

Comleroy Road Public School

2019 Annual Report



1604

Introduction

The Annual Report for 2019 is provided to the community of Comleroy Road 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.

School contact details

Comleroy Road Public School

McMahons Rd

Kurrajong, 2758

www.comleroyrd-p.schools.nsw.edu.au

comleroyrd-p.school@det.nsw.edu.au

4576 1600

School background

School vision statement

Comleroy Road Public School is a vibrant and innovative learning community that is committed to developing excellence within a rich and diverse learning environment. Every student has the opportunity to be engaged in rich, active learning in a safe, respectful and supportive school to achieve their personal best, to be confident and creative individuals who are active and informed citizens of the 21st Century.

We are a school of Safe, Respectful, Learners

School context

Comleroy Road Public School is located in the rolling hills east of Kurrajong in a semi – rural area of the Hawkesbury district. The school has 115 students, accommodated in modern buildings on an eighteen acre bush land site, providing a pleasant, welcoming and aesthetically pleasing learning environment. The school community is very supportive, participating in many aspects of school life.

The incorporation of Positive Behaviour for Learning (PBL), aims at creating an environment that fosters school success and inclusion for all. Our school-wide discipline plan aims at promoting and role modelling positive, resilient and inclusive behaviour amongst all school stakeholders.

Comleroy Road Public School is well resourced and offers a wide range of learning opportunities and extra-curricular programs across all key learning areas to enable students to reach their full potential.

A welcoming and friendly school, we work in close partnership with parents and the wider community. Our staff are constantly seeking professional learning to enhance and develop their teaching practices. Parents are encouraged to be active participants in school activities and to have valued input into their child's learning.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching

Purpose

To increase the deep knowledge and deep understanding of the teaching and learning cycle. This deep knowledge and understanding by staff will be reflected in the development and structure of quality learning environments that underpin the implementation of a highly effective teaching and learning cycle.

Improvement Measures

- 100% of teachers have deep understanding and deep knowledge of the teaching and learning cycle
 - 100% of staff implement John Hattie evidence based research into their teaching and learning practice
- BUMP IT UP**
- 35% growth of students in the top two bands of NAPLAN (Literacy and Numeracy)
 - 85% of students in year 5 achieving above expected growth in NAPLAN

Progress towards achieving improvement measures

Process 1: Professional learning undertaken by staff in the highly successful implementation of the teaching and learning cycle and the Quality Teaching Framework

Evaluation	Funds Expended (Resources)
English and mathematics programs contain purposeful, and strong learning intentions and success criteria. Lesson observations reveal learning intentions and success criteria are used to drive student learning. Students are confident in articulating the purpose of the lesson. Feedback and teacher reflections are used more effectively to improve teaching and learning. All teachers have developed their understanding and knowledge of the teaching and learning cycle. The majority of students surveyed indicated that teachers use learning intentions and success criteria in English and mathematics lessons.	Visible learning professional learning – \$3000 Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$21236.00)

Process 2: Formative and summative assessments used to drive the teaching and learning cycle

Evaluation	Funds Expended (Resources)
Ownership and leadership over school initiatives is having a significant effect on our success. Teachers enhanced knowledge in curriculum areas is developing their confidence and ability to explore various formative assessment methods. .	N/A

Process 3: Staff undertake professional learning based on research by John Hattie and the Quality Teaching Framework

Evaluation	Funds Expended (Resources)
Classroom observations demonstrate learning intentions and success criteria are embedded in all English lessons. Focus for 2019 was on ensuring learning intentions were more explicit and transferable across the key learning areas. Teachers continue to build their capacity in using learning intentions and success criteria to provide effective, targeted feedback to students. 100% of staff implement John Hattie's visible learning approach into their teaching and learning practices.	QTSS

Process 4: Bump it Up implementaion

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>2019 NAPLAN results demonstrate 46.88% of students are in the top two bands. In 2016 this percentage was 18.75%. 60% of students in Year 3 are in the top two bands in reading while 50% of students are in the top two bands in numeracy. Year 5 reading results show 33.3% of students are in the top two bands and 33% of students are in the top two bands in numeracy. We are working towards 85% of students achieving above expected growth.</p> <p>PAT assessments indicate 40% of students are achieving at or above expected results in mathematics.</p>	<p>SLSO support in all classrooms for reading and mathematics groups.</p> <p>Instructional rounds and expert support in all classrooms.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$53358.00)

Next Steps

In 2020 we will continue to undertake professional learning in visible learning and continue to focus on embedding learning intentions, success criteria and feedback more effectively in all key learning areas. Focus will be on the collective development of scope and sequences with clear, differentiated assessment evident. Staff will undertake professional learning in effective feedback and will collaboratively develop a whole school feedback action plan.



Strategic Direction 2

Engaged Learning

Purpose

To provide learning opportunities for students that are engaging, student centred and develop the necessary skills to be successful and engaged members of the community.

