

# 2021 Annual Report

## Cronulla Public School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School vision

Our vision is to be a high performing and student centred school, with a positive and inclusive school culture that promotes success and caters for the wellbeing of all.

## School context

Cronulla Public School operates under the banner 'Knowledge Is Strength'. It is situated in south-eastern Sydney, close to the Port Hacking River and Cronulla beaches, and part of the Sutherland Shire. The school community is culturally diverse with 30% of students from families having a language background other than English and 10 students who identify as Aboriginal and/or Torres Strait Islander. Students who attend our school come from a wide range of socio-economic backgrounds.

Cronulla Public School actively encourages students to be safe, respectful learners through our Positive Behaviour for Learning (PBL) framework. The staff are committed to providing quality educational programs which meet student needs and develop the talents of each individual child. Quality teaching programs cater for all students with programs for High Potential and Gifted Education, as well as those students who have additional learning needs. The school provides a range of opportunities to explore and extend learning experiences so that students can achieve in a variety of academic, sporting, cultural and social activities.

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved consultation with students, staff and parents. Through our situational analysis, we have identified delivering quality differentiated instruction in numeracy, the effective use of data and assessment and student voice and wellbeing as being priorities in this plan. Continual monitoring of student performance and wellbeing data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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   | 2021 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: Student growth and attainment

### Purpose

Improve numeracy (2021-2022) and reading achievement across the school through targeted and differentiated tasks based around high expectations, supported by instructional leaders and collaborative planning.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective teaching practices in numeracy - Numeracy Project

### Resources allocated to this strategic direction

**Integration funding support:** \$114,000.00  
**English language proficiency:** \$34,811.24  
**Aboriginal background:** \$8,460.00  
**Low level adjustment for disability:** \$67,270.80  
**Literacy and numeracy:** \$14,810.74  
**Literacy and numeracy intervention:** \$47,089.56  
**Socio-economic background:** \$15,100.00  
**QTSS release:** \$55,000.00  
**Professional learning:** \$15,000.00

### Summary of progress

#### Numeracy Project

Throughout 2021, numeracy was a significant focus and was supported by professional learning, collaborative planning, instructional leadership and the use of data to improve achievement.

Teachers engaged with a range of professional learning opportunities to build their capacity in providing quality learning experiences in Mathematics. Professional learning opportunities included the Department led *'Starting Strong K-2' and 'Working with Big Ideas 3-6'* as well as school led opportunities around rich and challenging tasks, engaging maths games, effective Mathematics pedagogy and instructional approaches. As a result, teachers knowledge of effective Mathematics instruction has significantly increased.

Weekly curriculum meetings, facilitated by Instructional Leaders, continued to enhance collaboration, leading to high quality learning experiences and resources. Teachers collaboratively worked to ensure teaching and learning was targeted at point of need, included appropriate challenge and was differentiated through enabling and extending prompts. A programming scaffold was developed and used by all teachers to provide further guidance around the 'Launch, Explore, Summarise, Consolidate' Framework. Feedback from teachers indicated that the consistent program template was valuable when developing quality learning experiences based on the new instructional approach. As a result of our sustained focus on planning effective learning experiences, teacher confidence in designing and delivering high quality, challenging and inclusive lessons has significantly improved.

Instructional Leaders supported teachers to implement new pedagogies and instructional approaches through support with planning, programming, assessment and reporting. Prior to interruptions to learning, Instructional Leaders provided in class support to assist in building teacher confidence and ability to deliver lessons based on the evidence base. Feedback from teachers indicated that instructional leadership had been effective in demonstrating new pedagogy and building confidence in providing and structuring effective practices.

Internal and external data sources were used extensively in determining current student knowledge and future learning experiences. The use of pre- and post- assessment tasks and informal formative assessments were used consistently by teachers to monitor student learning, assess progress and report on achievement and where to next. As a result of the concerted focus on data collection and analysis, as well as consistent teacher judgement, a whole school system and collaborative approach to quality teaching, curriculum planning, delivery and assessment has been achieved.

