

# Cronulla South Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Cronulla South Public School as an account of the school's operations and achievements throughout the year.

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

### School contact details

Cronulla South Public School

Ewos Pde

Cronulla, 2230

[www.cronullas-p.schools.nsw.edu.au](http://www.cronullas-p.schools.nsw.edu.au)

[cronullas-p.school@det.nsw.edu.au](mailto:cronullas-p.school@det.nsw.edu.au)

9523 5649

### Message from the principal

I have joined Cronulla South Public School in 2020, excited to build on the base of professional learning and finalise the 2018–2020 school plan that was in progress. The 2019 school year was clearly one of busy progress with a considerable effort made in the area of student leadership and teacher professional development.

You will find detailed in this report the acquittal of the self assessment of the school against the school excellence framework and the details of expenditure against the three strategic directions. I would like to thank and credit the school and executive for providing the vital documentation that went into acquitting against this plan.

I look forward to working with the community through 2020 and beyond.

**Dr Neil Lavitt – Principal – 2020 onwards**

## School background

### School vision statement

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

### School context

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

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

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

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

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

## Self-assessment and school achievement

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation 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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
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	Delivering

## Strategic Direction 1

### Teaching and Learning

#### Purpose

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

#### Improvement Measures

Increased proportion of students demonstrate deep reflection and intellectual engagement in their learning.

Teachers increasingly engage in the collaborative practice of implementing Learning Sprints and demonstrate an improved ability to reflectively make adjustments to ensure student growth.

Increasing numbers of teachers work towards and/or maintain accreditation at Proficient or beyond, reflecting in their practice the goals of this School Plan.

Internal and external data shows increase in value-added and growth in literacy and numeracy

Increased proportion of students in top 2 NAPLAN bands in Reading and Writing.

#### Progress towards achieving improvement measures

##### Process 1: 4MAT Assessment

Professional learning in the use of formative and summative assessment, including the use of rubrics.

Evaluation	Funds Expended (Resources)
<p>93% of teaching staff have worked with an external consultant on the developing of quality teaching and learning programs in line with the 4Mat cycle. Professional learning in the use of formative and summative assessment, including the use of rubrics has been conducted by 100% of teaching staff across the school. Staff are continuing to work towards consistently using rubrics and formative assessment to track student learning and inform teaching.</p> <p>4MAT science units have been developed for every term in the odd year cycle. One science unit has been written for the commencement of the even year cycle in 2020.</p> <p>School wide internal data is collected in literacy and numeracy, with the future direction of a central storage of data on agreed platform a priority for early 2020.</p>	<p>4MAT units of work, rubrics, coaching in 4MAT</p>

##### Process 2: Seven Steps to Writing Success

Staff trained to implement the program to inspire students to rapidly improve their writing results.

Evaluation	Funds Expended (Resources)
<p>Stage leaders checked in with staff regarding implementation of 7 steps. This was done with the future of intention of offering staff professional learning for untrained staff in Term 1 2020, with the project complete, and stage leaders providing additional support if required to implement Seven Step Strategies into the continual updating of English units.</p>	

##### Process 3: Improvement Sprints in Writing and Numeracy

###### **PREPARE**

## Progress towards achieving improvement measures

**Process 3:** Define: What outcomes do we need to improve and for which learners? Why aren't they making the desired progress?

Design: What small specific actions can we take in our classrooms to improve student learning?

Assess: How will we know if it's working?

### ***SPRINT***

How can we test our improvement approach in a short 1–4 week Sprint?

What evidence of student learning progress should we collect as part of our Sprint?

How can we best use peer and expert guidance to support our Sprint?

### ***REVIEW***

What does the evidence tell us about the impact of our improvement approach?

How will what we've learnt in this Sprint inform our next one?

How can we transfer what we've learned into future practice, programs and resources.

