



2020 Annual Report

Cromehurst School



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Introduction

The Annual Report for 2020 is provided to the community of Cromehurst 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

Cromehurst School is committed to the development of a quality learning environment that engages all of our students to work productively with explicit individualised expectations whilst developing positive relationships within the school and wider community. Cromehurst aims to create and sustain a school community that promotes positive mental health and wellbeing with effective social and emotional learning for every student whilst fostering programs to develop the confidence and capability for learning and success beyond school leading to a rewarding and productive post school life.

In 2020 we continued and expanded our current established programs to continue to more effectively meet the diverse learning needs of our students. although some programs were unable to be conducted due to COVID restrictions. We did however launch a very successful in school work experience program and created some very innovative lessons and programs during remote learning.

We look forward to another successful school and hopefully non COVID year In 2021.

School vision

Cromehurst School is committed to the development of a quality learning environment that engages all students to work productively with explicit individualised expectations and to develop positive relationships within the school and wider community. Cromehurst aims to create and sustain a school community that promotes mental health and wellbeing with effective social and emotional learning for all students whilst fostering programs to develop the confidence and capability for learning and success beyond school leading to a rewarding and productive post school life.

School context

Cromehurst is a school for Specific Purposes (SSP) enrolling students from 4-18 years of age with moderate or severe intellectual disabilities. Most students have secondary disabilities such as autism, physical disabilities, chronic health care issues and challenging behaviour.

All students have individual education programs within the Key Learning Areas, secondary students follow a Life Skills pattern of study. The school offers additional programs as follows:

- Integration programs with Willoughby Public School;
- community work experience for students including open employment sites, supported employment sites and in school work experience;
- work experience opportunities for local secondary students and teacher training practical placements;
- creative arts programs with specialist art and music teachers;
- Independent living skills programs;
- travel training and community access programs for students;
- swimming program;
- Positive Behaviour Engaging Learners (PBEL);
- So Safe, teaching appropriate and safe interpersonal skills;
- Live Life Well@School, nutrition and fitness;
- MindMatters to promote positive mental health for all students.

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	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
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

Our school analysed our performance in 2020 against the criteria outlined in the School Excellence Framework. The results of this process indicated that we are Sustaining and Growing in ten of the elements and excelling in four of the elements being Learning Culture, Wellbeing, Curriculum and Effective Classroom Practice.. We continued to see significant improvement in student performance data across a range of curriculum areas particularly in the areas of communication and social skills. despite the disruption to some programs due to COVID. We have implemented evidence based programs and strategies across the school to influence whole school practice and there is a school-wide, collective responsibility for student learning and success.. We further developed our wellbeing programs for students and staff although we were unable to conduct our planned parent workshops after March due to COVID.,We did complete our school-wide wellbeing framework linked to the DoE's state-wide framework for implementation across the school.

In all other domain areas we assessed at the sustaining and growing level although significant growth across these elements is evident. Staff continue to employ a range of assessment strategies to determine student achievement and reflect on their pedagogical practices. We commenced participation in a research based trial for alternative assessment strategies for complex students which we will continue with in 2021. The absence of external data such as NAPLAN and HSC results in only school based data being available limiting the progression to excelling according to the descriptors in the Framework. Staff continue to maintain their professional accreditation and professional development plans are

supported by a whole school approach to continuing professional practice linked to the schools strategic directions.. The leadership team continue to collaborate on pedagogical practice with a clear focus on student progress ensuring all students are taught by high performing teachers. Leadership development is supported with plans for succession which is linked to professional development plans.. The school plan is central to continuous improvement and research underpins the implementation of programs to meet our strategic directions. All resources, both physical and human, are used flexibly to meet the needs of students and technology is successfully integrated into all learning areas and used effectively by all teachers..

Our self-assessment process will assist the school to refine our school plan in 2021 and inform the development of the 2021-2024 plan focusing on further improvements in the delivery of quality education for all of our students.

Strategic Direction 1

Independent Effective Communicators

Purpose

Cromehurst is committed to fostering programs to develop the confidence and capability for learning and success beyond school leading to a rewarding and productive post school life. Effective communication skills and a level of independence are essential in order for students to improve their educational and life outcomes. Staff have identified a need to develop a consistent school-wide system for collating and evaluating student communication data.