Students will be engaged in learning that is innovative, challenging and underpins the ethos of 21st Century learning and teaching

Improvement Measures

- 100% of teachers have deep knowledge and deep understanding of the teaching and learning cycle
- 100% of students and staff are able to effectively set clear and effective learning goals.

BUMP IT UP

- 35% growth of students in the top two bands of NAPLAN (Literacy and Numeracy)
- 85% of students in year 5 achieving above expected growth in NAPLAN

Progress towards achieving improvement measures

Process 1: Promote engagement of learning through PBL and rewards for high student engagement

Evaluation	Funds Expended (Resources)
<p>Survey results demonstrate strong PBL structures and supports are in place with a clear and consistent understanding by students and teachers. Consistent signage is visible in and outside the classroom. Improved student behaviour is evident as there has been a decrease in referrals over the course of the year.</p> <p>Parents, students and teachers have a consistent understanding of expectations. 97% of students indicated they knew the school expectations with 91% indicating they knew what the teachers expectations were of them.</p> <p>All teachers have a deep knowledge and understanding about how strong PBL practices support the teaching and learning cycle.</p>	RAM \$3000

Process 2: Feedback sought from students, staff and the school community to ensure that engagement is achieved

Evaluation	Funds Expended (Resources)
<p>Evidence collected indicates improved parent satisfaction and participation in learning. School developed surveys demonstrate increased participation in surveys to improve practices. 2019 saw parent participation in school surveys rise from 5% to 20%.</p> <p>Overall 81% of parents are satisfied with the amount of feedback from their child's teacher with 85% of parents indicating they get both positive and negative feedback from their child's teacher. There is still room for improvement with our reporting practices with parents commenting on how they would like more feedback on how they can improve their child's learning.</p> <p>The majority of students surveyed indicate they can easily approach their teacher about their learning with 36% indicating they receive feedback from their teacher about their learning.</p>	N/A

Process 3: STEM to be implemented across K–6 to increase learning engagement amongst students

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

STEM plan implemented for 2020 which will focus on inquiry learning in history, geography and science.

N/A

Process 4: Students, staff and community members are able to articulate clear learning goals for students

Evaluation

Funds Expended (Resources)

Learning goals are evident in all classrooms. Goals are reviewed and adapted regularly to meet the needs of students.

71% of students surveyed know where they are at and what they need to do to improve. 100% of teachers set clear, effective learning goals with their students.

Focus for 2020 is giving more explicit, targeted feedback to students and for students to exercise greater independence in using their goals to reflect on their achievement.

N/A

Next Steps

QTSS allocation will be utilised to revisit inquiry and STEM in 2020 and expand across other KLA's. Team teaching opportunities will focus on building teacher capacities in delivering engaging lessons which focus on Lane Clark's model of inquiry. Learning intentions and success criteria will be used more effectively to give explicit feedback to students to improve their learning. Students will develop their competencies in using goals to drive their learning.



Strategic Direction 3

Positive Partnerships

Purpose

To have a strong united school community that is working towards having committed high expectations for all students.

Improvement Measures

- Greater links with the Colo Learning Community established to maximise resource sharing
- Increase in school satisfaction from all key stakeholders.
- All key stakeholders have a clear and unified vision for the school.
- 100% of teaching and learning programs reflect the successful implementation of wellbeing practices and high expectations of students.

Progress towards achieving improvement measures

Process 1: Establish strong wellbeing programs through teacher professional learning and student and community involvement

Evaluation	Funds Expended (Resources)
There is a whole school commitment to wellbeing practices and a firm establishment of PBL throughout the school. 100% staff undertook training in PBL this year and all teaching and learning programs reflect the successful implementation of wellbeing practices.	N/A

Process 2: Parental workshops conducted on the importance of engagement, wellbeing and high expectations for all

Evaluation	Funds Expended (Resources)
Survey results indicate that parents would welcome the opportunity to learn more about mathematics in the classroom, cyber safety, resilience, spelling and PBL. These will drive our positive partnerships strategic direction next year. There was a 23% increase in parent participation in survey's conducted this year in comparison to last year. 86% of parents surveyed indicated they are satisfied with the current school practices.	N/A

Process 3: Establish strong links at key transition phases for students

Evaluation	Funds Expended (Resources)
Our reverse transition program continues to evolve forging strong community links with our early childhood providers. The Colo Learning Community partnership continues to develop with increased commitment to improve student outcomes and maximise resource sharing through programs such as Think Blast and the transition to high school program.	N/A

