

Cromer Public School Annual Report



2018



4241

Introduction

The Annual Report for **2018** is provided to the community of **Cromer 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.

Julie Johnson

Principal

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School background

School vision statement

To prepare all stakeholders to adapt to an ever-changing environment and instil an enthusiasm for ongoing learning.

Our vision is aligned to the Educational Goals for Young Australians as stated in the Melbourne Declaration (2008):

- Australian schooling promotes equity and excellence; and
- All young Australians become
 - successful learners
 - confident and creative individuals; and
 - active and informed citizens.

The Foundation For Young Australians commenced conducting research in 2015 about how disruption to the world of work has significant implications for young Australians in the area of:

- Automation;
- Globalisation; and
- Flexibility.

The research has identified a core set of transferable enterprise skills such as digital literacy, critical thinking, problem solving and creativity that will be needed to thrive in the future of work.

Cromer Public School has the courage to explore new ways of learning and teaching for the future in collaboration and partnership with students, staff, parents and community organisations.

School context

Cromer Public School is a large, socially advantaged metropolitan primary school located on the northern beaches of Sydney. It has an enrolment of 681 students (550 families) from 45 different cultural backgrounds with 18% of students from a language background other than English and 0.9% of students from Indigenous cultures.

Cromer Public School is a proud partner of the *Peninsula Community of*

Schools (PCS) and in 2017 established a working relationship with the *Northern Beaches Learning Alliance (NBLA)* to build closer ties with our local high school Northern Beaches Secondary College, Cromer Campus.

The school's pursuit of excellence and its positive reputation supports **high quality, innovative teaching and learning programs delivered by a multi-talented and dedicated staff in stimulating, respectful and safe learning environments**. Teaching staff is engaged in ongoing professional learning aligned to the Australian Professional Standards for Teachers.

The achievement of excellence in academic, cultural, performance, sporting and leadership areas is a key feature of the school's operation. Differentiation of the curriculum ensures individual student needs are catered for resulting in positive learning and wellbeing outcomes for all students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self–assessment using the School Excellence Framework. 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.

As part of our self–evaluation, staff were given the opportunity to reflect on their achievements throughout 2018 and provide evidence on their impact on the various elements within the School Excellence Framework.

In the area of **Learning**, we judged our school to be operating at **Sustaining and Growing** across the elements.

Throughout 2018 the school focused on asking *"What's going on for our learners?"* A team of staff members lead by an Instructional Leader worked collaboratively to explore what they knew about their students learning, and gathered evidence to find out and then reflect on their practice to improve student outcomes.

Students were often interviewed to gain deeper insights from their experiences, to get feedback regarding what they were thinking and learning, and to develop an understanding of the extent to which they owned their own learning.

A consistent approach towards the analysis of work samples, particularly in writing, informed planning for improved student outcomes.

In the area of **Teaching**, we judged our school to be operating at **Sustaining and Growing** across the elements.

Teaching programs were regularly reviewed and revised both collaboratively as a team and then by executive teachers to ensure they were aligned with the Australian Professional Standards for Teachers.

Professional Development Plans were developed with executive support to identify strengths and to build upon proficiencies. The school's professional learning program delivered sessions to staff focused on assessment moderation activities to support consistent and comparable judgments of student learning, especially in writing; curriculum differentiation and interpretation of data. All executive participated in Using Data With Confidence training. The training focused on strategies that can be used to assist with reading, understanding and interpreting data.

Staff engaged in regular professional dialogue to improve their teaching during Spirals of Inquiry and participated in pre and post analysis of practice. Fourteen staff members were supported by an Instructional Leader through modelled lessons or team teaching experiences in the classroom.

In the area of **Leading**, we judged our school to be operating at **Sustaining and Growing** across the elements.

The strategic use of funding enabled an Instructional Leadership program to be implemented. The program focused on collaboration and enhancement of rich professional dialogue towards the learning that is happening in classrooms, through co–planning, co–teaching and co–reflecting opportunities with staff led by the Instructional Leader.

To further develop the executive team's ability to develop a culture of excellence., the team participated in specific professional learning by accessing and critiquing relevant evidence based research in line with the school plan.

In 2019, our focus will be on strengthening our skills in data analysis, expanding our Instructional Leadership program and introducing Learning Sprints which supports the adoption of evidence–informed practices to further enhance growth of the Spiral of Inquiry across the whole school.

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

High Impact Learning

Purpose

To create a learning environment that caters for individual differences and builds on wellbeing and academic success.

Overall summary of progress

Visible learning is moving into its second year of implementation. Most staff are using learning intentions and success criteria in their lessons to improve students' ability to reflect on their progress and effectively set learning goals, especially in writing. Staff across Years 3–6 were introduced to the Spirals of Inquiry. These staff members were able to focus their inquiry on questions about what was going on for the learner and shifted from the sharing of practice to using evidence for change and improvement.