Evaluation	Funds Expended (Resources)
<p>2 May 2019 Learning Sprints Network Day</p> <p>22 July 2019 SDD Learning Sprints with Kurnell Public School</p> <p>30 July 2019 Learning Sprints Network Day</p> <p>5 August 2019 Foundations of Learning Sprints Professional Learning for untrained staff</p> <p>21 October 2019 Learning Sprints Network Day</p> <p>In addition, whole school professional learning was reduced to a fortnightly basis to facilitate an additional 1 hour of stage time each fortnight. This provided teams with allocated time to work through the prepare, sprint and review stages of 'teaching sprints'.</p> <p>GEMS (Getting Evidence Moving in Schools) enhanced teacher knowledge in the area of using research-based strategies. CSPS worked alongside 30 schools across NSW and VIC, in partnership with Evidence for Learning, NSW CESE and Victoria's Bastow Institute of Educational Leadership. This resulted in improved implementation of research based teaching strategies, and an increase in teacher reflective practices resulting in improved student learning outcomes. Our 2019 TTFM student data indicates that 89% of Year 4–6 students try to improve and set challenging goals for themselves.</p>	

## Strategic Direction 2

### Leadership

#### Purpose

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

#### Improvement Measures

Increasingly positive data will be drawn from the Tell them from Me Survey – 4 dimensions of classroom and school practices

Increased student understanding and capacity to reflect upon their own learning and plan where to next for continual improvement.

Increasingly positive PBL data using the Tiered Fidelity Indicator and Self –Assessment Survey.

#### Progress towards achieving improvement measures

##### Process 1: Positive Behaviour for Learning (PBL)

Review PBL as part of the Wellbeing Framework for Schools, to drive student engagement and facilitate positive wellbeing.

Evaluation	Funds Expended (Resources)
PBL procedures, practices and processes are clarified and refined. Executive staff have defined roles within the PBL process. Behaviour expectations across the school are clarified with staff and students. TTFM survey to be conducted in Term 1, 2020.	PBL coordinator planning day. PBL team planning days.

##### Process 2: The Leader in Me/7 Habits

Explicitly teach the core paradigm that everyone can be a leader when they understand how:

*personal effectiveness* (initiative, vision and self discipline) leads to *interpersonal effectiveness* (relationship building, communication, collaboration).

Evaluation	Funds Expended (Resources)
The Leader in Me program has been implemented across the school from K–6. The majority of students have an understanding of the '7 Habits' as indicated by the evaluation of Leader in Me Program. A mid–year review was conducted via video conference with LIM consultant. During this time, implementation progress was evaluated against the Leader in Me progress rubric, with input from Leader in Me project coordinator and executive. The Lighthouse team have been supported in implementing the program through the Lighthouse Training Day on 13th August (T3), with LIM consultant. In addition to evaluating implementation progress and discussions of future directions, this day resulted in expansion of the EOI process to ensure Student Voice included opportunities in K–2. Term 4 Planning Day resulted in scope and sequence, as well as Term 1 unit outlines being developed to combine PBL, PDHPE new curriculum and LIM.	Teacher Survey Planning Day – PDHPE/PBL/LIM

## Progress towards achieving improvement measures

Units to be completed early 2020.

The comparison of student data from the 2018 and 2019 Tell Them From Me indicates an increase of 13% for students who identify themselves as a leader. In 2018, 54% of Year 4–6 students considered themselves as a leader and this increased to 67% of Year 4–6 students in 2019. Additionally, there was a 11% decrease in the number of students who did not view themselves as a leader.



## Strategic Direction 3

### Culture

#### Purpose

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

#### Improvement Measures

- Increased numbers of students are motivated to deliver their best and continually improve as a result of effective learning partnerships between home and school.
- Increasingly positive data from the parent engagement survey and the Tell them from me parent and teacher surveys

#### Progress towards achieving improvement measures

##### Process 1: Connections

Identify and develop opportunities for new programs and tasks that enable authentic connections to be fostered and promote student– community connections across the curriculum and beyond the school.

