

2020 Annual Report

Cringila Public School



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Introduction

The Annual Report for 2020 is provided to the community of Cringila 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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Students learning with the Instructional Leader

School vision

Cringila Public School is committed to achieving and maintaining an inclusive and connected cultural community. We promote high expectations in a cooperative and supportive learning environment where students are challenged to become self-regulated life-long learners. We foster and provide opportunities for students to become critical and analytical thinkers and active, global citizens.

School context

Cringila Public School is a culturally diverse school committed to providing high quality, evidenced-informed educational opportunities for our students. We are a multicultural community with students and families from many nationalities contributing to our rich school culture.

As an Early Action for Success (EAfS) school we have a growth mindset with high expectations for all learners, resulting in a culture of achievement. Our dedicated staff work collaboratively ensuring students are engaged in innovative and differentiated learning.

Our school motto of a 'Caring and Cultural Community', and our school Positive Behaviour for Learning (PBL) expectations; Respectful, Responsible and Safe, underpin the culture of the school and our three strategic directions.

We have a strong focus on literacy, numeracy, Visible Learning, Science Technology Engineering Mathematics (STEM) and inquiry-based learning.

Cringila Public school is acknowledged for our Living Classroom and we collaborate with the Warrawong Community of Schools to implement our Permaculture Partners initiative.



Coding robots in STEM

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Inspired Learning

Purpose

To engage all students in high quality learning experiences that are tailored to explicitly target individual learning needs and support the development of self-directed and motivated learners. Our aspirational and engaging learning culture will be sustained and enhanced and will contribute to the cognitive, emotional, social, physical and spiritual wellbeing of students.

Improvement Measures

Increased % of students articulating and utilising appropriate learning goals and success criteria in literacy and numeracy to drive their learning.

Increased levels of student wellbeing and positive behaviour in all school settings, as shown through improved PBL data and 95% of students attend PBL fun days twice a term.

Increased evidence of creative, critical and analytical thinking skills in classrooms and teaching and learning programs.

Progress towards achieving improvement measures

Process 1: Student Wellbeing

Support the learning of all students through the implementation of a whole school wellbeing program; Positive Behaviour for Learning (PBL), individualised targeted intervention and coordinated support through our Learning Support Team and wellbeing mentor.

Evaluation	Funds Expended (Resources)
<p>In 2020, students continued to be supported through our whole school Positive Behaviour for Learning (PBL) and wellbeing programs. Consistent collection and analysis of behaviour data allowed the Learning Support and PBL teams to specifically target students for behaviour and wellbeing lessons in line with current trends being displayed. The wellbeing of students was supported with targeted check-ins and lessons from the wellbeing mentor teacher.</p> <p>Individualised and targeted student intervention was supported by the Learning Support Team, wellbeing mentor teacher and School Learning Support Officers (SLSO). Individual learning and behaviour plans have been developed and implemented in consultation with students, parents and teachers. These implementations were successful, especially in light of COVID-19 interruptions. The evidence of impact through the Tell Them From Me (TTFM) student surveys demonstrated, students' felt valued, cared for and safe at Cringila Public School.</p>	<p>Flexible funding for Wellbeing services \$40060</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$30000.00)

Process 2: Student Centred Learning

Implement visible learning strategies to deliver quality student centred and self regulated learning experiences. This will enable students to take responsibility for their own learning through the development and achievement of their own goals.

Evaluation	Funds Expended (Resources)
<p>Through the Spirals of Inquiry process, a focus for further professional learning on utilising Learning Intentions and Success Criteria in reading was identified. Teachers then implemented a stronger focus on reading goals and success criteria in their teaching and learning programs. Evidence from student voice indicated that they could articulate what they were learning in reading and how they could improve their own reading.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$25815.00)

Progress towards achieving improvement measures

Learning Dispositions have continued to be a strong teaching focus in classrooms this year. Students are developing their understanding and displaying positive mindsets towards their learning and beginning to verbalise particular traits they can use to help them through challenges. The Learning Disposition characters have been reimaged, so that we have a digital version and in 2021 signage will be updated around the school.