Moving forward, an ongoing and sustained focus on embedding the 'Launch, Explore, Summarise, Consolidate' framework will be seen. In addition, all teachers will continue to plan and deliver challenging teaching and learning experiences with a focus on developing effective enabling and extending prompts to ensure tasks are differentiated and accessible. Learning experiences, although flexible and responsive to need, will be changed from weekly to fortnightly to ensure deep learning of concepts is possible as well as to provide time for the inclusion of vocabulary activities and

summative assessment opportunities. Productive Struggle and student perseverance will be a whole school focus in 2022, with the introduction of weekly activities to develop perseverance. 'The Learning Pit' visual and language will be introduced in all classrooms through consistent teaching and learning activities across the school.

## Learning Support and Intervention Programs

Targeted students had the opportunity to engage with a variety of learning support, intervention and extension programs during 2021. To support our focus around literacy and numeracy achievement, students requiring support or extension, were identified as requiring additional support through internal and external data sources. If identified as requiring additional support, students were provided with small group intervention support in the form of MiniLit, MacqLit and numeracy interventions around number sense, place value, additive strategies and multiplicative strategies. EALD students were identified and supported within small group or individual programs and their progress monitored against the Literacy Learning Progressions and the EALD Progressions. For those students identified as requiring additional extension, they were offered opportunities through Maths Olympiad and problem solving programs. In addition, identified Kindergarten students were offered support to develop their organisational, fine and gross motor skills through the school employed Occupational Therapist. As a result, targeted students were well supported to develop their skills and achieve their identified goals.

All targeted and supported students had Individual Education Plans, Personalised Learning Plans or Aboriginal Education Plans which were developed in consultation between students, parents, classroom teachers and LST coordinator. As part of these plans, students had individual goals which were regularly monitored, assessed and updated. Regular meetings around students progress were held to ensure students were meeting learning goals.

Learning support and intervention programs will continue to be a focus in the future. An effort to provide more broad support across a wider range of students will be investigated.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure  | Progress towards achievement  |
|--|---|
| Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Numeracy in Years 3-5 to our lower bound target. <b>Uplift required 7%.</b>   | Students achieving the top two bands in Numeracy has decreased by 1.87% and hasn't met the uplift of 7% in 2021. Our current measure in numeracy is 30.83%  |
| Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Years 3-5 from 42% in 2019 towards lower bound system negotiated target 58.5%. <b>Uplift required 6%</b>             | Expected growth in Numeracy has increased by 5.29% but hasn't met the uplift of 6% in 2021. Our current measure in numeracy is 48.15%   |
| To establish a baseline of student growth in Years 2-6 using Progressive Achievement Test (PAT) in numeracy.   | Baseline of student growth in Years 2-6 established using Progressive Achievement Test (PAT) in numeracy.   |
| Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. | Questioning techniques and assessments are embedded in teaching and learning programs and observed during IL observations, demonstrating teacher understanding of the need to cater for individual needs and the use of explicit teaching strategies. |
| Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.  | All teaching and learning programs include evidence of differentiation and adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.                             |
| To establish a baseline of EAL/D and targeted students showing growth  | Baseline of student growth of EAL/D and targeted students established.  |

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| towards identified internal and external targets.   |  |
| Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Reading in Years 3-5 from 60.2% in 2019 towards upper bound system negotiated target 61.3%.                      | Students achieving the top two bands in Reading has decreased by 8.86%. Our current measure in Reading is 51.49%                       |
| Increase the percentage of students achieving expected growth in NAPLAN Reading in Years 3-5 from 66% 2019 towards lower bound system negotiated target 67.2%. <b>Uplift required 1.2%.</b> | Expected growth in Reading has decreased by 1.62% and hasn't met the uplift of 1.2% in 2021. Our current measure in numeracy is 66.67% |