Evaluation	Funds Expended (Resources)
Executive Team discussed options for increasing community connections and will develop an engagement committee to explore future ideas to strengthen relationships with the school community. Executive Team will liaise with local High Schools to build on current relationships.	

##### Process 2: Future planning project

Implementation of the master plan for facilities to maximise future focused learning opportunities.

Evaluation	Funds Expended (Resources)
Library infrastructure upgraded inline with the school's Master Plan and in consultation with P&C. New furniture purchased to compliment the new Library learning space. Air conditioning installed in all learning and office spaces across the school.	

##### Process 3: Community engagement project

Develop, implement and evaluate a range of strategies to facilitate authentic parent and community engagement.

Evaluation	Funds Expended (Resources)
Surveys completed by parents and staff to identify areas for improvement. Professional learning conducted by the DoE Road Safety Education Officer for all staff and P&C and an application for a Road Safety Crossing Supervisor has been successful. An expression of interest form to be created for Road Safety Team. Expression of interest form to be sent to parents, community and staff in 2020.	Work Health and Safety consultant Road Safety Education Officer Road Safety Crossing Supervisor

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	\$41,742	This provided the opportunity for a EaLD program at the school.
<b>Low level adjustment for disability</b>	<p>LaST teacher</p> <p>MultiLit program training – professional learning of SLSO staff</p> <p>MiniLit Work Books</p> <p>SLSO staff</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$72 879.00)</li> <li>• Flexible Funding – SLSO staff (\$29 058.00)</li> <li>• MultiLit Training – PL for SLSO staff (\$2 623.63)</li> <li>• MiniLit Workbooks (\$278.18)</li> </ul>	<p>* MiniLit and MacLit programs was implemented K–6 by specialist LaST.</p> <p>* 5% of students at the school received targeted intervention in reading through the implementation of MiniLit and MacLit programs</p> <p>* 5% of students made positive growth after the 20 week intensive program</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	• \$60,295	• While the small class sized allowed a greater focus on individual learning, the school has decided to pursue a instructional leadership model in the future
<b>Socio–economic background</b>	\$9,301	This provided the school with additional funds that allowed disadvantage to be addressed.
<b>Support for beginning teachers</b>	• \$2,307	• TBC

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	164	164	177	166
Girls	159	155	156	135

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	97.3	96.2	95.1	96.1
1	93.9	96.7	96.1	93.3
2	95.2	95.7	94.5	94.9
3	94.5	94.5	92.5	94.7
4	94.1	97.2	94.4	93.9
5	93.6	96.4	94.2	91
6	93.4	92.7	95.4	93.4
All Years	94.4	95.7	94.6	93.8
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)	3
Classroom Teacher(s)	10.57
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	3.12

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

The school has engaged in professional learning in a number of areas including:

1. Positive Behaviour for Learning \$1,180
2. Leader in Me \$14,500
3. Learning sprints training \$16,740
4. 4Mat – Assessment and programming \$60,323

- 5. Road safety \$550
- 6. Flourish – staff wellbeing \$3,676

## 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 (\$)
<b>Opening Balance</b>	207,762
<b>Revenue</b>	2,824,300
Appropriation	2,546,985
Sale of Goods and Services	3,994
Grants and contributions	270,553
Investment income	2,568
Other revenue	200
<b>Expenses</b>	-2,881,505
Employee related	-2,351,377
Operating expenses	-530,127
<b>Surplus / deficit for the year</b>	-57,205

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	165,464
Equity - Aboriginal	3,523
Equity - Socio-economic	9,013
Equity - Language	41,742
Equity - Disability	111,186
<b>Base Total</b>	2,182,633
Base - Per Capita	78,135
Base - Location	0
Base - Other	2,104,499
<b>Other Total</b>	165,870
<b>Grand Total</b>	2,513,968

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.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.