Next Steps

PBL will continue to be a focus in 2020, moving from the playground to the classroom. Additional signage will be displayed around the school to ensure consistency in approaches with our whole school community. Regular workshops will be conducted with parents to continue building our effective partnerships. Our partnerships with the Colo Learning Community will extend to ensure greater student engagement in learning and build on the current transition practices.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$559 Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$1 041.00) 	Feedback from teachers, students and parents demonstrate improved understanding of Aboriginal culture and history.
Low level adjustment for disability	Funding Sources: Low level adjustment for disability <ul style="list-style-type: none"> LAST allocation (\$53 358.00) Flexible funding (\$18 508.00) 	All support teaching staff are trained in supporting teachers to deliver reading group lessons and undertook training in behaviour management and supporting students with autism in the classroom. Increased teacher capacity in delivering quality teaching and learning programs that caters for the individual learning needs of all students. NAPLAN results in reading reveal an upward trend with the average NAPLAN score in reading for Year 3 and Year 5 above State and statistically similar school groups.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$21 236.00) 	Improved teaching practices across the school with increased commitment to using learning intentions and success criteria to make learning visible to students. Focus for 2020 will be on using this to provide targeted, specific feedback to students.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$18 403.00) 	More explicit programming evident in teacher programs. Teacher feedback demonstrates an improved capacity to plan English more effectively.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	73	66	71	59
Girls	63	51	50	50

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	92.9	92.2	95.4
1	95	91.3	95	94.2
2	93.5	95.6	95.6	95.1
3	93.6	90	96.3	93.4
4	93.5	94	91.4	91.2
5	92.2	91	95.5	88.4
6	93.3	93.9	89.6	91.4
All Years	93.7	92.5	93.5	92.7
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.61
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.91

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	186,776
Revenue	1,406,934
Appropriation	1,343,816
Sale of Goods and Services	860
Grants and contributions	60,747
Investment income	1,511
Expenses	-1,340,884
Employee related	-1,189,000
Operating expenses	-151,884
Surplus / deficit for the year	66,050

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	34,705
Equity Total	91,311
Equity - Aboriginal	1,041
Equity - Socio-economic	18,403
Equity - Language	0
Equity - Disability	71,866
Base Total	1,052,387
Base - Per Capita	28,391
Base - Location	2,828
Base - Other	1,021,167
Other Total	77,937
Grand Total	1,256,340

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.

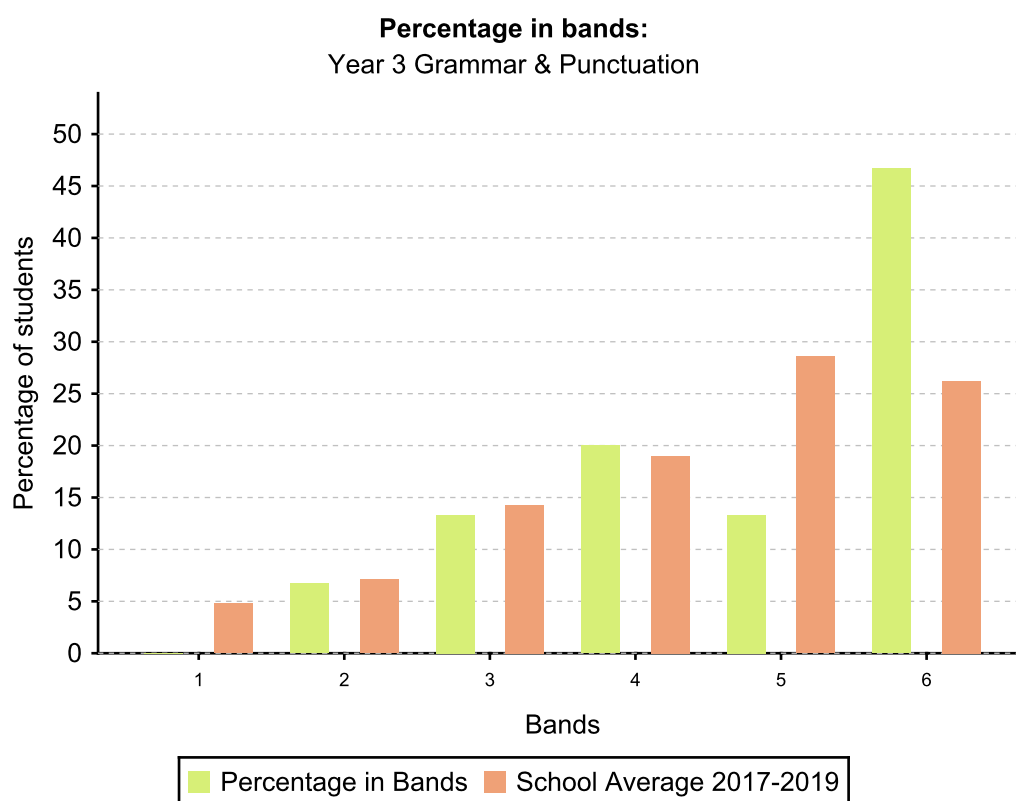


School performance - NAPLAN

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.

