2020 Annual Report

Cronulla Public School

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Introduction

The Annual Report for 2020 is provided to the community of Cronulla 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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School vision

At Cronulla we equip students with the tools to be successful, confident, creative individuals.This is achieved in a high performing school that is inclusive and works in partnership with our community. Our staff is innovative and dynamic, providing leadership that inspires learning.

School context

Cronulla Public School operates under the banner 'Knowledge Is Strength'. The school is set in park like grounds with large grass playing fields and beautiful views over the surrounding waterways.The staff of Cronulla is committed to providing quality educational programs which meet student needs and develop the talents of each individual child. All staff members are active in pursuing professional development.The school provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social activities. Success is celebrated by the school community. The school provides a happy, safe and tolerant learning environment for its students.The profile of the school has continued to be raised due to our exemplary and unique programs. The school's enrolment continues to grow rapidly. Cronulla Public is recognised in the wider community as being committed to continuous improvement and upholding standards of excellence.

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

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Learning

Purpose

Children learn most effectively when learning is challenging, personalised, targeted and engaging. High quality learning environments are dynamic and differentiated, student-centred and foster a love of learning. Our purpose is to create a learning environment where all students are catered for, empowered to succeed and experience a sense of belonging. Students are motivated, self-directed learners who create future learning goals and engage in feedback to enhance their learning.

Improvement Measures

Increase value add trend in reading and numeracy.

Differentiated instruction and student grouping is incorporated into all teaching programs in English and Mathematics.

All students set attainable learning goals in English and Mathematics.

Increased proportion of students displaying positive and resilient behaviours.

Progress towards achieving improvement measures

Process 1:   Empowered Learners

Deliver differentiated learning experiences responsive to student need to enable students to demonstrate their learning. Students and teachers have high expectations for learning and achievement.

Evaluation	Funds Expended (Resources)
Question: Do teaching and learning programs demonstrate evidence differentiated learning? **Data:** Teaching and Learning Programs/ Curriculum meetings **Analysis:** Teaching and learning programs show evidence of curriculum differentiation to meet the needs of students. **Implications**: Ongoing professional learning and support in differentiating content so that lessons can be adjusted or paced to students' skills and knowledge will continue in the next Strategic Improvement Plan.	All teachers received an additional 45 minutes of release each week to meet with the Instructional or Curriculum Leaders to interrogate student performance data and plan targeted teaching opportunities $50,000 per annum school funded.

Process 2:   High Impact Assessment and Reporting

Ensure whole school assessment practices are consistent and based on formative assessment to drive student learning and report on student learning to parents /carers.

Evaluation	Funds Expended (Resources)
Question: Are school assessment practices based on formative assessment and consistently implemented throughout the school? **Data:** Lesson observations, teaching and learning programs and curriculum meetings **Analysis:** Consistent school-wide practices for assessment are consistently used by teachers to monitor, plan and report on students learning. Teachers provide explicit, specific and timely feedback related to defined success criteria. Teachers' feedback supports improved student learning. **Implications**: In 2021, we will focus on using a range of formal and informal	In school resources were used for Professional Learning and planning time

Progress towards achieving improvement measures	
methods to collect data from different types of assessments to plan, modify and deliver lessons to meet the learning strengths and needs of students, and to monitor and evaluate the effectiveness of lessons.	

Process 3: **Student Wellbeing**

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Question: How has PBL positively impacted student wellbeing? **Data:** Changes in Sentral data and Tell Them From Me surveys **Analysis:** The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Consistent language regarding behaviour is used throughout the school as a result of PBL (safety, respect and learning. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. **Implications**: In 2021, we will continue to strengthen wellbeing at our school and ensure the cognitive, social, emotional, physical and spiritual wellbeing of students is addressed through student voice and engagement.	$1000

Strategic Direction 2

Quality Teaching

Purpose

Teacher quality is identified as the most important school-based factor in student achievement. Skilled and committed teachers demonstrate deep pedagogical knowledge, are rigorous in their use of evidence to inform practice and contribute to a collaborative learning culture. Our purpose is to create and maintain a stimulating professional environment which fosters life-long learning. Teachers challenge themselves to continually enrich their practice, reflect on teaching effectiveness and develop collaborative expertise to enhance student learning.