Process 3: Future Focused Learning

Engage students in challenging learning experiences enabling deep knowledge and understanding and to develop creative, critical and analytical thinking skills within an authentic context. For example; Robotics, inquiry and project-based learning.

Evaluation

Funds Expended (Resources)

Opportunities for students to engage in creative, critical and analytical thinking has continued in 2020 and has been evident through learning opportunities in teaching and learning programs; STEM and robotics lessons. This year, the STEM teacher conducted the lessons alongside the classroom teachers. Students had the opportunity to participate in First Lego League and the team was successful in obtaining the Break Through award.

Funding Sources:

- Socio-economic background (\$48000.00)

Flexible learning spaces and environments both inside and outside of the classroom have continued to be developed across the school through the purchasing of classroom furniture to support the range of learning needs at Cringila Public School. The Creative Outdoor Play Space was designed in consultation with staff, students and community members. The successful application of the Community Building Partnership grant enabled the school to complete Stage 1 and Stage 2 of the project. Students have enjoyed having access to a variety of areas to play and have flexible learning opportunities to be creative outside of the classroom during play times.



2020 First Lego League team

Strategic Direction 2

Adaptive Expert Teachers

Purpose

Dedicated, well supported and expertly skilled teachers inspire life-long learners. A professional and collegial team of educators have high expectations for their own professional learning and performance. We have a strong commitment to developing teacher capacity in the teaching of literacy and numeracy. Developing clear, consistent and positive classroom management skills across the school as we strive to become reflective, adaptive experts.

Improvement Measures

Increased use of informed pedagogy evidenced through the Quality Teaching Framework Coding Scales by all teachers.

In the Learning domain of the School Excellence Framework V2, move from delivering to sustaining and growing in the element of Student Performance measures.

80% of K-2 students will meet the Early Action for Success benchmarks and are 'on track' in literacy and numeracy.

Increased % of students in Years 3 and 5 achieving at or above expected growth in all areas of NAPLAN.

Progress towards achieving improvement measures

Process 1: Literacy and Numeracy

Utilising solid research, high quality professional learning is designed, delivered and implemented to continually strengthen data-driven literacy and numeracy teaching practices through initiatives including; EafS, L3, Reading Recovery, TEN, MBB4N, and EAL/D support.

Evaluation	Funds Expended (Resources)
<p>In 2020, all staff continued to engage with professional learning to enhance their teaching of literacy. Three teachers completed their final year of OPL L3 training.</p> <p>Through the Spirals of Inquiry framework, we took an inquiry approach to investigate what was happening in reading instruction across the school. This inquiry resulted in some interesting findings, many of which were acted upon immediately to improve the reading outcomes for students. A reading attitude survey completed by all students also gave us insight into student attitudes and feelings about reading.</p> <p>Collaborative planning days continued to provide support and time for teacher teams as they collaboratively developed integrated English units of work with a focus on using rich texts and providing authentic and appropriate tasks for all students.</p> <p>PAT testing was introduced this year for maths and reading as a means of collating whole-school data on student progress in these areas.</p> <p>The mathematics draft scope and sequence was trialled this year and all teachers report that it was easy to use and no further adjustments are required. This document will be in place officially, next year.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$5000.00)• Early action for success (\$301000.00)• Socio-economic background (\$10000.00)

Process 2: Effective Classroom Practice

Implement explicit teaching methods underpinned by the Quality Teaching Framework. Teachers understand the connection between high student engagement, classroom management and improved student outcomes.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

A focus for our collaborative planning days this year has been to integrate our knowledge and understanding of visible learning, into our integrated English units. In particular, we have worked on embedding Learning Intentions and Success Criteria into reading lessons. Teachers report that they are more skilled to do this and student voice during Spirals of Inquiry session, has proved that the students have a better understanding of their learning goals.

The new PDHPE syllabus was implemented this year and the draft scope and sequence was followed. Teachers report that the scope and sequence and the syllabus are taking some time to adjust to. The inquiry approach to teaching this subject is considered a positive, however, teachers are still becoming confident with the delivery and programming for this KLA.