Student growth in writing is continuing to improve and we will ensure we continue with this plan.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| All staff will have an understanding and use the Spirals of Inquiry to evaluate the impact of teaching practice. All students will have learning goals and be able to report and reflect on their learning. All students will demonstrate progress at least equal to one year's growth in literacy and numeracy. Student growth in writing increases by 5% each year. 10% increase of parents who actively engage in and support educational programs. | Professional learning sessions were held on school development days and teacher professional learning sessions each week after school. Introduction to the Spirals of Inquiry through TPL. 3 x Executive staff attended Using Data with Confidence TPL. CESE leader supported and trained 6 x Executive team members in using Data with Confidence. Time for stage members to collaboratively work on CTJ. | Staff understanding and using the Spiral of Inquiry presented their impact of teaching practice to our Director, Educational Leadership as part of a quality practice learning walk. Student learning goals is a work in progress however there has been a significant shift towards meeting this target, as some students are using goals to reflect on what they need to do to improve their learning. The Executive team participated in professional learning around the analysis and use of data to measure student growth. Student work samples reflected an improvement in writing (Years 3–6) with students improving in the targeted areas of sentence structure, vocabulary and grammar and punctuation, by an average of 1–2 clusters. |

Next Steps

- Strengthen and expand our Instructional Leader program (K–6).
- Continue our implementation of Spirals of Inquiry to focus on high impact learning strategies.
- Professional learning on agile learning sprints and evidence based practices to collectively plan, act and evaluate their impact.
- Through agile learning sprints all staff will be focused on an area of self regulation and goal setting for all students.

Strategic Direction 2

Enhanced Quality Teaching

Purpose

To build and maintain high quality teaching and learning practices that support differentiation through targeted teaching.

Overall summary of progress

In 2018, executive staff regularly engaged in evidence based research by collaboratively working through the Grattan Institute document, Engaging students: creating classrooms that improve learning. The themes, the classroom environment matters to student learning and how to create classrooms that improve learning; were regularly explored and linked to the school's focus on enhanced quality teaching. All teaching staff were responsible for developing their individual Performance and Development Plans with school executive support. These plans featured three to five goals, professional learning support and identification of evidence to be used to indicate progress towards achieving professional goals.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| <p>All teachers will gather and analyse data to plan and design personalised learning for every student.</p> <p>All teachers will meet the requirements for accreditation.</p> <p>All teachers will collaboratively analyse system and school based data to plan and implement a differentiated curriculum in literacy and numeracy.</p> <p>All teachers will collaboratively analyse NAPLAN, PLAN and school based data to plan and implement a differentiated curriculum in literacy and numeracy.</p> <p>10% increase of students in the top two bands for writing.</p> <p>All teachers use the Australian Professional Standards for Teachers to monitor and reflect on their individual teaching practice.</p> <p>Student growth in writing increases by 5% each year.</p> | <p>Timetabling to allow for professional dialogue through the Instructional Leader program.</p> <p>Time for collegial discussions and consistent moderation of student writing samples in TPL and stage meetings.</p> <p>School professional learning schedule is linked to the Australian Professional Standards for Teachers, to enable staff to monitor and reflect on their individual teaching practice.</p> | <p>Fourteen teachers have been involved in the Instructional Leadership program using the Spiral of Inquiry to gain growth in targeted student writing.</p> <p>Some teachers are contributing in gathering and analysing specific aspects of student literacy and numeracy data and evaluating the effectiveness of their teaching and learning programs.</p> <p>Teachers are working collaboratively in stage groups to analyse student data, especially in writing to design targeted, differentiated teaching and learning programs.</p> |

Next Steps

- More professional learning for staff on how to analyse data – Using Data With Confidence course.
- Increased improvement in staff using data to monitor student progress and inform teaching.
- Teachers will increase their capacity to utilise the learning progressions and PLAN 2 software effectively as a tool for learning, assessment and planning with best practice. Data will be collected as per schedule and individual learning goals for students created/reviewed each five weeks with programs showing evidence of being driven by data.

Strategic Direction 3

Leading Innovative Practices

Purpose

To prepare our learning community for a globalised world by fostering the skills of collaboration, critical thinking, creativity, problem solving and communication.

Overall summary of progress

Through differentiated and evidence based professional learning, the staff are becoming researchers of their own practice and developing evidence-based practices that best suit their community of learners. Many staff are beginning to design, implement and evaluate units of work which set a real-life context for student learning. We are continuing to teach coding skills to the students and staff are beginning to embed this into their teaching and learning programs. We have introduced lunch time coding and minecraft clubs for students that have an interest or talent in this area, supported by staff.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| <p>All students and staff are actively engaged in their learning.</p> <p>All members of the leadership team understand and apply the spiral of inquiry.</p> <p>100% of teachers use innovative teaching practice and future focused learning which is reflected in teaching and learning programs, observations and student work samples.</p> | <p>Purchase of sphero balls and EV3 robotics.</p> <p>Staff participated and engaged in ongoing school and stage based professional learning.</p> | <p>As indicated through the Tell Them From Me Survey students and staff are actively engaged in their learning.</p> <p>Executive staff collaboratively worked together to understand the Spirals of Inquiry model and build instructional leader capacity.</p> <p>Staff participated in professional learning and were supported in the use of robotics and computational skills.</p> <p>Staff are becoming more confident in using robotics and coding in their lessons, which has lead to an increase use of these in classrooms.</p> <p>Students are using green screening, storyboarding in writing, and collaborative planning and designing through video making in their lessons.</p> |