## Strategic Direction 2: Data Informed Practices

### Purpose

Embed consistent school-wide practices to ensure data and assessment are used as tools to move learning forward, monitor student progress overtime and inform future directions.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data and Assessment

### Resources allocated to this strategic direction

**Professional learning:** \$5,000.00

**Socio-economic background:** \$14,995.00

**QTSS release:** \$35,000.00

### Summary of progress

During 2021, the school had a sustained focus on using data effectively. Students were monitored against mid-year and end-year internal growth targets. Targets were reviewed to ensure their relevance. Teachers trialed and established methods to monitor individual student learning goals in numeracy.

Teaching and learning programs included explicit teaching strategies to be implemented in the classroom. Effective questions and formative assessment strategies were documented in programs and reflected upon after lessons were undertaken during curriculum meetings.

Assessments were collated in grade assessment spreadsheets and formative assessment data records were used during weekly curriculum meetings to have data conversations. The evidence from data conversation was used to plan short cycles of teaching and learning targeting student needs. Formative and post assessment data was used to assess the effectiveness of planning.

A future focus on quality assessments and refining methods of collecting formative assessment data will be implemented to further guide teachers in catering to the learning needs of students. The effective implementation of individualised student learning goals in numeracy will be a future focus. Teachers will facilitate the identification of success criteria so students can articulate how they will achieve their goal.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure  | Progress towards achievement  |
|--|---|
| Establish baseline for numeracy achievement (Learning Progressions, NAPLAN, Check-In) to identify numeracy focus area for ongoing monitoring and recording of student data in PLAN2. | Baseline for numeracy achievement established using NAPLAN and Check-in assessments.  |
| Establish most effective method of monitoring individual learning goals in numeracy.   | Individual student learning goals were not set in numeracy due to disruption to learning. We continued to have learning goals for reading and writing K-2 and some teachers 3-6 developed learning goals for reading. |
| Establish a baseline of the use of explicit teaching practices in numeracy as identified by students and teachers (using TTFM and internal school data).                             | Baseline established using student and staff survey and TTFM data around explicit teaching practices.   |
| All teachers contribute to gathering and   | Teachers collect data and record grade assessment spreadsheets and  |



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| analysing data.  | PLAN2. Analysis of internal and external data is undertaken during stage meeting and project team meetings and was not analysed at a whole school level during Semester 2.   |
| Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students | Teachers monitor student achieve and adjusted teaching and learning programs to cater for specific learning needs of students. In response to assessment undertaken, post learning from home, teaching and learning programs focused on reteaching some content and skills. K-6 teachers moved away from newly adopted teaching practices in Mathematics during Term 4 and focused on explicit direct instruction. |
| The school identifies growth targets for students, using internal progress and achievement data.   | Internal school growth targets were developed and used as a guide to help teachers to report on students and allocate grades.  |

## Strategic Direction 3: Student Wellbeing through student voice and student engagement

### Purpose

Embed a strategic and planned approach to school wellbeing processes so that students can connect, succeed, thrive and learn by ensuring the cognitive, social, emotional, physical and spiritual wellbeing of all students is addressed through student voice and engagement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improving Student Engagement and increasing Student Voice

### Resources allocated to this strategic direction

**Professional learning:** \$2,000.00

**School support allocation (principal support):** \$26,291.00

### Summary of progress

A systems based planned approach to Wellbeing underpins the core business of the school. Recognition and inclusion of student voice has been prioritised in the teaching learning cycle and in particular individualised support. In consultation with students, goals are planned and implemented resulting in students feeling more connected to their learning and an improvement in student outcomes.

An evidenced based and research driven approach to support all students, and in particular vulnerable students, to assist them in feeling safe and supported at school, is an ongoing focus at Cronulla PS. Staff have participated in targeted professional learning enabling them to follow the Safe Minds protocols to Notice, Inquire and Plan interventions and fully support identified students.