Improvement Measures

Increase the percentage of students in top two bands for reading, writing and numeracy.

Increased proportion of students K-6 achieving internal reading, writing and numeracy benchmarks.

Increased use of student data to inform teaching in English and Mathematics.

Progress towards achieving improvement measures

Process 1:   Evidence Informed Pedagogy

Implement a whole school approach to improving pedagogical practice through professional learning and the development of high quality teaching and learning programs reflecting evidence-based teaching strategies.

Evaluation	Funds Expended (Resources)
Question: Has the change in pedagogical practice resulted in an improvement in learning outcomes for students? **Data:** Data Conversation Meeting Minutes, Teaching and learning programs and Internal Assessments **Analysis:** Consistent English programming based around the Gradual Release of Responsibility with recommended structure and time allocations has been implemented effectively. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. This has resulted in future Department system negotiated targets already being met. **Implications**: In 2021, there will be ongoing professional learning and support in ensuring students are provided with increasingly more complex tasks and are asked challenging questions that require deeper thinking and problem solving in numeracy.	

Process 2:   Data Rich, Targeted Teaching

Strengthen the collection and analysis of student assessment data across the school to identify student progress, reflect on teaching effectiveness and inform future learning directions.

Evaluation	Funds Expended (Resources)
Question: How well did teachers use achievement data to inform teaching, monitor progress and reflect on practice? **Data:** Internal Assessments, Data Conversation Meeting Minutes **Analysis:** Assessments are developed/sourced and used regularly across stages/year levels to help promote consistent and comparable judgement of student learning, monitor student learning progress and identify skill gaps for	$0

Progress towards achieving improvement measures	
improvement and areas for extension. Data is used consistently to inform programming and provide opportunities to obtain meaningful data from planned learned experiences. **Implications**: In 2021, all teachers will record student achievement data in PLAN2 and learning goals will be set for all students.	

Process 3:   Instructional Leadership

> Develop and implement collaborative processes, including regular meetings, observations and feedback, to establish consistency in teacher practice, programming, assessment, data collection and reporting.

Evaluation	Funds Expended (Resources)
Question: What was the impact of collaborative practices? **Data:** TTFM, teaching and learning programs, staff feedback **Analysis:** Tell them from Me surveys indicated an improvement in collaborative practices at Cronulla Public School. Learning from and home and wholes school plans during online learning were evidence that teachers were working collaboratively on and off site. **Implications**: In 2021, time will be continued to be dedicated for working with colleagues to plan, develop and refine teaching and learning programs.	

Strategic Direction 3

Quality Leading

Purpose

High performing schools have strong leadership, clear directions and a shared vision for the future. Quality school leadership is effective when it is distributed across people within the school and the wider community, utilising expertise and empowering all involved. Our purpose is to build school and community capacity, engagement, growth mindset and collegiality. School leaders, teachers, students, parents and community members work collaboratively to develop, implement and evaluate systems and structures that promote a quality learning environment and improve student outcomes.

Improvement Measures

Increased number of staff access leadership opportunities and demonstrate increased leadership capabilities.

Increase parental understanding of and involvement in school practices, programs and initiatives.

Evidence of authentic evaluation of whole school initiatives and teaching programs and practices.

Progress towards achieving improvement measures

Process 1: Building Leadership Capacity

Provision of leadership opportunities for individuals and groups to build capacity and share expertise in areas relevant to the school's Strategic Directions.

Evaluation	Funds Expended (Resources)
Question: Are staff provided with leadership opportunities? **Data:** PDPs, Teacher feedback **Analysis:** While COVID impacted leadership opportunities for staff due to remote learning, there were increased opportunities for staff as the year progressed to run whole school PL sessions. The school has continued to develop effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement **Implications**: In 2021, instructional leadership will be prioritised so that every student makes measurable learning progress.	Nil

Process 2: Community Engagement

Actively increase participation and engagement from the school community in the planning, implementation and evaluation of school programs, initiatives and future directions.