Next Steps

- Use evidence about student learning and effective teaching practices to improve outcomes.
- Continue to build staff capacity in the use of coding and robotics.
- Build deeper links across curricula with robotics and computational skills embedded into problem solving tasks.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| Aboriginal background loading | <p>\$5, 406</p> <p>This funding is provided to support eight students at our school.</p> | <p>Staff are aware of the ATSI students in their class and their needs.</p> <p>Funding was used to support the learning needs of Aboriginal students. Together the teacher, parent/caregiver and student (where possible) are involved in setting individual goals for the Personalised Learning Plan (PLP).</p> <p>Students participated in the Peninsula Community of Schools NAIDOC Week activities.</p> <p>An initiative this year saw the purchase of a yarning circle to encourage a harmonious, creative and collaborative way of communicating with all our Aboriginal students and their families.</p> |
| English language proficiency | <p>\$42, 037</p> <p>This funding is provided to support students from non-English speaking backgrounds to acquire proficiency in their second language.</p> | <p>A teacher was employed three days per week (0.6) to support students from Non-English speaking backgrounds. Lessons included in class and withdrawal support.</p> <p>Funding also supported professional learning for the EAL/D teacher. Student progress was tracked using ESL scales and plotted against the EAL/D progressions, which was reported to parents at the end of each semester.</p> <p>The English as an Additional Language or Dialect (EAL/D) teacher collaborated with class teachers and the Learning and Support Teacher (LaST) to provide targeted literacy support to students requiring extra assistance.</p> <p>Additional in-class support has also been provided to identified Kindergarten EAL/D students to enhance their language development and writing acquisition. This was implemented by a skilled School Learning Support Officer(SLSO) for the year.</p> |
| Low level adjustment for disability | <p>\$135, 152</p> <p>This funding is provided to support students who have additional learning and support needs.</p> | <p>The funds supported the DoE allocation of a Learning and Support Teacher four and a half days per week (0.9).</p> <p>Students were identified using the National Collection of Consistent Data on Students with a Disability guidelines and NAPLAN assessment data.</p> <p>PLPs are developed in consultation with parents/carers for all identified students requiring accommodations and adjustments to their learning.</p> <p>The Learning Support Team (LST) and LaST overview the learning programs and are involved in the yearly review meeting.</p> |
| Quality Teaching, Successful Students (QTSS) | <p>QTSS funds in School Allocation was an additional</p> | <p>Funding was used to release staff to participate in inquiry based collaboration</p> |

| | | |
|--|---|--|
| <p>Quality Teaching, Successful Students (QTSS)</p> | <p>staffing resource to improve the quality of teaching in all classrooms across K–6.</p> <p>A whole school socials skill program was introduced.</p> <p>A staffing allocation of 1.247 was received.</p> | <p>across the year to improve teaching and learning programs.</p> <p>Funding was used to employ an Instructional Leader to co–teach, co–plan and co–reflect with fourteen staff members across Years 3–6.</p> <p>K–2 students who experienced social difficulties at school were identified through the LST team. A teacher was employed 2 days a week to support these students with a social skills program.</p> |
| <p>Socio–economic background</p> | <p>\$24, 894</p> <p>This funding is provided to support students to access a wide range of curriculum learning experiences, and educational and community services.</p> | <p>Additional SLSO allocations to classes requiring extra learning support was provided throughout 2018. This was overseen by the Learning and Support Team and the Learning and Support Teacher.</p> <p>To enable students to fully participate in programs delivered by the school, funds were used to assist families requiring financial assistance.</p> |
| <p>Support for beginning teachers</p> | <p>Nil</p> | <p>No staff eligible in 2018.</p> |
| <p>Targeted student support for refugees and new arrivals</p> | <p>Nil</p> | |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 423 | 402 | 364 | 357 |
| Girls | 365 | 335 | 340 | 324 |

Our student enrolment for 2018 was 681 students K–6. We had 27 classes comprised of 26 mainstream classes and one special education class. The special education class catered for students identified with a moderate intellectual disability. Our exiting Year 6 students are now matching more to the number of incoming Kindergarten students.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 96.6 | 96.2 | 96.4 | 95.6 |
| 1 | 95.8 | 95 | 96.7 | 95.9 |
| 2 | 94.4 | 95.6 | 95.8 | 96.2 |
| 3 | 94.7 | 95.2 | 95 | 95.2 |
| 4 | 94.6 | 94.7 | 94.7 | 94.5 |
| 5 | 94.7 | 95 | 95 | 93.4 |
| 6 | 93.1 | 93.8 | 93 | 93 |
| All Years | 94.8 | 95.1 | 95.2 | 94.8 |
| 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 attendance is monitored and recorded by class teachers daily. Late arrivals are processed through the administration office. The majority of non-attendance matters receive an explanation either via email, letter to the class teacher, our school app or via phone calls to the office. Attendance data is recorded in Sentral and

transferred to EBS4.

Communication through the school newsletter occurs at the start of each year to remind parents about the importance of school attendance in order for students to reach their potential.

Any issues related to student attendance are firstly dealt with by the class teacher and referred to the senior executive team and the Learning Support Team if required. Attendance reports are reviewed fortnightly, with any non-attendance issues monitored and followed up with parents.

The Home School Liaison Officer (HSLO) provides support to the school when required.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 5 |
| Classroom Teacher(s) | 29.74 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 1.2 |
| School Counsellor | 1 |
| School Administration and Support Staff | 5.26 |

*Full Time Equivalent

The school is well staffed with a balance of experienced and early career staff. We do not have any staff who identify as Aboriginal or Torres Strait Islanders.

