

2021 Annual Report

Cronulla South Public School



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Introduction

The Annual Report for 2021 is provided to the community of Cronulla South 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.

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Message from the principal

The 2021 school year has been disrupted for the school community. Coming out of periods of significant restrictions, the school was able to run many school events, be it with modification and this included all of our sports carnivals. As vaccination rates lifted very slowly, the second wave in NSW led to another period of learning from home that was all of Term 3 and 3 to 5 weeks of Term 4. This led to significant modifications of programs as was the case in 2020 during the first wave and a massive effort from the staff and community to launch and engage in learning from home programs coordinated using technology.

Simultaneously to this, the school launched its situational analysis and finalised its school improvement plan for 2021 to 2024. This plan included a significant effort to improve numeracy performance in the Student Growth and Attainment strategic direction. The school was very pleased to receive a booster pack in the form of strategic school support from the New South Wales Department of Education. Focused on numeracy, this Support was introduced in Term 2 and was modified as the school entered distance learning. During distance learning, this support acted as a focus for school staff as they were able to continue their professional development while still being in remote locations. The school is very proud of its achievements in sustaining its effort, a lot of which is attributable to the dedication of the school staff and their tenacity in working collaboratively, being trusted apartments and feeling free to provide feedback. Staff experimented with technology and were able to move towards running many live teaching sessions for students.

The school leadership team in 2021 welcomed Mr Chris Jarman as the relieving assistant principal for wellbeing and the two assistant principals for K-2 and 3-6 were provided with 3 days away from the face to face teaching to focus on instructional leadership, in addition to their role as teachers and managing their stage of learning. This has heralded a significant surge in collaboration across the school and an improvement in many areas of the Learning Domain in the School Excellence Framework.

This report provides the story of significant investments in students learning, coupled with teacher wellbeing as well as great progress in a number of areas. The reduction of learners in the top two bands of NAPLAN is put down to cohort changes whereas the true story is painted in student growth which internal measures show was very good, especially for numeracy.

In 2022, as we move out of the pandemic and into a more normalised school environment, we hope to receive our community back into the school in increasing numbers and focus further on the area of quality teaching through our strategic school directions in data and assessment.

Message from the school community

As the president of the P&C and am proud to announce thru this very difficult year our hard work and efforts still ensured that the completion of the amenities upgrade project was completed as planned during the April /Autumn holidays.

Also, with the efforts of parents and committee members we successfully won a major \$70,000 grant through the NSW Government's 2021 Community Building Partnership program for our 'Upgrade of Classroom and Outdoor Learning Space project, works for this project will begin in 2022.

As well as working on our major upgrade projects the P&C continue to donate \$200 each term towards the green team, a contribution of \$1,300 was given for new sports representative uniforms, and this year we assisted Year 6 with their farewell by purchasing the cake and decorations. Congratulations to all our year 6 graduates. The P&C wish you all success in the future chapters of your educational journey.

This truly has been one of the most extraordinary years - bringing major change to our everyday lives. COVID brought about restrictions that prevented our children from attending school for a very long period. Thankfully with the support of our remarkable teachers and staff, Cronulla South students overcame the hurdle and have again adapted to their usual school routine. A big congratulations to the students of Cronulla South for your resilience in getting through it all and a very big thank you to Our Principal Dr Neil Lavitt and all our teachers for their tireless hard work.

We were at least fortunate enough to run 2 fundraisers this year - our Mother's Day tea towel fundraiser and most recently our Xmas candle fundraiser. Thank you to all the Cronulla South families that supported us with these events. It is these events that enable us to continue contributing to the school and its students.

There are 3 parents who need a mention for their continued efforts and hard work, Jenny Rogers, Lauren Johnston and John Fleming. Thank you for bringing a little more normality back to our students' life by opening and running the canteen and to all the parent volunteers that have donated their time to help in the canteen.

The Cronulla South P&C still have a healthy \$57,000 in the bank and continues to work and operate to ensure we can provide for our school community, and students and continue our major upgrade projects.

On behalf of the Cronulla South P&C, we wish all students, teachers and families a healthy and safe Christmas and a fantastic summer break. Come along and join us in 2022 at our next P&C meeting we welcome all new parents and look forward to and hope 2022 will be good for us all.

Marietta Buikema - 2021 P&C President

School vision

Our vision is for all learners to be engaged to their full potential so as to be assessment capable, and for teachers to use data effectively as evidence, enabling all to achieve their very best in literacy and numeracy to grow each year to their maximum.

