

Corrimal East Public School

2019 Annual Report



3877

Introduction

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

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

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Message from the principal

2019 Celebrating Excellence Message from Mr Bede Darcey, CEPS Principal

The NSW Department of Education has a framework for all schools to strive toward, called the School Excellence Framework. This framework supports public schools in NSW in our pursuit of excellence by providing a clear description of the key elements of high quality practice across the three areas of Learning, Teaching and Leading.

I am sure you would agree, Corrimal East achieves excellence in many, many ways, every day. I want to this morning share with you some areas I believe we are now excelling in.

In the areas of Learning Culture and High Expectations, we have a school community that demonstrates aspirational expectations for learning progress and ongoing achievement for all students. I believe our school culture is strongly focused on learning and the ongoing improvement for all students and staff; I believe our school ensures every student and every teacher improves every year.

In the area of Wellbeing we have a strategic and a planned approach that supports the wellbeing of all students. Just recently I surveyed the students asking them if they could identify at least one adult in our school that they could turn to in times of need. Almost all students could identify at least one member of staff and many wrote lots down that they felt comfortable talking to about tricky, difficult or uncomfortable situations.

At our school positive, respectful relationships are evident and are widespread among students and staff.

In our student voice survey I conducted recently I asked the students what they thought was the best thing about Corrimal East— their responses were quite telling. Some said that art and the performing arts opportunities were fantastic, some said that they loved the sporting opportunities they can get involved in at school, some talked about their friends and the fun things they get to do together at school. Lots mentioned the canteen and our terrific playing areas. Two though that I would like to read are from stage 3. One student wrote "the friendly people and the funny teachers" and the other said 'everyone treats everyone the same, everyone is listened to and we all work together'. These two illustrate the inclusive, collaborative and supportive nature of our school and this is something we should celebrate.

I love being the Principal of this great school. For me, what makes it a special place to lead is the staff that we are so very fortunate to have. My staff, both teaching staff and support staff, are dedicated, passionate and committed to doing the very, very best for your children. I would like to thank the entire staff for their outstanding efforts in 2019. I would like to thank them all for their support of me over the years. Thank you guys for your professionalism, loyalty and commitment.

To our P&C and parental community, I thank you for your efforts this year and for your support over the past almost 6 years of me as the Principal of our school. I have really valued the terrific relationship we have developed between the school and our P&C association and I am sure, even with a new principal at the helm next year, this will continue into the future.

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

The culture we have at CEPS now reflects this and is probably my greatest accomplishment in my time here. Have a safe and happy summer break and here's to wishing you love, laughter and learning.

Bede Darcey

Principal

Message from the school community

2019 Celebrating Excellence Message from Mrs Jayne Ellis, CEPS P&C President

The Corrimal East Public School P&C consisted of 18 paid volunteer members in 2019.

This year has again had a full fundraising schedule including the usual annual events. Our major fundraiser for the year '*The Outdoor Cinema – Night Under the Stars*' and lastly our Ham raffle which was drawn this morning, the winners have received notification. Congratulations to them all.

Our 2019 fundraising efforts totalled \$15,000.00. This figure would not have been possible without our dedicated Fundraising Committee consisting of Sarah Loemker as Fundraising Co-ordinator, Sascha, Melissa, Dan, Chris, Lynette, Cat and Emily. We thank you all for your dedication to these events along with the MANY volunteers who have helped us when the call came out.

The Canteen – 'Easties Eatery' has continued its success this year. We extend our gratitude to our dedicated team Linda Trebel and Debbie Sweeney for their hard work maintaining our 'Healthy Canteen' status and congratulate them on many achievements met over the last year, including a 'Fresh for Kids' campaign promoting healthy eating which won them a prize from the organisers. We also extend our thanks to the stream of volunteers who have assisted in the canteen throughout the year.