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

Professional learning needs for all staff were identified in collaboration with supervisors during the Performance Development process and through individual interviews with the Principal. Both teaching and non teaching staff accessed professional learning internally and externally during the year. The school's professional learning funds were closely linked to the strategic plan so that school targets could be closely monitored and evaluated.

Whole school professional learning meetings were scheduled for an hour each week. Throughout the year, the staff had the opportunity to participate in a variety of professional learning and four School Development sessions. These included professional learning on Instructional Leadership; the Spirals of Inquiry; SCOUT data training; what makes a quality learning environment; growth mindset; developing bump it up walls; and Tell Them From Me survey results.

All staff completed mandatory compliance training on the Code of Conduct, Child Protection, Cardio Pulmonary Resuscitation, Anaphylaxis and Emergency Care.

As part of the teacher accreditation process staff must maintain 100 hours of professional learning over five years. To support this, school based professional learning has been aligned to the Australian Professional Standards for Teachers. Two staff members were required to complete their cycle of maintenance of accreditation.

As part of the teacher accreditation process, staff who commenced teaching after October 2004 are required to be accredited. From 2018 all staff will need to maintain a standard of accreditation at the Proficient level. Professional learning about the accreditation process was provided to all staff.

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 | 470,219 |
| Revenue | 6,531,600 |
| Appropriation | 5,970,869 |
| Sale of Goods and Services | 4,187 |
| Grants and Contributions | 551,498 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 5,046 |
| Expenses | -6,293,855 |
| Recurrent Expenses | -6,308,956 |
| Employee Related | -5,492,780 |
| Operating Expenses | -816,176 |
| Capital Expenses | 15,101 |
| Employee Related | 0 |
| Operating Expenses | 15,101 |
| SURPLUS / DEFICIT FOR THE YEAR | 237,745 |
| Balance Carried Forward | 707,964 |

The financial management of the school is managed by the Principal, the Business Manager and the Senior Executive. Expenditure throughout the year was in line with the school's budget and aligned with the school's priority areas as outlined in the school plan.

Staff responsible for curriculum areas are responsible for managing their allocated budget expenditure.

Assistant Principals work in collaboration with their teams to prioritise spending on allocated literacy and numeracy funds. The expenditure of funds directly link to purchasing resources which support student learning and school and stage goals.

Financial management processes and governance structures meet financial reports presented by the School Administration Manager in consultation with the Business Manager and presented to the School Council.

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 | 4,512,907 |
| Base Per Capita | 137,296 |
| Base Location | 0 |
| Other Base | 4,375,611 |
| Equity Total | 207,489 |
| Equity Aboriginal | 5,406 |
| Equity Socio economic | 24,894 |
| Equity Language | 42,037 |
| Equity Disability | 135,152 |
| Targeted Total | 240,601 |
| Other Total | 816,158 |
| Grand Total | 5,777,155 |

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.

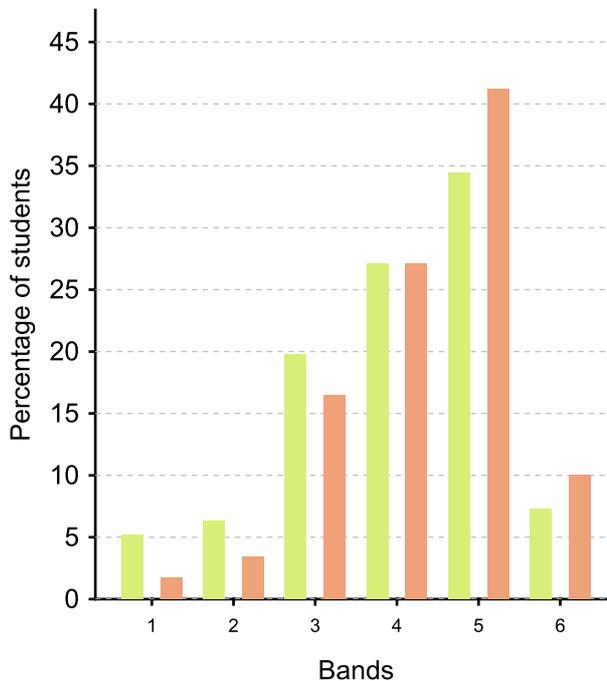
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

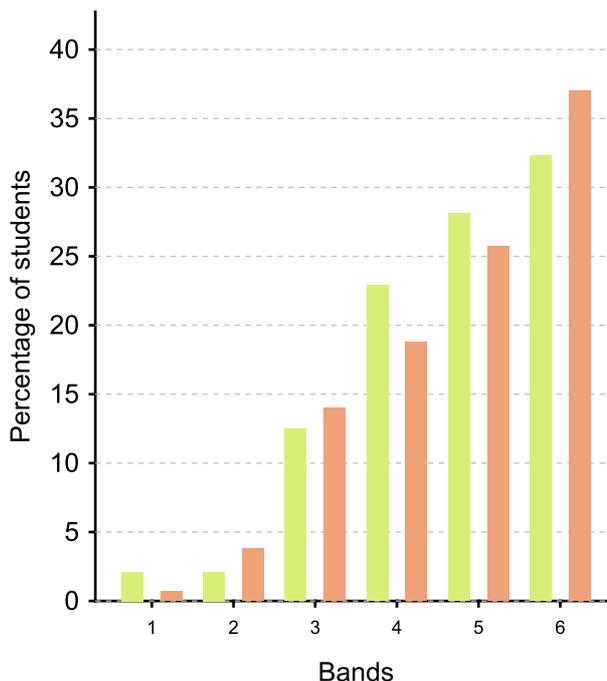
Our results in 2018 indicate that the school is addressing the needs of our students in the lower

bands very well, with only 2% of students in bands 1 and 2 for Reading in Year 3. Similarly, we have only 1% of students performing in band 3 and 14% for Year 5 Reading. There is still a need for improvement in the top bands, with our results remaining steady. This is a goal for 2019 and beyond, to steadily increase our percentage of students in the top two bands.