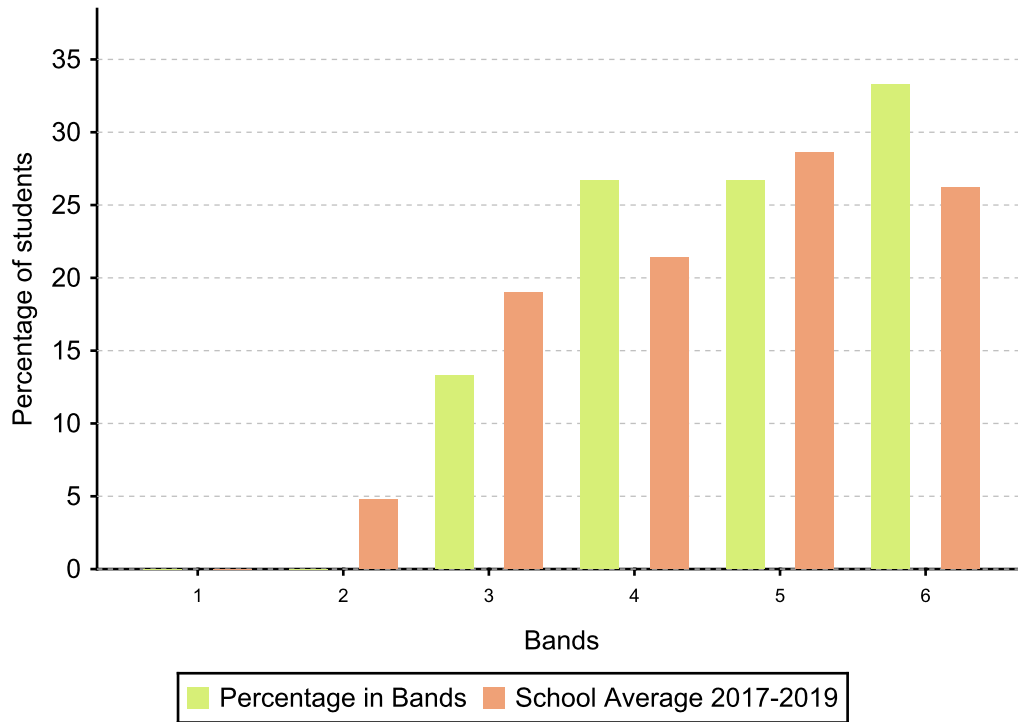
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

Literacy and Numeracy Graphs



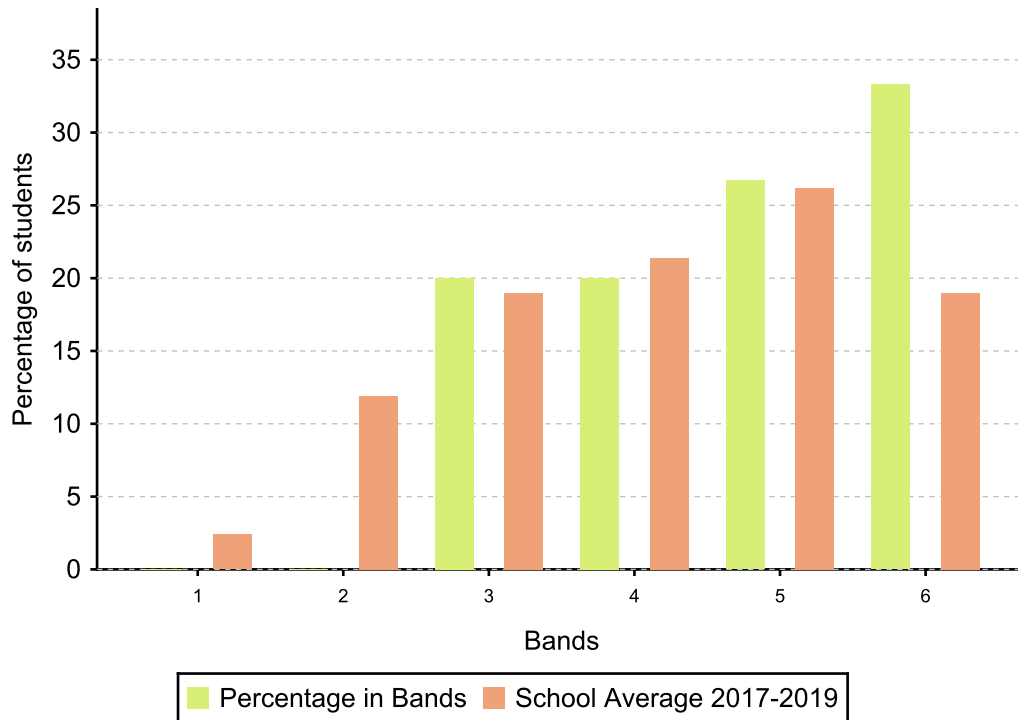
Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	13.3	20.0	13.3	46.7
School avg 2017-2019	4.8	7.1	14.3	19	28.6	26.2