Evaluation	Funds Expended (Resources)
Question: Do parents and the community feel connected to the school? **Data:** TTFM surveys, Feedback at P&C meetings **Analysis:** The school regularly solicits and addresses feedback on school performance from students, staff and parents and the broader school community. Participation and engagement was difficult due to COVID-19 and the cancelling of most school based events. The SkoolBag app was introduced this year to communicate more effectively with parents in regards to day-to-day operational matters, upcoming events, notices and notifications. **Implications**: In 2021, we hope to welcome back our parents and community....	Nil

Process 3: **Developing an evaluative mindset**

Implement a whole school approach to effective evaluation where students, staff and the community reflect on programs, measure impact and refine practice for the future.

Evaluation	Funds Expended (Resources)
Question: Does the leadership team actively support change that leads to school improvement? **Data:** Internal and external assessments, staff feedback **Analysis:** Teaching and learning programs were evaluated regularly through stage meetings. Programs included evidence of curriculum differentiation to meet the needs of students. Teachers implemented learning cycles driven by data. **Implications**: In 2021, lesson planning will reference student information including progress and achievement data, curriculum requirements and provides continuous improvement for all students.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$7,351 Flexible funding	A school learning and support officer was employed to work with Aboriginal students in reading and numeracy.
English language proficiency	$12,133 Flexible funding	Teachers provided explicit and targeted support for identified EALD students. . New Arrival Program (NAP) program commenced to support transitional students.
Low level adjustment for disability	$64,030 Staffing $32,357 Flexible funding	Funding used to support the learning outcomes of identified students through the delivery of the MaquLit program.All students requiring adjustments and accommodations continued to be catered for within the school and tracked by the Learning Support Team.
Quality Teaching, Successful Students (QTSS)	$74,168	Instructional Leader supported teachers K-6 in the delivery of curriculum
Socio-economic background	$17,159 Flexible funding	Students were supported to access curriculum and experiences that would not have been possible.
Support for beginning teachers	$14,481	All beginning teachers received additional support through additional RFF and teacher mentors. All staff reaching for accreditation goals were able to meet NESA expectations.

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	209	224	232	239
Girls	173	187	206	231

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	95	93.9	93.3	95.1
1	94.2	94	94.5	94.7
2	95.1	92	93.6	95.4
3	94.3	94.8	91.5	95.1
4	95.3	93.2	93.3	94.4
5	95.4	93.6	92.2	95
6	91.8	92.9	91.6	94.9
All Years	94.5	93.4	92.9	95
State DoE				
Year	**2017**	**2018**	**2019**	**2020**
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	4
Classroom Teacher(s)	18.44
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	4.23

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	753,470
Revenue	4,201,634
Appropriation	4,006,459
Sale of Goods and Services	1,850
Grants and contributions	190,652
Investment income	2,473
Other revenue	200
Expenses	-4,222,239
Employee related	-3,871,508
Operating expenses	-350,730
Surplus / deficit for the year	-20,604
Closing Balance	732,865

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.

	2020 **Approved SBA** ($)
Targeted Total	124,924
Equity Total	149,048
Equity - Aboriginal	5,865
Equity - Socio-economic	25,000
Equity - Language	18,787
Equity - Disability	99,396
Base Total	3,452,157
Base - Per Capita	106,582
Base - Location	0
Base - Other	3,345,575
Other Total	195,628
Grand Total	3,921,757

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Perspectives of Students from the 2020 Tell Them From Me survey

80% of students in this school had a high sense of belonging

80% of students are interested and motivated in their learning

84% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice

85% of students try hard to succeed in their learning

Perspectives of Parents from the 2020 Tell Them From Me survey

86% of parents felt they were welcome at Cronulla Public School.

66% of parents felt well informed about their child's progress.

74% of parents have talked with the teacher more than 2 times in the year.

81% of parents believe teachers show an interest in my child's learning

88% of parents said that Cronulla Public School is a safe school.

83% of parents feel that Cronulla Public School supports positive behaviour

76% of parents believe that the school is inclusive of all students.

Perspectives of Teachers from the 2020 Tell Them From Me survey

83% of teachers believe the school is an inclusive school.

100% of teachers collaborated with other teachers about teaching, student learning, planning and assessment.

85% of teachers believe there is a strong culture of learning and 88% believe data (from various sources) informs their practice.

76% of teachers believe they provide challenging and visible learning goals for students and 71% believe they provide quality feedback.

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.