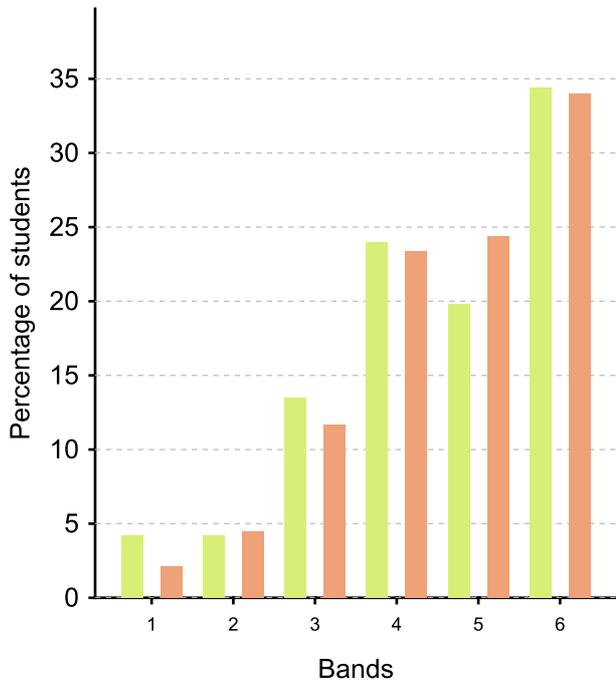
Percentage in bands:
Year 3 Writing



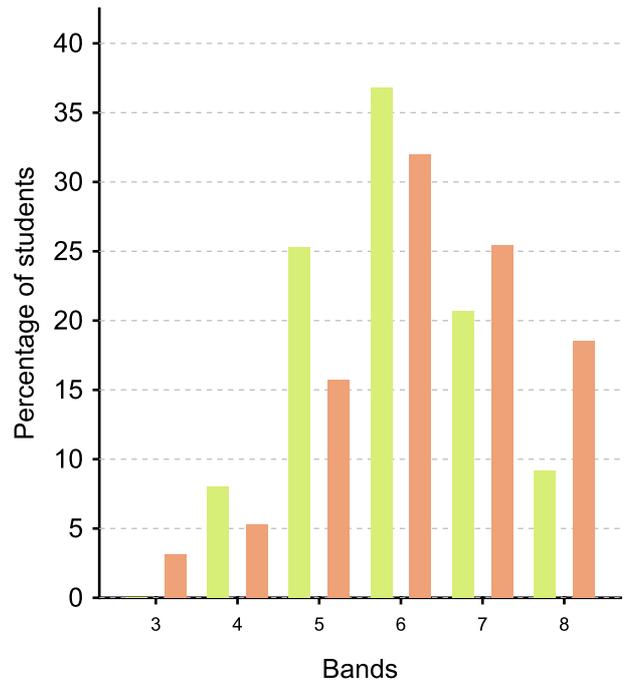
Percentage in bands:
Year 3 Reading



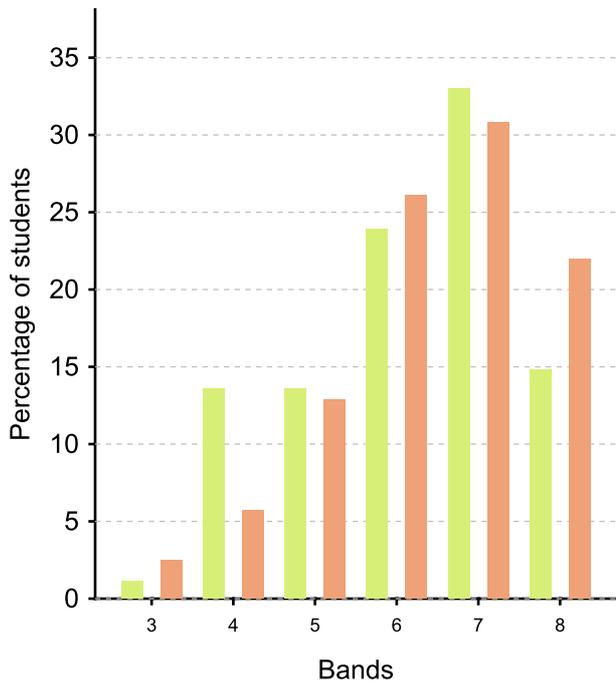
Percentage in bands:
Year 3 Spelling



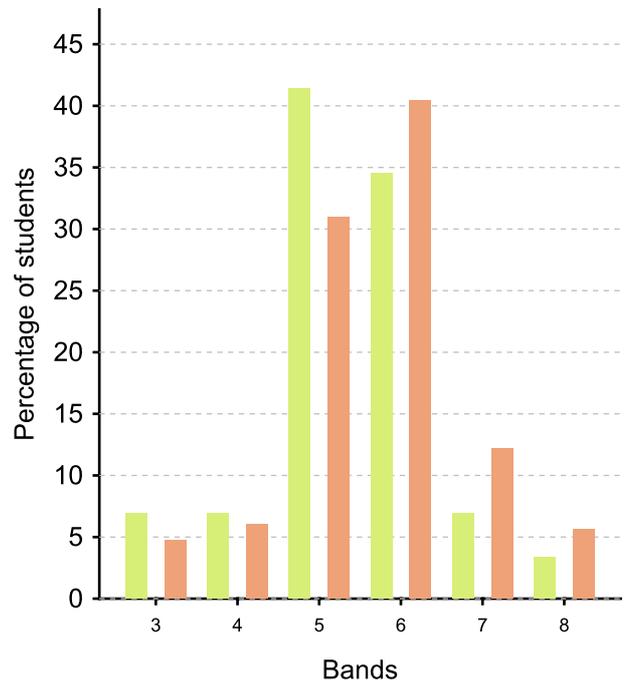
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

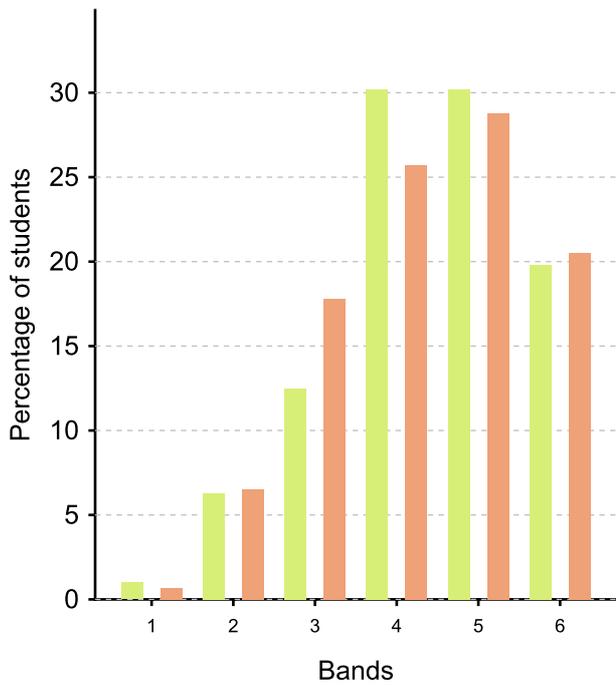


Percentage in bands:
Year 5 Writing



Once again, we are pleased to be under-represented in the bottom two bands in Years 3 and 5 in Numeracy. There is more work to be done in moving students into the higher bands in both grades, which is a growth target for the school.

Percentage in bands:
Year 3 Numeracy



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.

Overall, the percentage of Year 3 students performing in the top two bands was 60.4% in Reading and 52.63% for Numeracy.

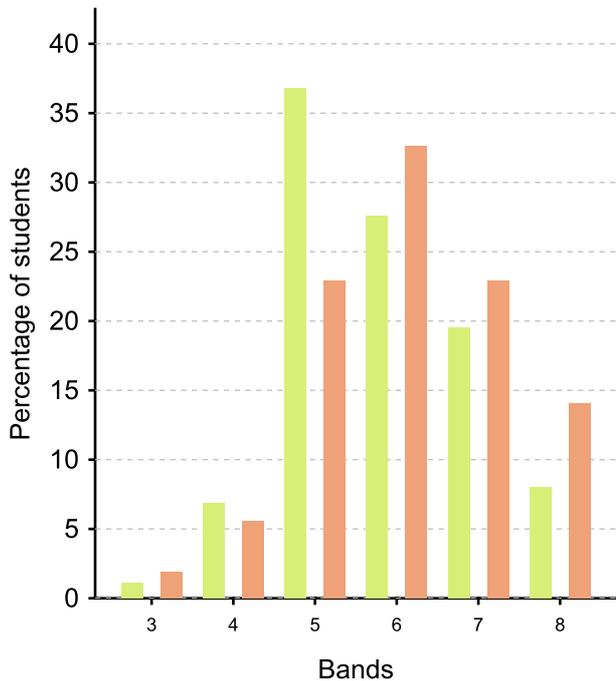
The percentage Of Year 5 students performing in the top two bands was 47.7% in Reading and 27.6% for Numeracy.

The performance of Indigenous students are monitored through the Learning and Support Team with a particular focus on growth between Years 3 and 5.

The Department's Business Intelligence (SCOUT) information produces reports for schools aligned to the descriptors in the School Excellence Framework (SEF). In the category of value added, we are:

- Sustaining and Growing – Across K – Yr 3;
- Delivering – Across Yr 3 – Yr 5; and
- Delivering – Across Yr 5 – Yr 7.

Percentage in bands:
Year 5 Numeracy



Parent/caregiver, student, teacher satisfaction

In 2018, students from Years 4, 5 and 6, the parents and staff participated in the **Tell Them From Me** Surveys.

The following results were obtained from our **Parent** survey, with 57 respondents an increase from the 2017 with only 40 parents respondents.

The survey was conducted in October. (Results are out of 10 as a maximum, with the NSW Govt Norm in brackets).