Improvement Measures

30% increase in students' communication skills as measured by IEP data

20% increase in staff use of Key Word signing as measured by staff survey data

20% increase in positive social skills as measured by PBEL awards and incident data

Progress towards achieving improvement measures

Process 1: Communication project aligned to literacy outcomes to support students to use assistive technology to communicate wants and needs.

Evaluation	Funds Expended (Resources)
The employment of a specialist teacher to team teach with all staff and provide intensive group and individualised instruction has led to a noticeable increase in student communication skills	School staff and specialist teacher. Funding Sources: <ul style="list-style-type: none">• SSP Supplement (\$41000.00)

Process 2: Stage teams plan programs to ensure opportunities for generalisation training are embedded in individual and class programs.

Evaluation	Funds Expended (Resources)
This milestone achieved. All students mapped on the communication continuum and instructional activities linked to students individual communication level.	Staff and specialist teacher

Process 3: Professional learning teams established to ensure transfer of skills of staff in teaching students to use assistive technology.

Evaluation	Funds Expended (Resources)
Feedback from staff and supervisors indicate that the employment of a specialist communication teacher has had a significant positive impact on student communication. The school plans to continue this in the next school planning cycle.	School resources and initiative funding.

Process 4: Project team leads staff in weekly sessions for multi-modal communication.

Evaluation	Funds Expended (Resources)
IEP data and feedback from staff indicates improvement in student communication outcomes reflected in their end of year report. The workshop for parents was postponed until 2021 due to COVID limitations.	School resources and initiative funding Specialist teacher and existing resources.

Next Steps

Our planned milestones were achieved successfully and the processes implemented have resulted in noticeable gains for students' communication outcomes. The school will continue to fund a specialist communication teacher utilising QTSS funding supplemented with school funds as required as staff report that this is the initiative that has made the most significant difference working towards this strategic direction.

The school will also continue to implement and further expand the communication passport across the school as part of our move towards a consistent reliable system for collecting school-wide data

Strategic Direction 2

Positive resilient learners

Purpose

To ensure the mental health needs of our students are more effectively supported. Positive mental health has a significant impact upon learning and students with disabilities are particularly vulnerable to emotional issues affecting their wellbeing. Staff have identified a need to develop a wellbeing framework aligned to the DoE's framework merging our existing wellbeing programs of PBEL, MindMatters, SoSafe and Live Life Well to support positive wellbeing of students, families and staff.

Improvement Measures

Increased knowledge of staff regarding wellbeing as measured by the pre and post survey data

Cromehurst wellbeing framework developed merging existing PBEL/MindMatters/SoSafe/Live Life Well programs

50% increase in numbers of families engaged in school conducted workshops on positive mental health and wellbeing

Progress towards achieving improvement measures

Process 1: Staff engage in professional learning modules face to face and online on mental health and wellbeing collecting pre and post data to determine effectiveness.

Evaluation	Funds Expended (Resources)
This has been very successful in developing resilience in our students who are regularly using the language taught when they experience disappointment of unforeseen change.	QTSS funding

Process 2: Explicit direct teaching of pro social behaviour taught across all stages.

Evaluation	Funds Expended (Resources)
Staff reported student engagement in these lessons was high and students were generalising these skills outside of the classroom although the impact outside of the school environment was unable to be measured due to COVID restrictions.	school resource SSP Supplementary funding Funding Sources: • SSP Supplement (\$41000.00)

Process 3: Team leaders engage in professional learning to guide and support staff to enhance student resilience.

Evaluation	Funds Expended (Resources)
The completion of our framework and its inclusion into our programs has enabled us to analyse student well-being data more consistently	School resources SSp Supplementary funding

Next Steps

Staff continue to identify the value of this initiative for our school programs and will continue to further develop wellbeing elements to integrate into class and individual programs. Whilst continuing to engage in professional learning in all aspects of positive mental health, the school plans to further explore relevant learning in trauma informed practice and regulation of anxiety which we commenced in 2020. We plan to embed our whole school wellbeing framework aligned to the broader framework within the DoE within all of our class and school programs.

We also hope to reintroduce our parent in workshop sessions focusing on positive mental health as well as supporting the positive mental health of all staff at school.