Our focus this year has continued to be towards funding resurfacing projects throughout the school. These being the central COLA area, and the netball court. These projects are extremely expensive for the school and unfortunately don't get covered by government funding alone. We continue to save funds towards these projects and hunt for grants that may assist in these going ahead in the near future.

However, some funds have been used to fulfil more realistic goals, and give back to the school. This year to date we have continued to provide a monthly library contribution, financial assistance to several CEPS families with state level sports representatives, and this year we have introduced a one-off classroom payment to assist teachers with classroom requirements that mount up. We feel this was an important contribution to make as a thank you to the teachers for their continued support at our various fundraising events over the year. Our amazing teachers give up their free time to assist when needed. Thank you, teachers.

Of course all of this wouldn't be possible without the efforts of our members and non-member volunteers who generously donate their time to do behind the scenes and front line work involved in running a successful P&C. The list is long and varied, with many hands involved.

And finally, our success depends on our partnership with the school and so on behalf of the P&C I'd like to take the opportunity to thank Mr Darcey. It is with great sadness that we say farewell to you Bede. You have always been a great supporter of the P&C, you've listened to our complaints, ideas, worries and shared in our failures and congratulated us on our successes. We thank you for your dedication to making CEPS such a great school over your time here, and wish you well in your new role. Please accept this gift as a token of our thanks, and well wishes for your future endeavours.

As President of the Corrimal East P&C I am extremely proud of our achievements this year and look forward to continuing this success in 2020.

Thank you

Jayne Ellis

President

School background

School vision statement

'Kid, You'll Move Mountains'

–Dr Seuss

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

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

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

School context

Young Minds, Bright Futures

Corrimal East Public School is a welcoming and inclusive centre for learning. We have a Family Occupation and Education Index of 100 (2019). Currently 4% of our school population identify as Aboriginal and 7% of our students have English as a second language.

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

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

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

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

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

Self-assessment and school achievement

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>

Strategic Direction 1

Evidence-Based & Data-Driven Teaching

Purpose

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

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

Improvement Measures

The percentage of **Year 3** students being 'Bumped Up' to **proficiency in Literacy** increases from 2017 79% to **85%** (SCOUT)

The percentage of **Year 3** students being 'Bumped Up' to **proficiency in Numeracy** increases from 2017 37% to **50%** (SCOUT)

The percentage of **Year 5** students being 'Bumped Up' to **proficiency in Literacy** increases from 2017 11% to **40%** (SCOUT)

The percentage of **Year 5** students being 'Bumped Up' to **proficiency in Numeracy** increases from 2017 11% to **40%** (SCOUT)

School Self-Evaluation against the School Excellence Framework in the domains of **Effective Classroom Practice & Data Skills & Use** move from Sustaining & Growing (2017) to **Excelling** (2020)

Progress towards achieving improvement measures

Process 1: Instructional Leadership (EAfS)

Embedded Instructional Leadership practices will drive improved learning outcomes for all students.

Research-based pedagogy will steer all professional learning for staff increasing teacher capacity.

Evaluation	Funds Expended (Resources)
<p>Question– Has Instructional Leadership (EAfS & QTSS) led to improve student outcomes and increased teacher capacity?</p> <p>Data/Analysis– All classroom teachers supported (iL and off class AP) to embed research-based, evidence-informed teacher practice. Year 3 & 5 NAPLAN Reading above both State and SSG. Year 3 Writing, Grammar/Punctuation and Numeracy all above State & SSG NAPLAN. Year 5 major lift in Writing from raw score 456 in 2018 to 491 in 2019. Year 5 NAPLAN Numeracy above SSG.</p> <p>Where to Next? K–6 Data sharing creating a 'shared-ownership' ethos. Tracking growth through set internal assessments (PAT). NAPLAN analysis and integration for all staff (item analysis)</p>	<p>\$30,000– Instructional Leader above establishment (Higher Duties)</p>

Process 2: Responsive Teaching

Teaching will be data-driven and based on learning progressions. Targeted intervention and feedback for all students will reflect best practice.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Question– Are teachers using data to create student–focused programs embedding targetted interventions and feedback?