Funding Sources:

- Professional learning (\$10000.00)
- Socio-economic background (\$10000.00)

Process 3: Formative Assessment

Embed formative assessment strategies into daily practice to monitor student learning and provide ongoing feedback that can be used to inform teaching.

Evaluation	Funds Expended (Resources)
<p>All staff are beginning to implement and embed formative assessment strategies into teaching and programs.</p> <p>The delivery of formative assessment professional learning for all staff has been delayed this year. Staff have had a chance to engage in the new 'What Works Best: 2020 update' document and have explored deeply, the area of assessment.</p> <p>The focus for next year will be to continue this professional learning with a focus on all forms of feedback.</p>	



Investigating mini beasts in science

Strategic Direction 3

Leading for the future

Purpose

To strengthen school and community partnerships through building the leadership capacity of all stakeholders, wellbeing and family partnership projects, resulting in sustained and measurable whole school improvement.

Improvement Measures

In the Leading domain of the School Excellence Framework V2, move from sustaining and growing to excelling in the element of Educational Leadership.

All staff and leaders utilise the Quality Teaching Framework and Australian Teaching Standards framework to reflect and report on the achievement of their own learning and leadership goals.

Increase in parent involvement in learning based activities, information sessions and school/community events.

Progress towards achieving improvement measures

Process 1: Leadership at all levels

Strengthen the leadership skills and capacity of staff, students and community members. Build on existing individual strengths to support our focus on the continuous improvement of teaching and learning. In particular, through professional learning opportunities for leaders in the areas of literacy and numeracy. For example; Building Numeracy Leadership (BNL) Wollongong Literacy Leadership (WLL), Student Leadership Team, Garden and STEM Ambassadors and PaTCH.

Evaluation	Funds Expended (Resources)
<p>Additional student leadership roles were offered in 2020 with STEM and PBL leaders being recognised along with the existing leadership roles. These students were provided opportunities throughout the school year to develop and demonstrate leadership across the school. The SRC members were actively involved in the decision making and planning process of the PBL Fun Days and our Garden Ambassadors continued to develop their skills within our Permaculture Garden.</p> <p>Professional learning for leaders through the Wollongong Literacy Leadership workshops and school visits were continued, however, with some modifications due to COVID-19 restrictions. The change in delivery to Zoom allowed the opportunity for an increased number of teachers to attend these workshops, enabling teachers to develop their leadership and teaching practice.</p> <p>Tell Them From Me (TTFM) and Student forums were utilised to enable student voice to be heard within the school. The results showed that students enjoyed participating in 'High Engagement, High Challenge' activities and demonstrated a high sense of belonging at school.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Literacy and numeracy (\$3000.00)• Socio-economic background (\$15000.00)

Process 2: Community Engagement

Extend opportunities for community members to be actively involved in school activities and to develop their capacity to implement our shared school vision.

Evaluation	Funds Expended (Resources)
<p>2020 started with a strong commitment to increase authentic community engagement at school events. Parent and community involvement was consistent at the start of the year, with steady numbers attending Living Classroom lessons in the kitchen as well as parent meetings to discuss whole school planning. Unfortunately, COVID-19 guidelines limited the</p>	

Progress towards achieving improvement measures

opportunities for parents and community members to attend whole school events for the remainder of the year. Restrictions meant that some whole school events were held without parent involvement. A modified version of our Presentation Day Assembly was able to be organised with smaller numbers of parents able to be involved. Leading into 2021, a focus will be on reengaging the school community to assist with whole school planning and presence at in school events.

Process 3: Learning and Development

Develop staff through targeted professional learning, coaching and mentoring, aligned to the Australian Professional standards to achieve individual and collective growth.

Evaluation

Funds Expended (Resources)

In 2020, the PDP process has been embedded into the school as best practice. All staff and leaders utilised the Quality Teaching Framework and Australian Teaching Standards framework to reflect and report on the achievement of their own learning and leadership goals. The peer observations are utilised to gain constructive feedback to help achieve their goals and improve teaching practice.

All staff are accredited at Proficient level with processes in place to support any teachers who would like to achieve higher levels of accreditation in the future.