Strategic Direction 3

Maximising Learning Engagement

Purpose

To ensure maximum relevant learning for each individual student within their diverse learning support needs across a range of curriculum areas. This strategy will enable more effective learning outcome improvement by providing student engagement in relevant lessons regardless of the class or stage they are in. Staff have identified a need to develop another adjusted continuum in line with our Maths and Literacy continuums to further enable instructional groupings. The focus over the next three years will be the PDHPE syllabus.

Improvement Measures

30% increase in KLA groupings based on individual learning needs in operation across the school

Increased opportunities for students to engage in relevant learning activities resulting in improved student outcomes as measured by IEP data

Staff regularly sharing pedagogical practice with colleagues from other specialised settings through commitment of professional learning.

Progress towards achieving improvement measures

Process 1: Developing a deeper shared understanding of assessment and quality teaching through ongoing professional learning focused on K-12 PDHPE syllabus.

Evaluation	Funds Expended (Resources)
The completed document has enabled a consistent programming of PDHPE for every students' individual learning program.	School resources SSP Supplementary funding Funding Sources: • SSP Supplement (\$21000.00)

Process 2: Parents effectively engaged and supporting cross age groupings where appropriate.

Evaluation	Funds Expended (Resources)
This was unable to be conducted in the method envisioned due to COVID restrictions.	School resources Professional learning funds

Process 3: Community school partners engaged and actively supporting the strategies to support this initiative.

Evaluation	Funds Expended (Resources)
This was partially conducted remotely however was delayed significantly due to the impact of COVID and the limitations on activities conducted off site..	School resources

Process 4: Executive team supporting the staff in each stage to effectively place students in appropriate learning groups.

Evaluation	Funds Expended (Resources)
This was a very successful program which grew over the last semester. There are plans to continue it as a pre-off site work experience program for younger students once off site work experience recommences.	School resources Targeted Funding SSP Supplementary funding

Progress towards achieving improvement measures

This was a very successful program which grew over the last semester. There are plans to continue it as a pre-off site work experience program for younger students once off site work experience recommences.

Funding Sources:

- (\$20000.00)

Next Steps

This initiative will continue in 2021 and beyond due to its success in more effectively meeting the individual learning needs of our diverse student population. In 2020 we completed our school-wide PDHPE continuum for personal development and physical activity to tailor our programs to student need, for use across the school in 2021. The continuum is matched to the NESA syllabus document with outcomes adjusted to reflect our student population.

We will continue to expand the opportunities for staff to plan and develop programs together to maximise learning outcomes through the provision of targeted instructional groupings. We also hope to be able to develop a community of practice with colleagues in other specialised settings through the use of video conferencing and file sharing through applications such as Microsoft teams which became part of our regular practice during remote learning.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$19,092 from Equity loading for support staff, professional learning and resources	<p>Improved communication skills evidenced by data from communication passport and IEP data. Although many students did not progress past their current phase of English significant progress within the phase was apparent particularly with receptive language skills. 52% of students achieved all of their individual communication goals and 48% achieved at least one of their individual goals.</p> <p>Significant progress was made by all students and generalised across all school environments and regular community settings</p>
Quality Teaching, Successful Students (QTSS)	\$16,641 used to employ 0.7 teacher to team teach in classrooms and develop individual communication program goals.	<p>60% improvement in student communication outcomes across the school. Specialist teacher taught alongside classroom teachers and provided on-going professional learning sessions on communication assessment and instruction.</p> <p>Teacher reported increased knowledge of augmentative communication systems and assessment of communication skills.</p>
Socio-economic background	\$1295 used to supplement any cost to school incurred for activities or resources unable to be provided by families.	100% participation in all programs. No student disadvantaged or excluded from any activity due to socio-economic reasons.
SSP Supplement	\$1000 for additional release for final analysis	All programs funded by the SSP Supplementary program have proved effective and valuable in supporting the learning needs of all of our students

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	31	33	35	36
Girls	25	27	29	26

62 students were enrolled at Cromehurst at the census date in March 2020. 32 were in the primary section and 30 were in the secondary section.

The enrolment in 2020 was comensurate with previous years.

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.

Post school destinations

At the completion of 2020 all three year twelve students successfully transitioned to an appropriate post school destination as per their individual transition plan

Year 12 students undertaking vocational or trade training

No students at Cromehurst undertook vocational or trade training in 20120

Year 12 students attaining HSC or equivalent vocational education qualification

Students at Cromehurst follow a Life Skills pattern of study. All year twelve students met requirements for and achieved a Life Skills Higher School Certificate

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.18
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	13.32
Other Positions	1.52

*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.