Data/Analysis– All classroom teachers at CEPS use the learning progressions as a tool to identify students on track, on or off the boil. 5 weekly data talk / round have been embedded each term led by the iL or AP. A 'Co–Plan, Co–Teach and Co–Evaluate' structure has been established.

Where to next? Ongoing Professional Learning around formative assessment is required. Internal assessments to track student growth (PAT) will be introduced in 2020.

\$25,000– Teacher Professional Learning for x2 per term Corporate Programming Days / Data Discussions

Process 3: Quality Teaching, Successful Students

Targeted support for all staff will drive improved teacher efficiency. Teachers will be provided with explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation	Funds Expended (Resources)
<p>Question– Have teachers been provided with opportunities to genuinely collaborate with colleagues and give appropriate feedback to improve their practice?</p> <p>Data/Analysis– All Assistant Principals have been provided 0.2FTE to lead their respective teams around Performance Development Planning and quality feedback. Three classroom teachers (2 LTT and 1 casual) have been supported in their attainment of Professional Competence with NESA. Lesson observation cycles have become embedded into 'practice as usual'.</p> <p>Where to next? AITSL teaching standards embedded into teacher PDP goals. The school will investigate 'Learning Walks' (based on AITSL research) where an agreed set of protocols and procedures will be agreed upon to facilitate conversations about teaching and learning in order to develop a shared vision of high quality teaching that impacts on student learning.</p>	<p>\$46,500– Assistant Principal Leadership Funds</p>

Strategic Direction 2

Innovative & Informed Learning

Purpose

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

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

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

Improvement Measures

Every Lesson, in Every Class include **Evident Learning** strategies (*clear instruction on what is expected of them and what they need to learn from tasks*)

Teaching & Learning programs have clear **Formative Assessment** principles entrenched

School Self-Evaluation against the School Excellence Framework in the domain of **Assessment & Professional Standards** move from Delivering (2017) to **Sustaining & Growing** (2020)

Progress towards achieving improvement measures

Process 1: Formative Assessment

All learners at CEPS will be provided with effective practices that ensure they have clear instruction on what is expected of them, and what they need to learn from tasks (*What Works Best: Evidenced Based Practices*)

Evaluation	Funds Expended (Resources)
<p>Question– Are formative assessment tools/techniques embedded into every lesson in every classroom?</p> <p>Data/Analysis–Teachers have engaged in ongoing professional learning in formative assessment. Teachers are comfortable with embedding success criteria, WALT and WILF into everyday practice. Teaching and Learning programs / Lesson scaffold has been created for Numeracy and Writing which include identification/s of Formative Assessment techniques for every lesson.</p> <p>Where to next? Lessons scaffold / template created for Reading lessons as per Numeracy & Writing scaffolds created in 2019.</p>	See Strategic Direction 1, Process 1

Process 2: Summative Assessment

The school will embed consistent school-wide practices for assessment that monitor, plan and report on student learning across the curriculum. Teachers will use evidence of learning to inform their teaching, adapt their practice and meet the learning needs of students.

Evaluation	Funds Expended (Resources)
<p>Question– Has the school established a consistent, school-wide assessment practice to monitor, plan and report on student learning?</p> <p>Data-/Analysis– Throughout 2019, the school has set about crafting a whole school assessment schema across all Key Learning Areas; this has been created and will be implemented as of 2020 (for review at end of 2020).</p>	n/a

Progress towards achieving improvement measures

Where to next? Roll out of the newly created CEPS assessment schema and review of implementation at end of 2020. The school will (2020) purchase ACER PAT analysis kits to be able to consistently assess, track and monitor student progress. Ongoing professional learning in the analysis and efficient use of data will be required.

Process 3: Life–Long Learning

All staff at CEPS will be provided opportunities to demonstrate personal responsibility for maintaining and developing their professional accreditation within their role, responsibility and level of experience.