Progress of the Strategic Direction 3 initiatives including Sport and Physical Activity and Project Based Learning have been impacted by remote learning, however, are ongoing. Using data to inform and improve practice is evident in all initiatives as is explicit teaching, to drive and improve student outcomes.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure   | Progress towards achievement   |
|---|--|
| Increase the percentage of students attending school more than 90% from 79.6% in 2019 (baseline) towards lower bound system negotiated target 85.5%. <b>Uplift required 3%.</b>               | The number of students attending greater than 90% of the time or more has increased to 97.1%. This data has however been impacted by flexible learning. and resulted in a 17.5% uplift.  |
| Increase the percentage of students with a positive sense of wellbeing from 84.1% in 2019 (TTFM baseline) towards lower bound system negotiated target of 88.6%. <b>Uplift required 2.5%.</b> | Data from the April 2021 TTFM survey indicated for social and emotional outcomes that students with a positive sense of belonging for Cronulla PS was at 77% compared to the norm of 81%. This also represents a decrease in the sense of belonging of 3% since 2020 TTFM survey. A 1% increase was noted in the August 2021 TTFM survey. The overall decrease % of students with a positive sense of wellbeing since 2019 has been noted and may be indicative of the interrupted learning for the past two years. As a result, continued PL to ensure Staff are upskilled in recognising and supporting student mental health will be prioritised and LST procedures will be reviewed and aligned to Supporting Student Mental Health frameworks with a draft overview to be presented to staff prior to implementation. |
| All PLP's and IEP's have targeted academic and student voice goals based on specific interventions  | Opportunities, for the development of student voice, to encourage students to feel connected to their learning and to address individual learning needs, will be established through the following activities in Term 1: All staff were  |

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| evidenced in the plans.   | <p>upskilled on the Wellbeing framework and the implications for student engagement and learning. In alignment with <b><i>SD1 Learning support and Intervention programs</i></b> students are identified as requiring additional support either by an identified disability and or identified additional learning needs through the Learning Support Team procedures. Ongoing case meetings with multi-disciplinary teams were held to address student learning needs throughout the year. Student plans have evidence of student voice with a personalised goal developed in consultation with the student and Staff have been supported with additional planning time, pre and post planning meetings and supervisor support. Identified students are supported with additional school funded SLSO support. Student plans are reviewed on a five weekly rotation with monitoring and evaluation documented. An off class executive coordinates the school Wellbeing systems and procedures.</p> <p>Staff were very receptive to the expectations required for students' individual learning needs in Semester One and feedback indicated that all staff agreed with modifications and the processes involved in planning. With the initial phase, student voice goals were trialled by teachers in consultation with students and with follow up with parents at case meetings. Parents were also very receptive to the inclusion of student voice goals. Student voice goals will be prioritised in all planning for 2022.</p> |
| Identify vulnerable students and required support to assist them in feeling safe and supported at school. | <p>An evidenced based and research driven approach to support vulnerable students, to assist them in feeling safe and supported at school, has been an ongoing focus at Cronulla PS during 2021.</p> <p>As part of the Wellbeing team, identified staff members participated in PL to broaden their knowledge and understanding of how Mental Health impacts all students. The targeted PL addressed the changes in mood and behaviours that may be indicative that a student is having difficulties managing emotional distress and the training required to Notice, Inquire and Plan interventions.</p> <p>Additional PL, Supporting Student Wellbeing and Mental Health, provided the framework to align the school systems and procedures and necessary resources required to support vulnerable students. Specific planning, for each tier of support, will ensure all students are tracked. All relevant stake holders were included in the planning and support process. Staff were upskilled in ongoing PL sessions to address the domains of the Wellbeing framework including Social and Emotional and Spiritual Wellbeing and the relevance and impact of each on the teaching learning cycle.</p>   |
| All staff trained in Project based learning.  | <p>The Project Based Learning training was scheduled for Semester 2, 2021, however, due to the impact of remote learning has been held over until 2022. Staff will be complete the professional learning and trial the PBL initiative K- 6.</p>   |
| All staff are trained to deliver physical education lessons using evidence-based pedagogical strategies.  | <p>Wellbeing framework domains of Connect, Succeed and Thrive underpin the core business of all school programs. An overview of school sport activities and programs indicated that comprehensive and targeted sports programs provide the basis for all physical and movement activities at school. All students, K-6, are provided with age appropriate skill based lessons with fundamental movement skills targeted in K-2 lessons and teachers adhere to the mandated 150 mins of movement per week. Students are provided with a diverse range of skill and team based sports and activities to develop their skill sets. Although baseline data showed that most students enjoyed participating in school sport ( TTFM 2020 78%) survey feedback indicated that staff and students required further support will be required.</p> <p>All teachers participated in Professional Learning to review sport processes and strategies to increase student engagement. Targeted Professional Learning on the topics of 'Brain Breaks' and 'Thinking while Moving' enabled staff to share and discuss professional practice on the implications of movement on student outcomes. Feedback indicated that 'movement breaks' are an essential strategy which can be used successfully with all students in any grade.</p>   |