All permanent teaching staff at Cromehurst are accredited at the Professional competence level. In 2020 one temporary teacher achieved the professional competence level and all staff are working towards maintaining their accreditation.

In 2020 the professional learning focus was within the following areas:

- mental health and positive wellbeing including the development of a school-wide framework
- communication assessment and instruction
- the PDHPE syllabus and the development of a school-wide continuum.
- Assessment strategies for complex students

In addition, staff completed all mandatory training requirements in child protection, and code of conduct.

Staff are committed to on-going professional learning to ensure best evidence-based practice and six staff meetings per term are dedicated to whole school professional learning in addition to five staff development days.

Due to difficulties in securing casual relief staff and the restrictions on conferences due to COVID the majority of professional learning was completed outside of school hours with existing school resources resulting in the 2020 professional learning budget not being wholly expended.

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	1,338,678
Revenue	3,748,691
Appropriation	3,699,068
Grants and contributions	48,213
Investment income	1,409
Expenses	-3,537,867
Employee related	-3,220,231
Operating expenses	-317,636
Surplus / deficit for the year	210,824
Closing Balance	1,549,502

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.

A full copy of the school's financial statement is available for tabling at the general meeting of the parent and citizen group. Further information regarding the above statements can be obtained by contacting the school.

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	0
Equity Total	28,036
Equity - Aboriginal	0
Equity - Socio-economic	1,285
Equity - Language	26,751
Equity - Disability	0
Base Total	3,004,359
Base - Per Capita	32,179
Base - Location	0
Base - Other	2,972,180
Other Total	630,550
Grand Total	3,662,944

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Parent/caregiver, student, teacher satisfaction

Staff

The opinions of Cromehurst staff were sought in regard to general satisfaction across the areas of Learning Programs, School Operations and Professional Learning. The responses are summarised below.

In regard to learning programs overall the staff who responded were extremely satisfied with the learning programs in place at the school particularly our wellbeing programs, project teams and integration programs for Primary aged students. Areas for improvement included increased professional learning in the use of updated technology and continuing to create more opportunities for staff to work together.

Responses in regard to professional learning indicated that staff were overall very satisfied with the professional learning provided in weekly meetings and staff development however this was compromised by the restrictions on whole staff gatherings due to COVID.

School operations were also rated positively with the main area for suggested improvement being more rigorous processes to induct new or casual staff and more streamlined processes for communicating information across all staff. There was also a suggestion for an increase in the number of emergency evacuation drills beyond the mandatory number., however this too was limited due to COVID restrictions. We hope to explore this in 2021.

Parents

At the beginning of the school year the opinions of Cromehurst parents/families were sought in regard to general satisfaction across the areas of Learning Programs, School Operations and Home & School Communication. The responses are summarised below.

No parents reported dissatisfaction in any of the areas in which they were surveyed but some suggestions were made in regard to more information on literacy and numeracy programs and how parents can continue to support these areas at home. Results of the survey indicated an interest in volunteering at school and/or being involved in school based activities in some capacity. 100% of parents who attended an information evening returned responses indicating areas they would like to learn more about in our planned workshops. Although there were many areas of interest there was a clear request for information on student wellbeing, adolescence and post school providers. Unfortunately due to COVID restrictions we were unable to move forward with this in 2020 and hope to do so in 2021.

During the remote learning phase we did survey parents regarding their satisfaction with the material provided to families for remote learning. Aside from some technical issues the feedback was that the school had provided more work than could be completed at home. this was acknowledged and the materials adjusted accordingly.

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.

In 2020 an acknowledgement of the Guringai People and their connection with our land was included at each weekly assembly and at all special awards ceremonies and performances. NAIDOC week and Sorry Day were acknowledged with special school assemblies conducted in smaller stage groups due to COVID. All staff ensured that learning programs including Aboriginal perspectives.

All staff have been enrolled in Aboriginal Cultural Awareness training for 2021. Additional programs to incorporate Aboriginal perspectives and culture in all key learning areas is planned for 2021 in order to continue to ensure that every student has the opportunity to learn about Aboriginal histories, cultures, perspectives and contemporary Aboriginal Australia

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.