Evaluation	Funds Expended (Resources)
<p>Question– Have all teachers successfully maintained their accreditation within their role, responsibility and level of experience?</p> <p>Data/Analysis– All teachers have maintained accreditation at their specific level. Three teachers have been supported in their attainment of Professional Competence this year. The school has moved from Delivering on the School Excellence Framework in 2017/18 to Sustaining and Growing on the 2019 SEF SaS.</p> <p>Where to next? Teacher Performance and Development goals are going to be more closely linked to the Australian Professional Teaching Standards. Monthly accreditation meetings (targeted to individual needs and level of accreditation) will be held in 2020.</p>	n/a

Strategic Direction 3

Connect, Succeed & Thrive

Purpose

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

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

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

Improvement Measures

The PBL School Wide Evaluation Tool reflects an increase from 51.1% (2017) for **mean score** to **90%** (2020) (+38.9)

The PBL School Wide Evaluation Tool reflects an increase from 25% (2017) for **Monitoring & Decision Making** to **90%** (2020) (+65)

The PBL School Wide Evaluation Tool reflects an increase from 60% (2017) for **Behavioural Expectations** being taught explicitly to **90%** (2020) (+30)

School Self-Evaluation against the School Excellence Framework in the domain of **Wellbeing** moves from Sustaining & Growing (2017) to **Excelling** (2020)

Progress towards achieving improvement measures

Process 1: Positive Behaviour for Learning

The school will develop a strategic & planned approach to whole school wellbeing processes that support wellbeing through the implementation of Positive Behaviour for Learning

Evaluation	Funds Expended (Resources)
<p>Question– Is PBL being implemented successfully and consistently across the school?</p> <p>Data/Analysis–All classroom teachers are embedding the PBL approach into everyday practice at our school. PBL data is showing student behaviour is managed accordingly with minimal incidents occurring. Most students were able to identify at least one staff member they could confidently turn to for advice and assistance. The school has moved from Sustaining and Growing on the School Excellence Framework in the area of Wellbeing in 2017/18 to Excelling on the 2019 SEF SaS.</p> <p>2019 Tell Them From Me data shows that students at CEPS believe that the students at our school have positive behaviour (CEPS raw score 88 compared to State average 83). Additionally, our drivers for student outcomes (effective learning time, relevance and rigor) are on par with the NSWDoE state average.</p> <p>Where to next? The school will embark on the 'classroom' implementation of PBL throughout 2020. The school will amend our current practices (slightly) re Go For Gold as a result of parent and student feedback at the end of 2019 re our reward and/or consequence systems in place. TPL around 2019 TTFM data will be shared in 2020 with a clear focus on 'high expectations' and a greater 'sense of belonging'.</p>	<p>\$3,000– PBL Teacher Professional Learning</p>

Process 2: Learning & Support

Progress towards achieving improvement measures

Process 2:

Our whole school Learning & Support practices will be clear, specific and targeted giving staff and students every opportunity to connect, succeed and thrive in every classroom

Evaluation	Funds Expended (Resources)
<p>Question– Are the L&S processes at CEPS clear, understood, accessible and targeted?</p> <p>Data/Analysis– Throughout 2019, the Learning and Support processes were refined. This includes a newly developed referral process that was communicated to staff and trialled throughout the year. Additionally, the school now has a refined L&S team meeting template that is a user friendly scaffold and is kept in a location accessible to relevant staff for future reference / planning.</p> <p>Where to next? Ongoing monitoring of updated CEPS L&S processes will occur throughout 2020 although this will not be of major focus throughout the year due to improved results.</p>	<p>\$78,000– x2 School Learning Support Officers (1– K–2 specific & 1– 3/6 specific)</p>

Process 3: Wrap–Around Support

The school will implement initiatives and practices that build greater support interventions at all levels, for all students (and their families)