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| <p>All staff are trained to deliver physical education lessons using evidence-based pedagogical strategies.</p> | <p>Student voice to develop and engender school spirit, inclusiveness and participation has been evidenced in the following programs: Sports Houses and House Captains activities, Premiers Sporting Challenge Learning to Lead Initiative and Special days eg: Blues by the Bay.</p> <p>Whole school and targeted Professional Learning, to deliver physical education lessons using evidence-based pedagogical strategies, will continue with a focus on the link between physical and cognitive wellbeing.</p> |
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| Funding sources  | Impact achieved this year   |
|--|---|
| <p>Integration funding support</p> <p>\$114,000.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Cronulla Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching practices in numeracy - Numeracy Project</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* In class support</li> <li>* playground support</li> <li>* small group intervention</li> <li>* one-on-one support</li> <li>* program implementation for tiers 1, 2 and 3 students</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to support students in a similar manner to ensure that they have equitable access to all learning and development opportunities.</p>   |
| <p>Socio-economic background</p> <p>\$30,095.00</p>    | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cronulla Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching practices in numeracy - Numeracy Project</li> <li>• Data and Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> <li>• professional development of staff through [program] to support student learning</li> <li>• employment of additional staff to support [name] program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Intervention teachers teaching targeted programs focusing on areas of need for particular students.</li> <li>- Staff are more able to effectively use data to identify and program to meet student needs.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue providing support for our families to be engaged and successful in the educational, social and emotional outcomes of their children. There will be a continued focus on Aboriginal, EAL/D and low socio-economic families</p> |
| <p>Aboriginal background</p> <p>\$8,460.00</p>         | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cronulla Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader</p>  |

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| <p>Aboriginal background</p> <p>\$8,460.00</p>                | <p>student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Effective teaching practices in numeracy - Numeracy Project</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Staff collaboratively set measurable and attainable goals via the PLP process with the interconnected triangle of student &lt; - &gt; teacher &lt; - &gt; parent at its core throughout the year.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue to support the academic progress, cultural identification and connection and social and emotional wellbeing of Aboriginal students.</p>   |
| <p>English language proficiency</p> <p>\$34,811.24</p>        | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cronulla Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Effective teaching practices in numeracy - Numeracy Project</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>employment of additional staff to support delivery of targeted initiatives</li> <li>additional staffing intensive support for students identified in beginning and emerging phase</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>Students who were identified as beginning or emerging received weekly support in one one one or small group intervention. Students demonstrated growth in line with the EAL/D progressions.</li> <li>Allocated EAL/D teacher provided support to EAL/D students to improve their oral skills in English.</li> <li>Increased student engagement verbally and written within class lessons.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>To continue to support the academic progress, cultural identification and connection and social and emotional wellbeing of EAL/D and LBOTE students evidenced by EAL/D progression mapping and tracking in line with school plan practices.</li> <li>To maximise each and every EAL/D student's learning outcomes through targeted and fluid group interventions in the classroom and withdrawal groups.</li> </ul> |
| <p>Low level adjustment for disability</p> <p>\$67,270.80</p> | <p>Low level adjustment for disability equity loading provides support for students at Cronulla Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Effective teaching practices in numeracy - Numeracy Project</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>employment of additional staff to support teachers to differentiate the</li> </ul>  |