School context

With school excellence sitting at its heart, Cronulla South Public School is a vibrant learning community with breadth in opportunity and participation provided to all learners. It is located in the south of Sydney on the Cronulla peninsular close to the Pacific Ocean. It is a relatively small school of 263 learners (11 classes) in 2021 with approximately 25% from a language background other than English and a range of socio-economic backgrounds. It has a close inclusive community with which the school communicates frequently on matters of learning and wellbeing to drive a strong sense of belonging and connectedness.

The last school plan saw a significant focus on leadership and culture which resulted in improvements in wellbeing and the importance of leadership being nurtured in all students. Further, strong expectations of being safe, respectful and active learners through Positive Behaviour for Learning and the Leader in Me programs were established. Students participate in a wide range of opportunities across the creative and performing arts, STEM and sport. Our strong P&C has worked closely with the school to improve the learning environment in the school.

Staff, students and parents involved themselves in the development of a situational analysis to better inform the development of this strategic improvement plan. From the analysis and interpretation of these data, along with the system generated targets for literacy and numeracy, the need for a primary focus on numeracy was identified. Furthermore, a need for enhanced use of assessment strategies, especially the assessment as, and for learning, combined with enhancements in the way we use data to identify learners needs so that teaching can be best targeted and differentiated, and growth maximised.

Over the next four years, an instructional leadership approach will be taken where leaders will mentor and coach teachers, work alongside them and develop new approaches to the assessment of students to diagnose where they are at the beginning of learning, adjust teaching responsively as learning happens, and collect, analyse, visualise and interpret the data generated to enhance this process. While focusing on numeracy, with a strong emphasis on establishing quality programming, progression based small group learning and building the capacity of staff to develop numeracy routines such as number talks, game-based learning and rich tasks to meet the needs of HPGE students.

The strategic directions of this plan deliberately reinforce each other through narrow and deep focussed activities designed to deliver student growth in all areas of the school curriculum. Close consultation with the school community will continue throughout the progress of the school improvement plan and be adjusted based on a Questions, Data, Analysis and Interpretation (QDAI) approach.

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	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

The school's self-assessment of its operational progress against the School Excellence Framework in 2021 has demonstrated progress in a number of areas from that assessed in 2020. These attribute to the Learning domain elements of Learning Culture, Assessment and Student Performance.

These changes relate to strong work put in by leadership teams, especially the provision of more time for the department Assistant Principals to work on developing their teaching and learning teams as well as the strong support of the NSW Department of Education through the Strategic School Support in numeracy.

Our transition programs have continued to be improved as a function of the wellbeing improvements of 2020 and in all areas as students come into and leave the school there is a significant interchange of information to facilitate student transition. Our strong investment in programming has significantly boosted our provision of curriculum, especially in numeracy where significant improvements have been made. The school is well placed for the introduction of the K-2 Curriculum changes in 2023. While 2022 and 2023 will be years of significant focus on formative assessment approaches, improvements in summative assessment tools including the tracking of students using normalised scaled assessments and the NSW Department of Education's Check-In data have fed into the analysis of learning progress and highlighted strong progress, particularly in numeracy. Our student assessment data, alongside our growth data indicated by NAPLAN, have seen strong progress, particularly in areas of numeracy.

Work in 2022 will focus on formative assessment and the effective use of data which should lead to improvements in Effective Classroom Practice as well as Assessment. The school is in 2022 trialing the use of Quality Teacher Rounds which if successful will lead to a larger rollout in 2023 and thus improvements in Learning and Development.

Strategic Direction 1: Student growth and attainment

Purpose

This consideration will focus on numeracy and address the needs across the school in these areas to meet the targets expressed in the improvement measures. Using an instructional leadership approach where leaders become the guides to practice and improvement in curriculum, assessment, effective classroom practice, the school will develop teachers capabilities so that it becomes an embedded part of classroom practice. This will guide what is being looked for in classrooms as a collaborative practice where teachers frequently visit each other's classrooms.

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.

- Numeracy Initiative 2021-2022

Resources allocated to this strategic direction

Low level adjustment for disability: \$111,942.00

English language proficiency: \$52,679.00

Integration funding support: \$32,345.00

Aboriginal background: \$1,000.00

Socio-economic background: \$10,766.50

QTSS release: \$51,462.00

Literacy and numeracy intervention: \$22,424.00

Literacy and numeracy: \$16,455.00

Summary of progress

In 2021, the school prioritised targeted instructional leadership and educational leadership in order to deliver high impact professional learning in evidence-based numeracy strategies. This was enabled through involvement in Three Rivers for Learning and Strategic School Support in a face to face and distance mode. Despite the disruptive effects of the COVID-19 pandemic, the school pursued and engaged in these professional development opportunities to adapt the learning to developing quality resources in the online setting.

Impact?

Are our students growing and attaining in numeracy and reading?