Evaluation	Funds Expended (Resources)
<p>Question– Has our school targeted support for all students and their families?</p> <p>Data/Analysis– Our school has employed the services of an additional school counsellor throughout the year (ongoing in 2020) with the use of Equality funding. The counsellor has been employed to service our Autism support unit students and their caseloads servicing their particular and specific needs. Additionally, our school ran workshops for parents (Au specific #1 and Mainstream #2) titled, 'Supporting Your Child's Social, Emotional and Behavioural Needs'. Feedback results from our parent workshops were extremely positive. Quotes from our workshop evaluation include <i>'The idea of the workshop was great; brings parents of kids with ASD together'</i> and <i>'I really enjoyed the opportunity to hear information about support and strategies'</i>.</p> <p>Where to next? Parent workshops around the school and families working together to support student social, behavioural and emotional wellbeing will occur again in 2020. The school will continue to employ an additional school counsellor throughout 2020.</p>	<p>\$21,500– 1 day per week School Counsellor (above establishment)</p> <p>\$3,000– Student Assistance funding</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$8 071.00) 	<p>Question– Were all Aboriginal students enrolled at CEPS supported to achieve their personal learning goals and key targets?</p> <p>Data– In 2019, our school received \$8,071 in Aboriginal Equity loading. All students identifying as Aboriginal have a Personalised Learning Pathway. This plan is created in consultation with parents, the student and the class teacher. The PLPs identify academic, social and cultural goals for each student. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. Our school worked closely with the Northern Illawarra Aboriginal Educational Consultative Group and local Dharawal country author, Kirli Saunders, in crafting a revised Welcome to Country that is more locally specific; our leadership and Aboriginal students were involved in crafting this important acknowledgement. Year 3 Aboriginal NAPLAN data shows attainment above SSG & State in Writing and Grammar & Punctuation.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$11 332.00) 	<p>Question– Were all EAL/D students enrolled at CEPS supported to achieve their personal learning goals and key targets?</p> <p>Data– Our school received \$11,332 in English Language Proficiency equality loading. These funds were grouped with our EAL/D teacher allocation (0.3) to employ a specialist EAL/D teacher. This teacher worked with specific groups (K–2 Focus #1 and 3–6 Focus #2) around basic Literacy acquisition. Additionally, this support teacher worked closely with EAL/D students on their basic school orientation skills (as we had a number whom had not attended an Australian school and spoke very little English) as well as supporting families navigate a new schooling system. Involved families highly valued this intervention.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$22 687.00) 	<p>Question– Were all students identified as requiring learning adjustments catered for to achieve their personal learning goals and key targets?</p> <p>Data– Our school received \$22,687 in Low Level Adjustment for Disability equality funding. In 2019, 19% (45/237) of our student population were identified as having a disability (either supplementary, substantial or extensive). All students identified as requiring learning, behavioural or emotional adjustments had a Individual Learning Plan. These plans were created in consultation with</p>

Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$22 687.00) 	<p>parents, the student and the class teacher. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. Our LLAD funds were grouped with our Learning and Support teacher allocation to employ a specialist interventionist whom worked with targeted groups focusing on Literacy & Numeracy needs.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$46 635.00) 	<p>Question– Was the use of Quality Teaching, Successful Student allocation best used to support teacher and student improvement?</p> <p>Data– Our school received 0.437 in QTSS allocation in 2019. The school supplemented this allocation with flexible funding to ensure that all Assistant Principals had a 0.2FTE to lead and support their respective networks (K–2, 3–6 and Support). The Assistant Principals worked in the areas of leading collaborative planning, data analysis and Performance Development Planning (creation, implementation, lesson observations and review of all PDPs). In semester 1 2019, our school employed an Instructional Leader through our 'buy-in' to the Early Action for Success program; our iL led data input and analysis on the literacy and numeracy progressions, K–2 & 3–6 data discussions (every 5 weeks) and the professional learning of staff in the areas of Visible Learning strategies and Formative Assessment.</p>
Socio–economic background	Funding Sources: <ul style="list-style-type: none"> • Socio–economic background (\$77 534.00) 	<p>Question– Were the students from a low socio–economic background enrolled at CEPS supported to achieve their personal learning goals and key targets?</p> <p>Data– Our school received \$77,534 in Socio–Economic equity funding. School Learning Support Officers have been employed to support student academic learning in the classroom and social skills development in the playground and during transition times throughout the school day. The school has identified that ensuring students are adequately supported during the school day is the greatest use of these funds. Through this funding, our school assisted many families with the ongoing costs of schooling; we supported families with the purchasing of school uniforms, attending excursions and camps and extra curricular opportunities such as Southern Stars.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	<p>Question– Were Beginning Teachers at CEPS supported in their pursuit of teaching excellence and ongoing professional growth throughout 2019?</p> <p>Data– Our school had one teacher whom</p>

