *What has made the most significant impact on your teaching and why?*

L3 has had a huge impact on how I teach and run my literacy groups, Number talks are getting my students thinking and sharing ideas in number, L3 has enabled me to be far more confident in teaching reading and writing, the Literacy & Numeracy progressions have really supported me in working out where my students are at and tracking how they are progressing.

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	73,653
Revenue	2,641,376
Appropriation	2,569,887
Sale of Goods and Services	0
Grants and Contributions	70,316
Gain and Loss	0
Other Revenue	0
Investment Income	1,173
Expenses	-2,490,377
Recurrent Expenses	-2,490,377
Employee Related	-2,314,560
Operating Expenses	-175,817
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	150,999
Balance Carried Forward	224,652

The governance over financial management falls to the school Principal. The School Administrative Manager has responsibility for expenditure and revenue input and monitoring. In 2018 there were numerous roll outs of budget software packages making actual, specific monitoring of budget revenue and expenditure difficult.

The school has a planned use of the \$150,999 roll over figure including the employment of an Instructional Leader and Support Unit Counsellor in 2019.

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	1,693,414
Base Per Capita	44,487
Base Location	0
Other Base	1,648,928
Equity Total	168,367
Equity Aboriginal	6,976
Equity Socio economic	69,436
Equity Language	11,080
Equity Disability	80,875
Targeted Total	559,407
Other Total	81,244
Grand Total	2,502,432

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 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.>

Premier's Priorities: Improving Education Results

Average % of results in Top 2 bands for Reading and Numeracy increased from 28.57% in 2017 to 29.41% in 2018 (+0.84%).

State Priorities: Better Services – Improving Aboriginal Education Outcomes for students in the top two NAPLAN bands

Average % of results in Top 2 bands for Reading and Numeracy increased from 33.33% in 2016 (no results for 2017) to 60% in 2018.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community. This year our school sought feedback through the NSWDoE Tell Them from Me initiative.

An analysis of the findings from the *Partners in Learning: Parent Survey* include;

- Parents Feel Welcome– CEPS 8.6 / NSWDoE 7.4
- Parents are Informed– CEPS 7.8 / NSWDoE 6.6
- School Supports Learning– CEPS 7.9 / NSWDoE 7.3
- School Supports Positive Behaviour– CEPS 8.5 / NSWDoE 7.7
- Safety at School– CEPS 8.7 / NSWDoE 7.4
- Inclusive School– CEPS 7.9 / NSWDoE 6.7

It is pleasing to report that when asked the questions 'I feel welcome when I visit the school', 'Written information from the school is in clear, plain language' and 'The schools admin staff are helpful when I have a question or problem', the school scored 9/10.

Additionally encouraging is that the school scored 9/10 when parents were asked 1. My child is clear about the rules for school behaviour and 2. My child feels safe going to school.



Policy requirements

Aboriginal education

In 2018, 4% of our student population identify as Aboriginal. All students identifying as having Aboriginal heritage have a Personalised Learning Pathway devised in consultation with the student and his/her family. Our PLPs are reviewed annually.

Again this year our school celebrated NAIDOC week and participated in the Corrimal Community of Schools Walk For Reconciliation. The walk was a tremendous event with representatives for all schools walking together in the name of reconciliation.

Natalie Nawauwi & Andrew Player, both students in Year 2, were this year acknowledged at the Northern Illawarra Aboriginal Education Consultative Group Deadly Encouragement Awards. Natalie and Andrew received their awards for their consistent effort in all areas of schooling. They were recognised as students who regularly attend school, apply effort in their

learning and are respectful members of the school community.

As part of the Corrimal Community of Schools, this year all Year 6 students participated in the Traditional Indigenous Games Gala Day. This terrific day saw students participating in a range of different games and activities facilitated by CHS staff and the Year 10/11 sport mentors. On the day, there were representatives from the NRL, AIME and In2Uni as well as community Elders supporting the days events.



Multicultural and anti-racism education

In 2018, 18 students from our student population come from a family that have a language background other than English. Of these 18, 2 were beginning English speakers, 3 were emerging English speakers, 2 were developing in their English language and 11 were consolidating the English language.

History and Geography units, K–6, focused on cultural celebrations, our families origins and celebrations of difference. A major event held at CEPS each year is our celebration of Harmony Day. This year we again celebrated inclusion and cultural diversity with a massive celebration in March. The message of Harmony Day is 'Everyone Belongs' with the day aiming to engage people in activities to participate in their community, respect cultural and religious diversity and foster a sense of belonging for everyone. Our students were asked to dress in orange to signify 'Harmony'. Each class engaged in literature-based activities collecting information on their Commonwealth class nation. Students were immersed in literature and other Harmony Day activities with a multi-cultural perspective. Students were asked to 'design' a very simple, colourful drum style instrument at home and bring this in to school. Students used their drums at the African Drumming Workshop 'Salaka' on the day; African Beat presented a well-structured, informative and highly interactive performance called 'Salaka', which means 'Sharing' in Ghana. Students were immersed in the rich culture and rhythms of Africa, in an entertaining and educational way. Best of all – it was hands on! Salaka was performed by Tuza Afutu, a Master Drummer from Ghana, who has over 11 years experience performing at hundreds of schools across Australia. Tuza is a favourite among students, who love his colourful, traditional African clothing, his unrivalled talent, humour and exuberant energy.