- Parents feel welcome – 6.9 (7.4)
- Parents are informed – 6.0 (6.6)
- 19% of parent respondents are involved in school committees
- Parents support learning at home – 6.4 (6.3)
- The school supports learning – 6.9 (7.3)
- The school supports positive behaviour – 7.9 (7.7)
- Safety at school – 6.9 (7.4)
- The school is inclusive – 6.3 (6.7)
- 5% of respondents had provided input to school planning, 2% into the development or review of school policies
- The majority of volunteer work was assisting the school (16% on a weekly basis)
- 91% of respondents expect their child to complete Year 12, with 66% expecting their child to go onto University and 28% expect their child to attend TAFE

In response to these results, the school will continue to encourage parents to participate in the life of the school.

Our **students in Years 4, 5 and 6** completed the Tell Them From Me survey in May and October in 2018, with the following results expressed as a percentage of the cohort of 234 respondents: (NSW Govt Norms in brackets)

- Students participate in extra curricular activities – 64% (55%)
- Students with a positive sense of belonging – 75% (81%)
- Students with positive relationships – 87% (85%)
- Students with positive behaviour at school – 92% (83%)
- Students who try hard to succeed in their learning – 88% (88%)
- 47% of student in the school had scores that placed them in the desirable quadrant with high skill and high challenge. The NSW Govt norm for this category is 53%, so this will continue to be a target for improvement in 2019
- Students who are victims of bullying – 32% (36%)

Staff have celebrated their success in improving many areas in 2018. We will continue to develop curriculum offerings to ensure students are engaged in their learning and feel challenged. The introduction of the Zones of Regulation wellbeing program and more awareness and education in relation to cyberbullying in 2019, will work towards ensuring we remain well under

the state norm for bullying and maintain our positive behaviour.

In October **our staff** completed the Tell Them From Me survey, with 15 staff members responding to questions within 8 different domains which drive student learning.

The results obtained for each domain are out of a maximum of 10, with the NSW Govt Norm expressed in brackets..

- Leadership – 6.7 (7.1)
- Collaboration – 7.8 (7.8)
- Learning Culture – 8.2 (8.0)
- Data Informs Practice – 7.9 (7.8)
- Teaching Strategies – 8.4 (7.9)
- Technology – 7.0 (6.7)
- Inclusive School – 8.4 (8.2)
- Parent Involvement – 7.8 (6.8)

The consolidation of our leadership capacity will be a focus for 2019.

Policy requirements

Aboriginal education

Aboriginal education has become a focus for awareness raising activities at Cromer Public School. The school ensures perspectives are included in units of work in key learning areas, promoting a greater understanding of Aboriginal culture, history and contemporary life. In 2018, the school designed and introduced a yarning circle into the playground area, to encourage a harmonious, creative and collaborative way of communicating with all our Aboriginal students and their families.

Aboriginal students who attend the school have a Personal Learning Plan (PLP). The student where possible together with their class teacher and parent/carer have set realistic goals to support student learning attainments in 2018. These PLPs are reviewed annually.

As part of NAIDOC Week celebrations we participated in the PCS Art Festival held for the first time at Warriewood Square. Each stage group produced a range of artworks that went on display for a two week period with some works being selected to continue on in the PCS Travelling Art Show that visited all thirteen PCS partner schools.

Later in the year a small number of our Aboriginal students and their non-Indigenous friends accompanied by two staff members, participated in the overnight sleep out held at Wheeler Heights Public School. The students also participated in a Smoking Ceremony, Yarning Circles, dancing and art/craft activities.

Multicultural and anti-racism education

Our school values the diversity of cultures within our school community. Multicultural perspectives are embedded in our teaching and learning programs. Multicultural diversity was celebrated both within classrooms and across the school.

Cromer Public School again participated in the Multicultural Perspectives Public Speaking Competition. Students across Years 3–6 were encouraged to explore ideas of multiculturalism in Australia, and prepare speeches and practice their public speaking skills through class competitions. Representatives were then chosen across the Stages to represent the school at the local Multicultural Perspectives Public Speaking Competition.

In 2018 Harmony Day was celebrated with buddy classes working together on planned activities. Students and staff celebrated community participation, inclusiveness, respect and a sense of belonging for everyone.

The school has two trained Anti–Racism Grievance Officers on staff who are available to provide advice to staff, students and parents on any issues relating to racist behaviour.

Other school programs

Lego Club

Lego Club operated Tuesday at lunchtimes for Year One students. It enabled the children time to develop skills in creativity, communications, sharing and problem solving. It proved very popular and ran for the full year. The Lego Club was a great way to establish new friendships whilst reinforcing positive social skills through play. It allowed students the opportunity to build LEGO creations with their peers in a relaxed social setting.

Environment Club

Environment Club was held every Thursday lunchtime for students in Years 3–6. Together students worked on various tasks to maintain the school garden such as, weeding, watering, planting, picking, composting and taking care of the worm farms. This experience of seeing how our food is grown and the whole plant life cycle was valuable and enabled the students to be hands on in a garden setting. The students were curious and keen to nurture seedlings to full growth. Picking the produce and taste testing was always popular.

Chess club

Chess club operated before school each week. A chess tutor was employed to teach and challenge students with varying abilities with the game of chess. Students participated in competitions with other students across our school and against other schools.