<p>Support for beginning teachers</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 130.00) 	<p>received Beginning Teacher funding. This teacher was provided with numerous opportunities to attend Professional Learning (linked to her PDP). She was allocated a teacher mentor whom the teacher worked closely with through the accreditation process, finally achieving Professional Competence in Term 4, 2019. Additionally, our school supported two casual beginning teachers achieve their Professional Competence status.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	102	108	109	128
Girls	100	104	107	112

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.9	92.7	95.5	92.7
1	95.1	93.7	93.7	93.6
2	93.1	93	94.4	91.3
3	94.8	94.1	91	92.5
4	94.7	92.1	95.4	91.9
5	94.3	91.3	93.8	96.3
6	93.9	93.4	94.1	93.7
All Years	94.3	92.9	94.1	93
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)	10.51
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	5.42

*Full Time Equivalent

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	224,652
Revenue	2,794,195
Appropriation	2,701,330
Sale of Goods and Services	-702
Grants and contributions	91,934
Investment income	1,333
Other revenue	300
Expenses	-2,787,652
Employee related	-2,553,767
Operating expenses	-233,885
Surplus / deficit for the year	6,543

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	569,741
Equity Total	183,653
Equity - Aboriginal	8,071
Equity - Socio-economic	77,534
Equity - Language	11,332
Equity - Disability	86,717
Base Total	1,724,255
Base - Per Capita	54,919
Base - Location	0
Base - Other	1,669,336
Other Total	154,014
Grand Total	2,631,662

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 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 website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of its community.

This year our school sought feedback through the NSWDoE Tell Them from Me initiative along with an end of year evaluation survey.

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

*Parents Feel Welcome– CEPS 8.7 / NSWDoE 7.4

*Parents are Informed– CEPS 8.0 / NSWDoE 6.6

*School Supports Learning– CEPS 8.4 / NSWDoE 7.3

*School Supports Positive Behaviour– CEPS 8.8 / NSWDoE 7.7

*Safety at School– CEPS 8.2 / NSWDoE 7.4

*Inclusive School– CEPS 8.0 / NSWDoE 6.7

It is pleasing to report that when asked the question *'I feel welcome when I visit the school'* our school scored 9.4/10. Furthermore, 9.4/10 parents reported that their child was *clear about the rules for school behaviour*.

Our end of year annual evaluation found that 100% of respondents believed that our school *'has a friendly atmosphere', 'is accepting of its students', 'the students are the schools main priority' and 'the school teaches and promotes core values'*. An analysis of our end of year evaluation found that some parents identified that they would like a wider range of extra-curricular activities provided at the school and that the implementation/consistency around our schools Go For Gold wellbeing procedures could be addressed.

Our school ran a Student–Voice survey at the end of 2019. An analysis of the results indicated that most students when asked, *'what is the best thing about CEPS?'*, highlighted our school playing facilities and sport opportunities provided. Many students when asked, *'If I could change 1 thing about CEPS'* suggested the re-introduction of Nature Pod. 95% of our students were able to identify a least one (many highlighting many more than one) adult within our school staff whom they could trust; highlighting the fact that every student at CEPS is known, valued and cared for.



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.