Percentage in bands:
Year 3 Reading



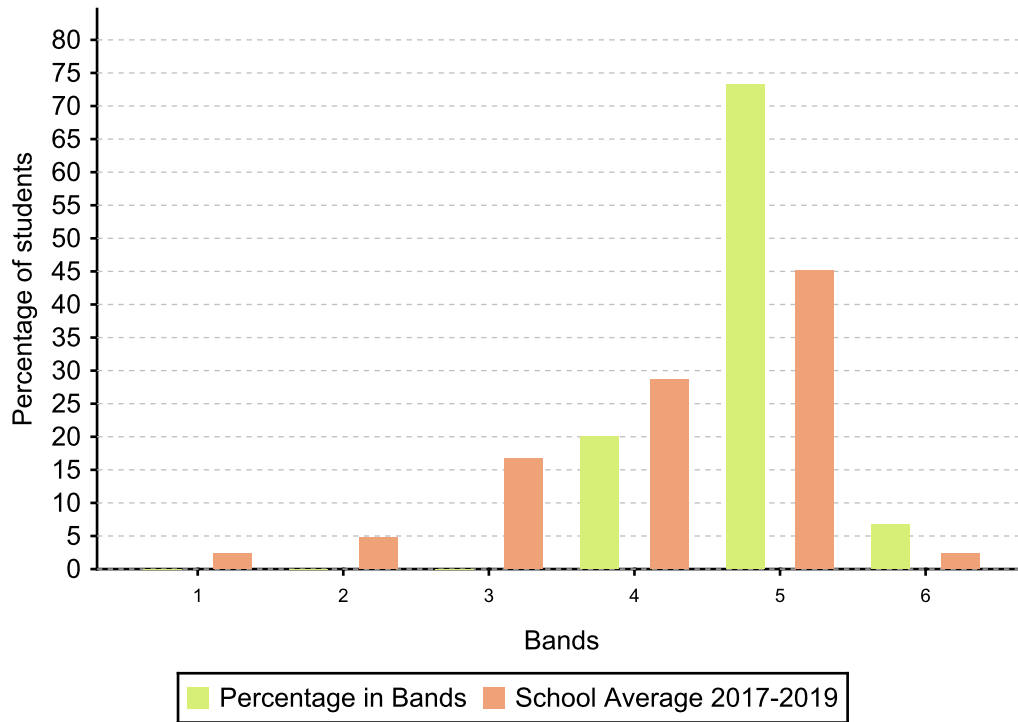
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	13.3	26.7	26.7	33.3
School avg 2017-2019	0	4.8	19	21.4	28.6	26.2

Percentage in bands:
Year 3 Spelling



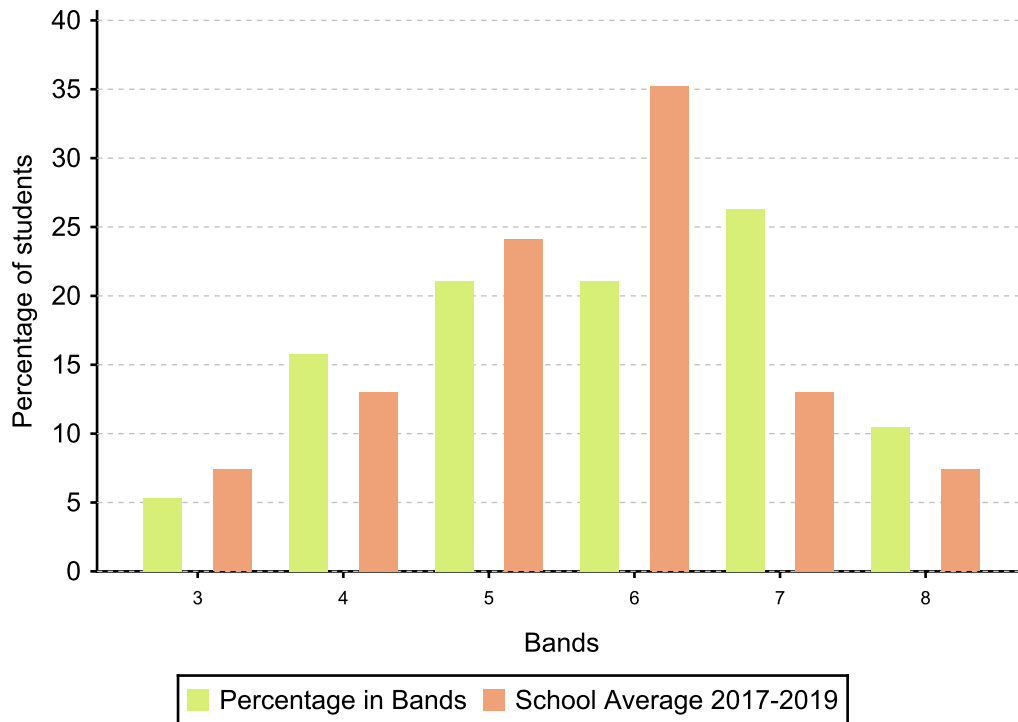
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	20.0	20.0	26.7	33.3
School avg 2017-2019	2.4	11.9	19	21.4	26.2	19