3D garden ambassadors in the Cringila Public School living classroom

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$1 500.00)	Aboriginal culture is embedded in teaching and learning programs resulting in students deepening their understanding of Aboriginal culture.
English language proficiency	Funding Sources: • English language proficiency (\$116 452.00)	<p>EAL/D teacher has provided targeted support resulting in improved student learning and wellbeing outcomes based on the EAL/D learning progressions.</p> <p>EAL/D teachers have attended the EAL/D network meetings to access professional learning to better support the needs of EAL/D students.</p> <p>Families of EAL/D students feel supported and have successfully connected with the school.</p>
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$82 522.00)	Targeted learning and support teacher intervention has resulted in individual growth in literacy and numeracy. SLSO support was also utilised to enhance the individualised intervention.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$25 815.00)	<p>Teachers researched and reflected on current practice through the 'Spirals of Inquiry' process. The Assistant Principal further developed her understanding of supporting teachers to implement quality teaching and learning programs in literacy and numeracy through her involvement in Wollongong Literacy Leadership (WLL).</p> <p>The Assistant Principal supported teachers to write student academic reports based on evidence and consistent teacher judgement across stages. Teachers felt supported and were able to use PLAN2 to direct future teaching.</p> <p>The Assistant Principal has supported teachers to implement explicit teaching strategies underpinned by the Quality Teaching Framework and What Works Best, to support the connection between high engagement and student improvement.</p>
Socio-economic background	Funding Sources: • Socio-economic background (\$310 983.00)	<p>Socio-economic funds were utilised to ensure students had the opportunity to access learning across all aspects of the curriculum. Additional staff were employed to support the implementation of explicit teaching strategies. Targeted intervention improved the learning outcomes of individual students.</p> <p>All students have been engaged in learning opportunities promoting creative, critical and analytical thinking skills through STEM and Living Classroom initiatives. A creative outdoor play space was planned, developed and built to enable students to further develop these skills.</p> <p>Teaching and learning programs also reflect this through the purchase of high quality</p>

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$310 983.00) 	<p>teaching and learning resources and flexible learning spaces were created.</p> <p>Opportunities were provided for students to ensure equity across all aspects of schooling.</p> <p>Performances and incursions were funded by the school to enable all students the opportunity to attend.</p> <p>Families were supported through the provision of resources and uniforms.</p> <p>Teachers were provided with opportunities to further develop their capacity to provide high quality, evidenced-based teaching and learning opportunities.</p> <p>Digital devices were purchased to support student learning.</p>
<p>Support for beginning teachers</p>	<p>This support was self funded by the school through existing allocations.</p>	<p>The beginning teacher was assigned a mentor to support her targeted needs. Beginning teacher time timetabled provided 1 hr extra RFF per week all year. PDP goals were identified with support from her mentor and aligned to Australian Standards for teachers and School Plan. These were also supported with professional learning opportunities. The teacher also achieved her proficient accreditation through this process.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$9 196.00) 	<p>Refugee students were provided with targeted support enabling them to successfully access the curriculum and make continued progress.</p> <p>The Cringila Public School NAP and EAL/D report was written in consultation with the NAP, EAL/D and Classroom teacher. Academic reports for refugee students reflect their achievements in learning based on the EAL/D learning progressions.</p> <p>Teachers were provided with targeted professional learning to further develop their understanding of teaching students from refugee backgrounds.</p> <p>2020 Kindergarten refugee students and families were supported through the Kindergarten transition process. The 'Crinny Critters' playgroup enabled refugee families to become familiar with teachers, students and other parents in the Cringila Public school community.</p> <p>Families of refugee families felt supported and were able to connect and communicate with the school through interpreters.</p> <p>Transition plans were developed and implemented to support refugee students transition to their 2021 class.</p>



KP celebrating NAIDOC week

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	73	64	61	63
Girls	82	81	68	68

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.1	92.7	90.5	90.6
1	89.1	90.6	90	90.9
2	91.3	92.1	87.7	93.7
3	94.3	90.7	93.5	93.4
4	91.6	91.8	92.7	93.6
5	91.9	91.9	89	94.3
6	88.8	88.5	92.3	91.9
All Years	91.2	91.1	90.8	92.6
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.