Cromehurst School has a trained anti-racism officer who has provided professional learning to all staff regarding diversity which is respected and celebrated in all school programs. Students are explicitly taught the meaning of respect and tolerance and encouraged to celebrate the cultural diversity of all Australians.

All staff support students to develop an understanding of racism and discrimination and are committed to the elimination of racial discrimination in any form in all aspects of our learning and working environment.

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.

Students participated in a variety of multicultural activities including our Harmony Day celebration involving a special assembly and a week of activities celebrating our rich cultural diversity. Students are explicitly taught the meaning of cultural respect and encouraged to celebrate their own cultural backgrounds. Our school promotes positive community relations through regular communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for their active engagement in the school

Other School Programs (optional)

Music

in 2020 our weekly music program continued to provide students with opportunities to explore a variety of songs and

music, develop their listening skills, develop a knowledge of different music styles and supported the acquisition of vocalisation and singing. Students worked with a range of percussion and other instruments building understandings of beat, rhythm and improvisation. In addition to this program a special music group operated weekly conducted by volunteer music teachers for students with a special interest or talent in music and singing.

Art

The weekly art program produced improved outcomes for students in developing fine motor skills by learning to hold and manipulate different art tools or materials. Older and physically able students demonstrated ability to work as independently as possible once the skill or technique had been mastered and practised. Students developed understanding about art and self-expression through instruction regarding contemporary artworks in a range of styles from a myriad of different cultures. In 2019 our primary students entered art competitions to celebrate Mothers Day and Fathers Day conducted by the Chamber of Commerce open to all schools. Several students received prizes for their work for their age group entry.

Integration

In 2020 our K-6 integration program with Willoughby Public School was suspended due to COVID restrictions along with our other partnership programs with Roseville Girls, Newington College, Pymble Ladies College, and the work experience program with Killara High school. The recommencement of these valuable programs is confirmed for 2021

Work Experience

The Work Experience program is an opportunity for students from years 9 to 12 to prepare for post school by visiting and working in a variety of post school service providers. During 2020 these programs were suspended due to COVID. In response our school developed an in school work experience program to teach work ready schools whilst they created products for distribution throughout the school. As we move once again to off site work experience this program will remain as a training for work prior to students attending a work site. The work in which they participated was varied from packaging and labelling items, collating and preparing mail-outs to delivering flyers to the community. The outcomes in Stage 4 & 5 Work Education Life Skills and the Stage 6 Community and Family Studies Life Skills curricula help to define the skills required to move from a school setting to a post-school "work" environment. This program was also supported by students remaining at school completing work skills in the classrooms and simulating some of the tasks and responsibilities required in the work place.

Wellbeing

In 2020 Cromehurst embedded a range of wellbeing programs into the daily teaching and learning programs such as Positive Behaviour (PBEL), positive mental health (MindMatters), social skills and social safety (So Safe) and healthy living (Live Life Well). The Cromehurst staff adjusted the DoE Wellbeing Framework to suit the needs of the school population and continued to develop a lesson repository with a vast range of resources that was readily accessed by all staff. This provided Cromehurst students with many learning experiences that were age appropriate, meaningful and respectful in the 5 areas of Wellbeing: emotions, learning, positivity, relationships and resilience.

At Cromehurst teachers play an important role in providing learning experiences and opportunities that develop and shape the character and wellbeing of children and young people. During 2020 staff were provided with professional learning to further support their understanding and awareness of positive mental health and wellbeing for themselves, students and the school community. The staff were given strategies and tools to promote positive wellbeing in the workplace. This in turn has had a positive influence on our school environment with students being engaged in social skills lessons that have improved their communication, social safety and interpersonal skills.

PDHPE

In 2020 all students participated in a wide variety of Physical Education lessons adjusted to their individual needs. These included , lunchtime fitness activities, morning fitness sessions, gym ball sessions, yoga and whole school carnivals. OUR interschool carnivals were not able to proceed due to COVID restrictions. The structured learning activities are an integral part of our daily programs and have a positive impact upon student health and wellbeing. In addition to structured physical education lessons all other curriculum areas include an active component to assist in the development of fundamental movement skills. Engagement in physical activity is promoted and encouraged during recess and lunch breaks including climbing and static resistance equipment, jumping on trampolines, bike riding, throwing, catching and kicking balls as well as organised ball games such as soccer and basketball. These programs have resulted in improved focus on learning and social skill development.