Percentage in bands:
Year 3 Writing



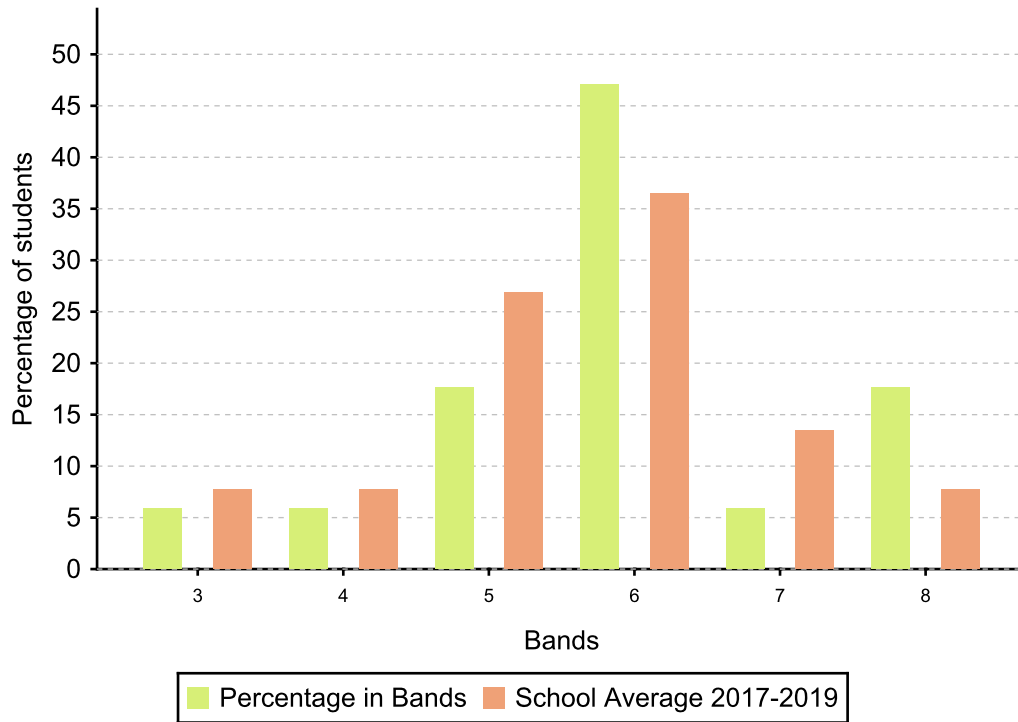
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	20.0	73.3	6.7
School avg 2017-2019	2.4	4.8	16.7	28.6	45.2	2.4

Percentage in bands:
Year 5 Grammar & Punctuation



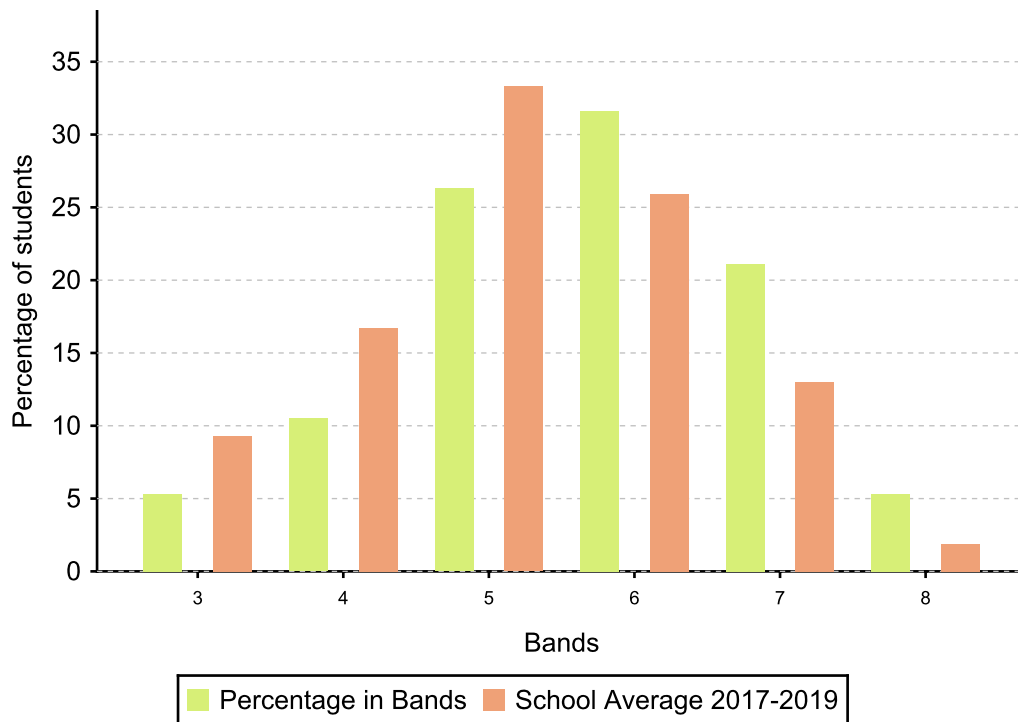
Band	3	4	5	6	7	8
Percentage of students	5.3	15.8	21.1	21.1	26.3	10.5
School avg 2017-2019	7.4	13	24.1	35.2	13	7.4