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| <p>Low level adjustment for disability</p> <p>\$67,270.80</p> | <p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Genuine collaboration between parents and the school in supporting students with additional needs.</li> <li>- PL given to all staff and CTs released to create and update IEPs and Learning Adjustment Plans in line with school plan practices.</li> <li>- Collaboration with specialist behaviour support staff to implement strategies to support student success and happiness at school as well as supporting staff wellbeing, capability, and confidence.</li> <li>- Targeted SLSO support to assist the academic growth, social and emotional wellbeing of identified students within the classroom and playground.</li> <li>- Evidenced-based intervention for targeted students in Kindergarten for speech and language support</li> <li>- Allocated intervention teachers providing in class and withdrawal support for students achieving below expectation.</li> <li>- Assessment tracking and analysis of student learning needs, with intervention and targeted teaching both in class and in withdrawn small groups.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- To continue to maximise the support available to students in mainstream classes who have a disability or additional learning and support needs.</li> <li>- To ensure effective and regular monitoring of students learning is continuous and individualised.</li> <li>- To implement appropriate and relevant curriculum provisions ensuring every student's learning needs are being addressed and met.</li> <li>- To use current and valid assessment data to evidence learning achieved and inform future directions.</li> </ul> |
| <p>Literacy and numeracy</p> <p>\$14,810.74</p>               | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cronulla Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching practices in numeracy - Numeracy Project</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• online program subscriptions to support literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Targeted professional learning and resourcing to support the implementation of evidence-based practice in literacy and numeracy.</li> <li>- Purchase of resources to support practical Mathematics and guided reading</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Funding transferred into Assistant Principal Curriculum and Instruction role for 2022 and beyond.</p>   |
| <p>QTSS release</p> <p>\$90,000.00</p>                        | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cronulla Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching practices in numeracy - Numeracy Project</li> <li>• Data and Assessment</li> </ul>  |

|  |  |
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| <p>QTSS release</p> <p>\$90,000.00</p>                       | <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- All Assistant Principals spending more time in classrooms to support teaching staff</li> <li>- All teaching staff have a greater understanding of how to effectively analyse data to inform their practice and differentiate their teaching activities.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue our commitment to improve teacher quality, collegial support and professional dialogue embedded in practice.</p>   |
| <p>Literacy and numeracy intervention</p> <p>\$47,089.56</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cronulla Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching practices in numeracy - Numeracy Project</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Gaps in student learning have been identified and minimised</li> <li>- A variety of differentiated learning programs have been established</li> <li>- Staff have been supported to extend their own learning and development</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue to employ additional staff to support small group learning and support teacher professional learning.</p> |
| <p>COVID ILSP</p> <p>\$89,483.00</p>                         | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition using the Maq and Minilit programs.</li> <li>• providing intensive small group tuition for identified students in literacy</li> <li>• employing staff to provide online tuition to student groups in literacy/numeracy - [focus area]</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Targeted students in ILSP groups are more confident in general class activities</li> <li>- Resources are used by SLSOs to support in class programs and activities</li> </ul>                       |