## Parent/caregiver, student, teacher satisfaction

Students, parents and teachers were invited to participate in the Tell Them From Me survey which measures indicators based on the most recent research on school and classroom effectiveness. Data from students, teachers and parents can help schools develop policies and practices that increase student engagement, belonging and overall wellbeing.

At Cronulla South Public School, 120 students completed the Tell Them From Me Survey between 22 Sep 2019 and 26 Sep 2019, which included nine measures of student engagement alongside the five drivers of student outcomes.

The student data showed that:

- 94% felt that they had formed positive social connections at school. Students could identify peers that they could trust and help them to make positive choices. The NSW Government norm was 85%. Most students also felt encouraged and supported by staff.
- 91% actively engaged in sport and physical activity. The NSW Government norm was 83%.
- 93% displayed positive behaviour at school. The NSW Government norm was 83%
- Most students tried hard to succeed in their learning and pursued goals to their completion

### **At Cronulla South Public School 100 parents responded to the Tell Them From Me survey.**

The parent data showed that:

- 0% of families had communicated with the classroom teacher on more than 2 or 3 occasions during the year;
- 78% were actively involved in school committees and meetings;
- Most families thought that the school facilities were well maintained and the physical environment was welcoming.

### **Areas for development and future focus may include:**

- A focus on building and encouraging parents to communicate more frequently with the school over the course of the school year
- A focus on encouraging more parents to be involved in school activities
- A focus on keeping parents more informed about school activities so that they feel involved in the school community.

# 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.

School representatives regularly attend the Sutherland Aboriginal Education and Consultative Group (AECG) meetings to discuss the current directions and concerns surrounding Aboriginal education in the community. Aboriginal students have excellent attendance and are well supported by school programs. Students were provided opportunities to attend days of cultural celebration such as the Sutherland Shire's annual One Mob day. Aboriginal and Torres Strait Islander students were also given opportunities to lead their peers in the Reconciliation Walk celebration at Kurnell, where a group of students expressed an interest in attending to learn more about the history and culture of Indigenous Australians.

In 2019, there was an increased focus on improving the Personalised Learning Plan (PLP) process in conjunction with the Targeted Strategic Support for Learning Support from the Department's School Services division. One staff member attended a professional learning day at Kurnell Public School which will provide the foundation for a continued strengthening of the PLP process in 2020.

Aboriginal perspectives are incorporated in all areas of the curriculum, across all stages. Reconciliation Week was also remembered by all students through in-class activities building the knowledge and understanding of the issues around reconciliation. In November, the Koomurri Aboriginal Education Team ran a full day incursion celebrating Aboriginal and Torres Strait Islander history and culture. All students K-6 participated in a range of activities; learning about artefacts, weaponry, bush survival and history, Aboriginal song and dance, artwork on canvas, face painting, boomerang throwing, didgeridoo and storytelling.

## 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.

## Other School Programs (optional)

### Creative Arts

We had, yet another, incredible year in Creative Arts at Cronulla South. The benefits of any creative art experience has been proven time and time again by decades of research. From building self-confidence and team work strategies, students at Cronulla South Public School are actively engaged in a variety of opportunities everyday. The 'Year 2 Choir' and 'Primary Choir' groups enthusiastically rehearsed during their lunchtimes throughout the year. They learnt many valuable singing techniques, by a dedicated and talented CSPS staff member and had the opportunity to perform at the

Sutherland Shire Music Festival, Education Week celebrations, Presentation Day and impromptu playground performances. Their voices were an incredible testament to their commitment and the support of staff of the school.

The 'Senior' and 'Junior Girls Dance Ensembles' met weekly and consisted of a group of dedicated and eager individuals who had a passion for dance and creation. The Senior Ensemble received much acclaim for their performance entitled *Challenge You* and were invited to perform at the 'In The Spotlight' Dance Festival, Sutherland Shire Music Festival and they also achieved a bronze award at the Kurrunulla Dance Festival.