Kindergarten students enjoying reading

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	5.89
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
Teacher ESL	0.8
School Administration and Support Staff	2.11
Other Positions	1.8

*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	222,357
Revenue	2,695,667
Appropriation	2,632,023
Sale of Goods and Services	15,967
Grants and contributions	42,701
Investment income	385
Other revenue	4,591
Expenses	-2,644,186
Employee related	-2,326,764
Operating expenses	-317,423
Surplus / deficit for the year	51,481
Closing Balance	273,838

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.



Creative outdoor play space - Stage 1

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	9,196
Equity Total	531,834
Equity - Aboriginal	0
Equity - Socio-economic	310,983
Equity - Language	138,329
Equity - Disability	82,522
Base Total	1,236,281
Base - Per Capita	31,025
Base - Location	0
Base - Other	1,205,256
Other Total	811,959
Grand Total	2,589,269

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 leaders at Darling Harbour for the Halogen Young Leaders conference

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

In 2020, all members of the school community had the opportunity to provide constructive feedback on school practices and procedures through a variety of platforms.

We saw an increase in the consideration of student voice in the decision making and planning aspects of our school. Surveys, interviews, Spiral of Inquiry research and having students attend teacher meetings have been utilised as platforms for students to share their opinions and ideas. Our newly appointed Positive Behaviour for Learning (PBL) leaders have been successful in their role which led to PBL having a more significant student-centered focus within the school.

Student voice surveys were conducted in regards to learning, reading, learning curiosity, wellbeing and their overall opinion of the school. Results indicated that all students had an understanding of what it means to be in the learning pit, how it feels when you are in the learning pit and most students demonstrated an understanding of how to get out of the learning pit. They were able to articulate problem solving strategies including; asking for help, being persistent and identify different ways to solve the problems.

70% of students indicated they knew what their learning goal was in reading and writing. Students indicated that the teachers believe in them, believe they will be a success in the future, they motivate and encourage them and make them feel safe. 87% of students feel Cringila Public School is a great school. Data indicated that students enjoy coming to Cringila Public School because the students and staff are kind and caring and they have established strong friendships. Students enjoy many of the extra-curricular activities including; sport, Living Classroom; cooking, gardening, caring for the chickens, PBL, STEM and enjoy playing on the playground and creative play space.

Tell Them From Me (TTFM) student data indicates a significant improvement in the social and emotional outcomes, high perseverance, high skill high challenge and the drivers of student outcomes. This is reflective of the hard work teachers have employed into teaching the learning dispositions. 87% of students indicated they feel a sense of belonging and 90% of students have a positive teacher-student relationship. This data is reflective of the school's internal data.

In the Term 4 parent survey, 100% of parents indicated that they would be very likely to recommend our school to a friend and 85% of parents stated that their children talk to them about their learning goals and the learning dispositions. Parent surveys also indicated that the school is meeting the needs of their children and they are extremely happy with the learning opportunities provided by the school. Parents ranked the staff very highly as they are culturally sensitive, caring and advocate for their children to ensure they feel safe and happy at school. Parents also believe the teachers create an inclusive, caring and multicultural community where students are known, valued and cared for.

All teachers demonstrated a strong understanding and belief in the importance of professional learning as a way of strengthening and refining their teaching practice. All teachers agreed that they have adequate opportunities for professional learning. The professional learning teachers indicated that led to the biggest change in practice was varied however included: BNL, L3, STEM, English, L3, Wollongong Literacy Leadership (WLL), Visible learning and PBL.

The Learning Intention Success Criteria (LISC) teacher survey indicated that teachers are increasingly confident in using visible learning strategies in their teaching, however support is still needed in making learning intentions and success criteria explicit and based on evidence. Teachers also stated that more professional learning in providing timely and explicit feedback is needed to determine future learning intentions and success criteria.

Staff also completed the Tell Them From Me (TTFM) teacher survey, where results indicated the the school mean was above the NSW government norm in all areas.



PBL leaders assisting in the 'Gotcha Shop'

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.



Harmony Day celebrations