Percentage in bands:
Year 5 Reading



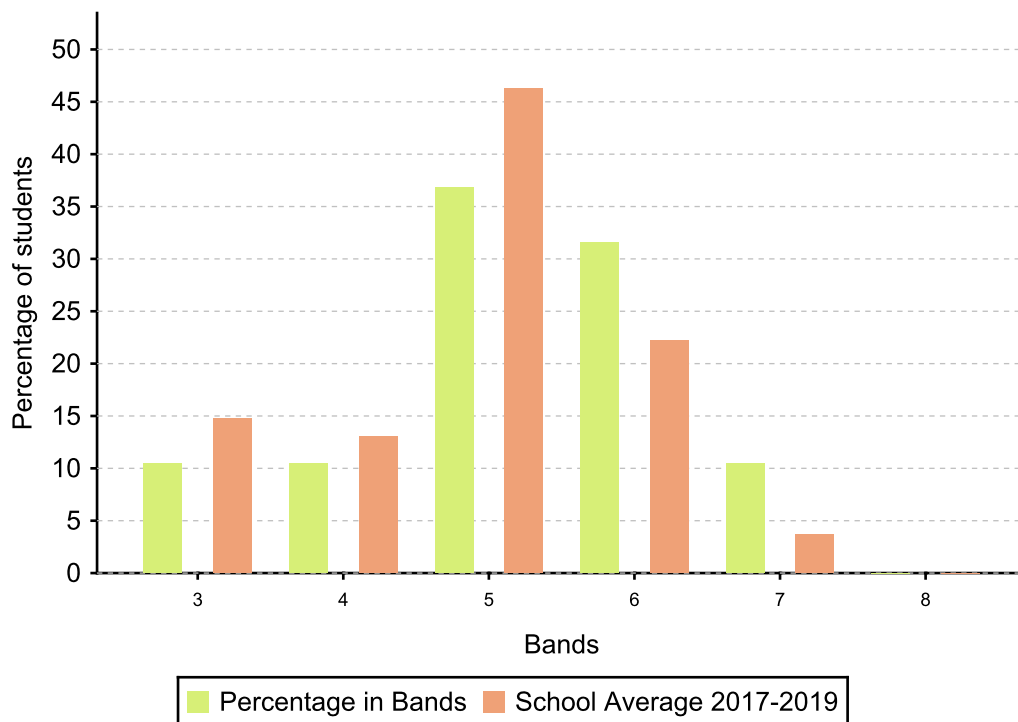
Band	3	4	5	6	7	8
Percentage of students	5.9	5.9	17.6	47.1	5.9	17.6
School avg 2017-2019	7.7	7.7	26.9	36.5	13.5	7.7

Percentage in bands:
Year 5 Spelling



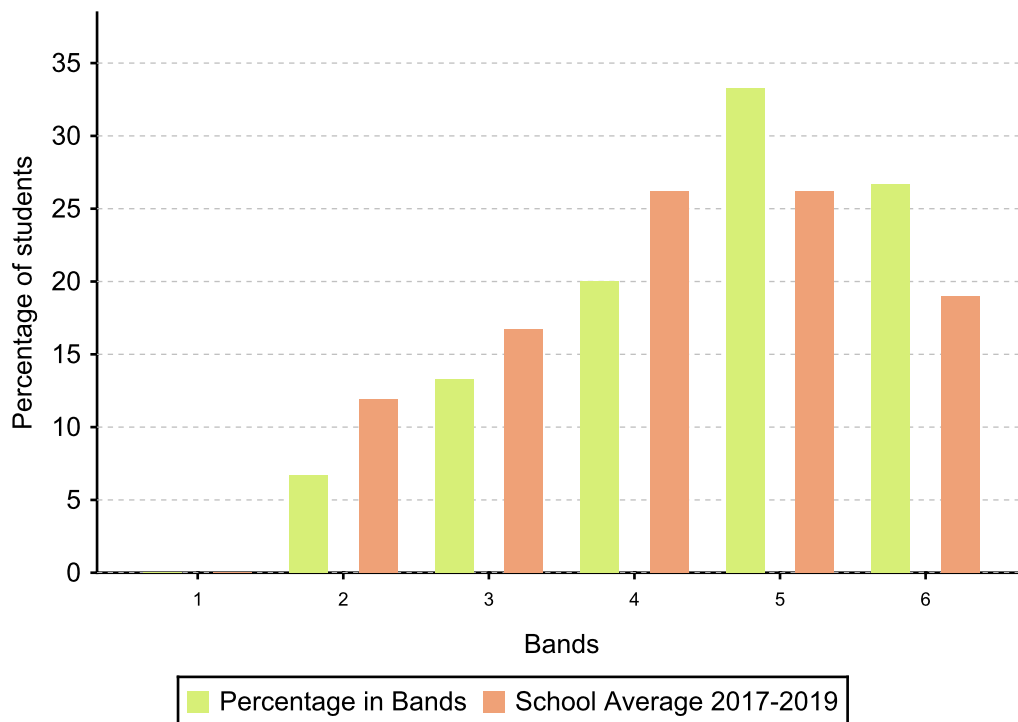
Band	3	4	5	6	7	8
Percentage of students	5.3	10.5	26.3	31.6	21.1	5.3
School avg 2017-2019	9.3	16.7	33.3	25.9	13	1.9