While our attainment in reading and numeracy remains close to baseline, our expected growth shows strong growth from baseline, especially in numeracy with 13.03% from baseline and above our upper target.

The Check In data for years 4 shows 6% growth in Number and Algebra between Term 2 and 4.

What has been the impact of our collaborative strategies including instructional leadership and Quality Teacher Rounds to increase staff capacity for quality teaching practice?

Through our participation in our 3 Rivers for Learning program, we showed clear evidence of enhanced collaboration.

Reflective practice has resulted in the development of a shared vision through trust and respect, enhanced feedback and distributed leadership

What has been the impact of instructional leadership capacity building on leaders effectiveness in supporting teachers?

Surveys, observations and program analysis shows clear evidence of improvement of quality teaching practice through strategic leadership.

What has been the impact of our high expectations and HPGE implementation strategies?

While surveys have been completed, this will be a greater focus in 2022

Where to next?

In 2022, we will be integrating initiatives from strategic directions 2 and 3 in addition to consolidating the 2021 Strategic School Support learning in the face to face classroom environment.

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
To increase or maintain the percentage of students achieving in the top 2 bands NAPLAN numeracy from 2019 towards our lower bound target. Uplift equals 3.3%.	Data indicates 35.95% of students are in the top two skill bands for numeracy which is a decrease from baseline data. of less than 1%. This is a decrease of 6.24% from 2019.
The proportion of Year 5 students achieving expected growth for numeracy continues from 2019, towards the lower bound system negotiated target. Uplift equals 2.5%.	The percentage of students achieving expected growth in numeracy increased to 65.22% from baseline, indicating achievement of the upper bound target.
The school moves beyond delivering in the <i>Curriculum element</i> of the School Excellence Framework by adding extra value to its existing programming through further improving its mechanisms for differentiation in programs.	Self-assessment against the School Excellence framework shows the element of curriculum/differentiation to be moving towards sustaining and growing. Teachers differentiate curriculum delivery in numeracy to meet the needs of students at different levels of achievement, Whereas in the element of curriculum/teaching and learning programs we are sustaining and growing. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.
To increase or maintain the percentage of students in 2019 Reading to beyond our upper bound target.	Data indicates 48.44% of students are in the top two skill bands for reading which is a decrease from baseline data. of less than 1%. This is a decrease of 16.18% from 2019.
The proportion of Year 5 students achieving expected growth for reading continues the uplift trend of 1.1% from 2019 required to meet the lower bound system negotiated target in 2023.	The percentage of students achieving expected growth in reading increased to 73.91% from baseline, indicating achievement of the lower bound target and 0.99% below the upper bound target.
Teachers begin to provide explicit, specific and timely formative feedback related to defined success criteria to meet the <i>Feedback theme of Effective Classroom Practice</i> ; and by identifying expertise, mentoring, develops a climate of professional practice to move towards Sustaining and Growing in the <i>Collaborative Practice themes of the Learning and Development element</i> .	Self-assessment against the School Excellence framework shows the element of Effective Classroom Practice/feedback to be sustaining and growing. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. Whereas in the element of Learning and Development/collaborative practice and feedback we are sustaining and growing. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
A baseline of understanding of parent and student aspirations is established as a point to progress from and monitoring processes are formalised to measure future improvement.	Self-assessment against the School Excellence framework shows the element of Learning Culture/high Expectations to be delivering. A baseline of student-parent aspirations has been established for numeracy through the school identified questions in Tell the From Me. Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.
Establish a baseline of targeted students achieving their individual	Through ACER PAT testing of equity students, 45% of students achieved an effect size of 0.4 indicating growth.

learning goals/stage benchmarks based on PAT effect sizes so that equity gaps are closing.

Strategic Direction 2: Assessment capable teachers and learners

Purpose

The school recognises the importance of assessment as attributed in research and teachers expressed that they need better skills in this area. We will explore and build capacity for the design of assessment and effective feedback and develop the capacity to implement quality formative and summative assessment, focussed on building assessment capable teachers and learners.

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.

- Assessment Initiative

Resources allocated to this strategic direction

6100 Operational SD2: \$5,000.00

Professional learning: \$5,000.00

Summary of progress

In 2021 the school continued to develop, refine and implement assessment scopes, the use of learning intentions and success criteria. The quality of this is evidenced learning programs and to inform reporting.

Impact

- **What has been the impact of the enhancement of assessment practices on students and staff?**

Teaching and learning programs describe expected student progression in knowledge, understanding and skill, and the assessments that measure them.

- **What quality assessments have been developed and what are they telling us?**

ACER PAT, IFsR, SpellIT (Gap analysis), writing rubrics, check-in assessments, Lexile, Phonics screener and Get Reading Right are used in different areas of the school, allowing us an insight into how to differentiate in the classroom so that we can target teaching to student needs.