Coding, robotic and Minecraft clubs

Minecraft, coding and robotics clubs operated weekly at lunchtime.. Students learnt how to write simple computer code for sequencing, directional language, basic commands and programming.

PSSA Sport

During the 2018 PSSA Summer season, we had four girls Eagle Tag teams participating in the competition. Throughout the year, we saw an improvement in skills, abilities and teamwork through the hard work and enthusiastic participation of the students. We were supported by parents who gave up their time to help train the teams and support the teachers and students during the games. Our Senior B team drew in the semi–finals and unfortunately did not progress any further in the competition. All the students participated to the best of their abilities and should be congratulated on their effort.

The school also formed a Junior and Senior cricket team. Both these teams participated well in the season to compete in the grand finals. Congratulations to both these teams. Congratulations also to the Senior A Rugby League team who made the semi–finals this year.

Cromer Public School entered seven teams into the Manly PSSA winter Netball competition. All teams showed terrific sportsmanship throughout the season. The girls worked hard to improve their skills and understanding of the game. A special congratulations to our Senior B team who had a fantastic season and were runners up on grand final day.

Tennis

The students in Years 3–6 had the opportunity to participate in a school based social tennis competition for their Friday sport during the school's home sport program. The tennis coach from the tennis club instructed the students and their skill development improved.

Chocolate Box

Students who participated in the home sport program on Friday afternoons were given the opportunity to participate in a targeted sports program involving Cardio fitness and bodyweight movements. This was open to all students who were interested in cardio training. Qualified trainers at the Chocolate Box Gym, Cromer, ran the program. The students participated in a broad range of activities including shuttle runs, squats, skipping, air fit bikes, jumping and core strength training using their own body weight.

Creative and Performing Arts

Dance

In 2018 we had a number of Hip Hop Groups formed, choreographed by parents Miss Vicki and Miss Mel and supported by teachers. Our groups rehearsed routines throughout the year and performed at Dance Spec and

Extreme Dance eisteddfods. Our various groups received places of highly commended certificates at all the eisteddfods we attended. Our Hip Hop groups also performed at our school's CAPA Night, showing their skills and enthusiasm to our school community.

The school also formed a Junior Dance Group targeting students in Years 1–3, and a Senior Dance Group targeting students in Years 4–6. Both groups had the opportunity to take part in a number of dance festivals throughout the year. The Junior and Senior Dance Groups were successful in their 2018 application for the Sydney North Dance Festival. The Senior Dance Group were also successful in their audition to perform at the Schools Spectacular.

Drama

We have drama groups operating throughout the year. Both groups performed their pieces at the CAPA evening at the end of the year. All students worked really hard on their pieces and contributed heavily to the creative process with their enthusiasm and ideas.

Choir

Many students joined the Junior or Senior Choir this year. The students were offered wonderful opportunities to sing at school and external events including School Spectacular, Choral Festival and the Peninsula Community of Schools. The students' worked hard work, showed enthusiasm and dedication and were rewarded with some impressive performance opportunities.

Band and Strings

Cromer Public School has three bands and two string ensembles under the guidance of professional conductors. These musicians perform regularly throughout the year at Northern Beaches Festivals, School Open Days, Festival of Instrumental Music and our own Creative and Performing Arts evenings. The parents and Citizens Association (P&C) oversee both programs with an enthusiastic committee of volunteer parents.

Public Speaking and Debating

We have a strong program of Public Speaking. All students from K – 6 are taught to listen critically and given the opportunity to practise their Public Speaking skills on a regular basis in class. Two students from Stage 2 and 3 were chosen to represent the school annually in the Multicultural Perspectives Public Speaking Competition. These students participate in a selection process at school.

Students in Years 5 and 6 also participated in the Premier's Debating Challenge where teams from other schools debated each other with only an hour of unassisted preparation time. As a beginning team of Year 5 students our students had a very successful year.

ICAS Tests

Students in Years 3–6 were given the opportunity to complete the Digital Technologies, Science, Writing, Spelling, Reading and Mathematics ICAS exams. We had a number of students receive High Distinctions and Distinctions across all exams.

Enrichment Programs

Selected students were invited to participate in the G.A.T.E.WAYS programs. These programs provided opportunities for our gifted and talented students to enhance their problem solving and higher order thinking skills using inquiry based learning opportunities.

Selected Year 5 students participated in an enrichment program one day a week at Northern Beaches Secondary College – Cromer Campus to enhance their critical thinking skills.

Life Education

Specially trained educators presented vital health and safety messages. Lessons were highly engaging and interactive. They complemented our Personal Development and Health programs that run in our classrooms throughout the year.

Colour Fun Run

This year students participated in a colour fun run as a major fundraising activity. The Cromer Colour Fun Run consisted of many different obstacles set up around Cromer Park with the support of the staff, parents and students from Northern Beaches Secondary College–Cromer Campus. Our students ran to each obstacle and were sprayed with colour powder along the way. The Colour Fun Run was focused on fun and fitness, with the added benefit of raising funds for our school.

ANZAC Service

Our Years 3–6 students commemorated this important occasion by attending a service in our school hall. This year we had many visitors attend our ANZAC Service from the War Veterans at Collaroy Plateau, National Servicemen's Association, the Dee Why RSL Sub-Branch and HMAS Penguin. Our Choir performed songs and a Year 5 student played The Last Post and The Rouse on the trumpet.