The Junior Ensemble also had an incredible year performing their piece *Nostalgia* at the 'In the Spotlight' Dance Festival, Dance Extravaganza for Sutherland Shire Music Festival and was awarded for their outstanding act at the Kurrunulla Dance Festival. The 'Boys Dance Ensemble' was made up of twenty five hard-working and dedicated boys who rehearsed weekly with enthusiasm and energy. The boys executed their movement with control and thoroughly enjoyed performing their dance *Kings of Queens* which was created by a CSPS staff member. They were given the opportunity to perform at the Dance Extravaganza, Education Week, Presentation Day and Kurrunulla Dance Festival.

The 'Year 2 Dance Group' always delighted audiences with their performance entitled *Go Bang* which was also choreographed by a CSPS staff member. The girls and boys looked superb in their bright and colourful costumes performing at various events throughout the year including the Sutherland Shire Music Festival, Education Week at Westfield Miranda and Kurrunulla Dance Festival. The Cronulla South Training and Performance Bands had an exciting and successful year performing at Education Week, Presentation Day and impromptu performances for the school.

They also attended BandFest where they were very honoured to be rewarded with gold and silver medals for their performances. Individual students from years five and six successfully auditioned for the Create South program for gifted and talented students in the performing arts. Their dedication, strong skill set and performance quality shone through at the performance which was held at Sutherland Entertainment Centre.

An amazing opportunity occurred where Mulga artist Joel Moore, who is a renowned Australian street artist, attended the school to create a vibrant and unique mural. It was fantastic to work with a talented member of the art industry and many students received an invaluable experience working alongside Mulga to achieve the end result. The mural is now proudly on display at the school hall for all to admire and enjoy. In addition to these extra-curricular activities all students throughout the school received regular and ongoing teaching of Music by a professional and successful musician, who is a member of staff at CSPS. The students thoroughly enjoyed their lessons in the 'music room' and loved exploring new instruments and beats

### **Debating and Public Speaking**

Cronulla South Public School's Debating teams participated in the Primary School's Debating Competition. Two teams were formed, one with year 5 students and one with year 6 students. These students had the opportunity to attend a one day debating workshop to strengthen their understanding of structure and strengthening their argument. The teams trained weekly with their teacher coaches and competed in three debates in the local Primary School's Debating Competition. The Senior Team succeeded in reaching the quarter final round of this competition. Students participated in the Metropolitan South Public School's Public Speaking Competition. All students participated in whole class explicit teaching of public speaking strategies and completed a class competition on a variety of Public Speaking topics. Two students from each class then competed against others in their stage, with one student from each stage competing in the Zone Finals of the Competition.

### **Leader in Me**

The Leader in Me (LIM) is a school-wide initiative that develops the leadership capacity of our students by recognising that each child has unique gifts and talents to share. The LIM program is based on The 7 Habits. The 7 Habits are universal principles of personal and interpersonal effectiveness. Students are encouraged to find their voice in the classroom and, through leadership roles across the school, learn skills to build meaningful relationships and take ownership of their education. LIM helps our students by learning and leading themselves and others, to develop the essential life skills and characteristics they need in order to flourish in the 21st century. 2019 was the second year of implementation of the LIM program which saw the embedding of a consistent approach to teaching the 7 Habits across all K-6 classes.

The collaboration of the 'Lighthouse Team', a group of teachers from across all areas of the school, resulted in numerous leadership opportunities for students through the Expression of Interest (EOI) process. Students were empowered to self-nominate for opportunities such as completing a mural with renowned street-artist Mulga, leading Jump Rope for Heart initiatives, playground monitors, playground helpers, Easter Hat Raffles and Hamper helpers, Enviro-heros, World Vision Sponsor Child team and raising money for Canteen through the Bandanna Day initiative. The parent community was acknowledged for the important role that they play in encouraging an empowered leadership culture during an information session at the P&C meeting and through regular updates in the school newsletter.