Percentage in bands:
Year 5 Writing



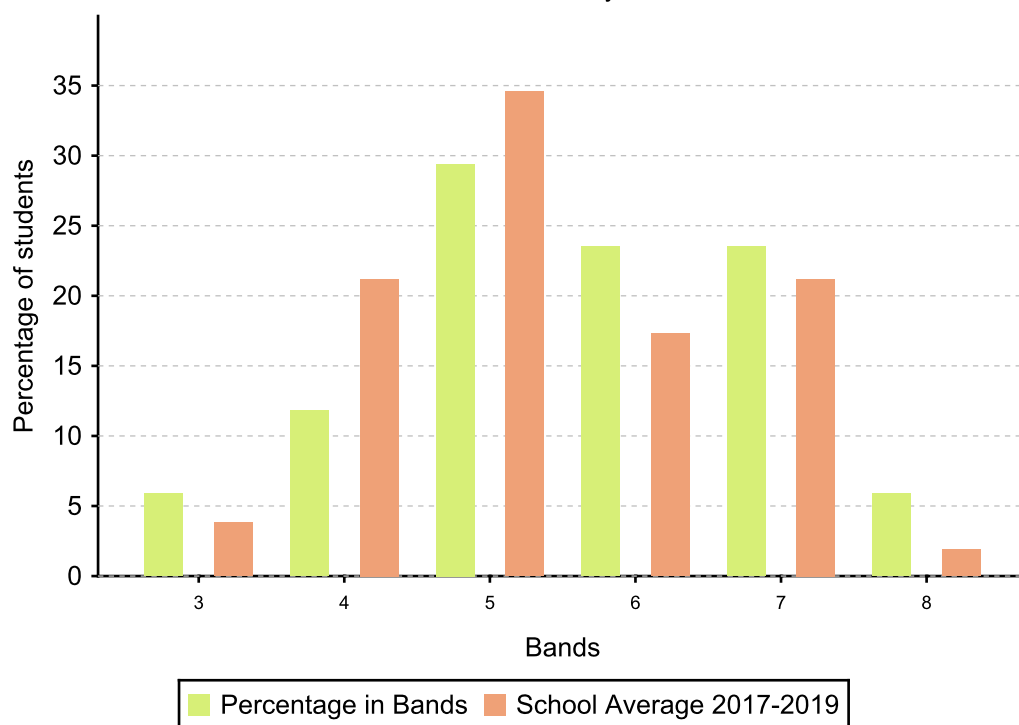
Band	3	4	5	6	7	8
Percentage of students	10.5	10.5	36.8	31.6	10.5	0.0
School avg 2017-2019	14.8	13	46.3	22.2	3.7	0

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	6.7	13.3	20.0	33.3	26.7
School avg 2017-2019	0	11.9	16.7	26.2	26.2	19

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	5.9	11.8	29.4	23.5	23.5	5.9
School avg 2017-2019	3.8	21.2	34.6	17.3	21.2	1.9

Parent/caregiver, student, teacher satisfaction

At the conclusion of the 2019 school year, students, staff and parents were surveyed on school directions, learning and wellbeing. There was a 20% increase in parent feedback from the previous year.

The majority of parents surveyed believe that the teachers at Comleroy Road Public School have high expectations for student learning. 86% of the parents surveyed indicate that they are completely satisfied with the schools reporting to parent practices and that their child is clear about school expectations. Every parent surveyed indicated they encourage their children to develop effective learner characteristics.

On average 90% of the student population indicated that that there was a positive and productive learning environment being cultivated and that they had a clear understanding about teacher expectations. Every student indicated that learning was being made visible in mathematics and English activities through the use of clear learning intentions and success criteria. The majority of students indicated they know where they are in their learning and what they need to do to improve.

100% of staff indicate they are more confident in using learning intentions and success criteria to inform teaching and learning.







Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.