|                                      |  |
|--------------------------------------|--|
| <p>COVID ILSP</p> <p>\$89,483.00</p> | <p>- Teaching staff are more confident using data to support their teaching /learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To continue ILSP groups in 2022. Following relevant assessment in Year 1 - 6 at the beginning of 2022, identified students will receive targeted intervention to maximise their learning.</p> |
|--------------------------------------|--|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 224        | 232  | 239  | 247  |
| Girls    | 187        | 206  | 231  | 233  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 93.9 | 93.3 | 95.1 | 95.3 |
| 1         | 94   | 94.5 | 94.7 | 94.5 |
| 2         | 92   | 93.6 | 95.4 | 93.1 |
| 3         | 94.8 | 91.5 | 95.1 | 94.4 |
| 4         | 93.2 | 93.3 | 94.4 | 93.8 |
| 5         | 93.6 | 92.2 | 95   | 93.2 |
| 6         | 92.9 | 91.6 | 94.9 | 93.6 |
| All Years | 93.4 | 92.9 | 95   | 94   |
| State DoE |      |      |      |      |
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 93.8 | 93.1 | 92.4 | 92.8 |
| 1         | 93.4 | 92.7 | 91.7 | 92.7 |
| 2         | 93.5 | 93   | 92   | 92.6 |
| 3         | 93.6 | 93   | 92.1 | 92.7 |
| 4         | 93.4 | 92.9 | 92   | 92.5 |
| 5         | 93.2 | 92.8 | 92   | 92.1 |
| 6         | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92   | 92.4 |

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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)                    | 18.49 |
| 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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 4.40%   |
| Teachers       | 3.30%                  | 3.20%   |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2021 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 732,865                 |
| <b>Revenue</b>                        | 4,431,199               |
| Appropriation                         | 4,202,020               |
| Sale of Goods and Services            | 1,288                   |
| Grants and contributions              | 216,792                 |
| Investment income                     | 1,099                   |
| Other revenue                         | 10,000                  |
| <b>Expenses</b>                       | -4,407,115              |
| Employee related                      | -4,013,977              |
| Operating expenses                    | -393,138                |
| <b>Surplus / deficit for the year</b> | 24,084                  |
| <b>Closing Balance</b>                | 756,949                 |

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

|                         | 2021 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 114,027                           |
| <b>Equity Total</b>     | 174,907                           |
| Equity - Aboriginal     | 8,460                             |
| Equity - Socio-economic | 30,598                            |
| Equity - Language       | 34,811                            |
| Equity - Disability     | 101,037                           |
| <b>Base Total</b>       | 3,516,011                         |
| Base - Per Capita       | 117,135                           |
| Base - Location         | 0                                 |
| Base - Other            | 3,398,876                         |
| <b>Other Total</b>      | 223,559                           |
| <b>Grand Total</b>      | 4,028,503                         |

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

At the end of each year we implement a number of surveying tools to seek an understanding as to how our community, students and staff feel that we are tracking as a school. This covers many areas including communication, connection, wellbeing, the value of education and how people feel about school. These tools are then used to measure how we are progressing and are vital in us making adjustments as we continually seek to improve. The Tell Them from Me and school developed surveys have provided us with some clear successes and helped us identify areas that we need to continue to focus on.

### Students

Students in Years 4-6 participated in the Tell Them from Me survey and indicated the following:

- 82% of students in this school had a high sense of belonging
- 80% of students are interested and motivated in their learning
- 83% 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

### Parents

We provided parents with the parent Tell Them from Me survey as well as a school developed survey. From these it was found:

- 85% of parents felt they were welcome at Cronulla Public School.
- 80% 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
- 84% of parents said that Cronulla Public School is a safe school.
- 82% of parents feel that Cronulla Public School supports positive behaviour
- 74% of parents believe that the school is inclusive of all students.

### Staff

Staff provided ongoing feedback and reflection from varied professional learning and collaboration opportunities. The professional learning opportunities were explicitly linked to the school plan and improvement measures. Staff were able to engage in collaboration through their professional partners focusing on improving their practice and pedagogy. We truly value the input of all our stakeholders and have utilised these valuable information sources to determine and plan out areas for development through our 2022 Strategic Improvement Plan.



# Policy requirements

## Aboriginal Education Policy

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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

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.