- **How do we know assessments are meeting the needs of all students?**

Staff collaboration allows us to identify the needs of all students and increase the consistency of teacher judgement.

- **What is the student voice telling us about engagement and achievement?**

Students surveys including Tell Them from Me have shown increased confidence in numeracy.

Where to next?

In 2022, we will be focusing on formative assessment strategies of eliciting evidence from students, providing them with a voice as well as feedback to students.

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
A baseline of planned assessment is consolidated and calibrated to allow effective ongoing monitoring of achievement through learning intentions and success criteria and school-based assessment for reporting are finalised.	Observation and programs indicate that 100% of staff utilise learning intentions and success criteria in their lessons to establish learning goals for all students. Staff are now monitoring achievement against these criteria in school-based assessments are used for planning and reporting.
To create an uplift of 0.4 from the 2020	Staff surveys show an uplift of 0.3 from the baseline in the What Works Best

<p>baseline of 3.7 towards a staff rating of 5 for the, What Works Best (CESE, 2020) area of assessment.</p>	<p>Survey. This is below the expected growth of 0.4 from the baseline though still on an upward trajectory and with many new members of staff.</p>
<p>A baseline of assessment practices is established including an assessment schedule understood by teachers and used as a foundation to build upon.</p>	<p>Self-assessment against the School Excellence framework shows the element of Data Skills and Use/Data in Teaching to be sustaining and growing from delivering. A scope of assessment has been established for K-2 and 3-6 for each semester. As a result, assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</p>

Purpose

Explicitly tied to effective leading, teaching and learning is the efficient use of data. To measure impact, make decisions for teaching, learning and wellbeing, we will learn to collect meaningful data, visualise, analyse and interpret it so that it becomes a decision-making tool embedded in day to day practice across the school.

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 Informed Practice

Resources allocated to this strategic direction

Summary of progress

In 2021 we established some key skills from strategic directions 1 and 2 to build the foundations for effective use of data in teaching and learning. Teachers have developed their use of learning progressions, interpreting check-in assessment data and planning from the strong interpretation of data.

Impact

What has been the impact of our enhanced strategies in data skills and use for students and staff?

- Teachers are beginning feel more confident to use data to inform differentiation in classrooms and are using these data in parent-teacher conversations.

What is our student voice telling us about the effectiveness of differentiation in classrooms?

- In 2022, eliciting evidence is a focus area where new skills in quick data collection and interpretation will be developed to allow student voice to guide the direction of teaching in classrooms.

What has been the impact on teacher understanding of data literacy?

- We are building the foundations for data literacy and engagement with instructional leaders.

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
The percentage of students attending 90% of the time shows an uplift of 1..5% from 2019, to meet the lower bound system target.	The number of students attending greater than 90% of the time or more has increased by 1..45% from 2019 but is still below the baseline by 4%.
The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data to evaluate student understanding of lesson content.	As this will be a priority for 2022, our self-assessment against the School Excellence framework shows the element of Data Skills and Use/Data Literacy to be delivering. Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.
A baseline where teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective. Teachers use student progress and achievement data to inform lesson	As this will be a priority for 2022, our self-assessment against the School Excellence framework shows the element of Effective Classroom Practice/Lesson Planning to be delivering. Teachers regularly review and revise lesson plans and sequences, ensuring that the content is based on the curriculum and the teaching practices are effective.

<p>planning.</p>	<p>Teachers regularly use student progress and achievement data to inform lesson planning.</p>
<p>A baseline of differentiation practice across the school for all students is established, including those with specific learning needs including EaLD, LaST and HPGE students.</p>	<p>Self-assessment against the School Excellence framework shows the element of Curriculum/Curriculum Provision to be Sustaining and Growing. The school monitors and reviews its curriculum provision to meet changing requirements of the students.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$32,345.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cronulla South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Funded students have access to 1:1 support from SLSO to provide support in risk mitigation and successful implementation of the IEP and IBP's</p> <p>After evaluation, the next steps to support our students with this funding will be: This will be continued in 2022 to allow ongoing support of funded students.</p>
<p>Socio-economic background</p> <p>\$10,766.50</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cronulla South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement numeracy initiative to support identified students with additional needs • professional development of staff in Mini and MaqLit to support student learning <p>The allocation of this funding has resulted in: Effective provision of a learning support program that utilises Macquarie University's MiniLit and MacqLit program that when coupled with the low-level disability fundings provided for support of students where disadvantage was identified. It additionally allowed enhancements to the numeracy initiative learning pool activities and online small group learning during the COVID-19, Term 2/3 period of learning from home.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this initiative in 2022 to support the school improvement plan initiatives.</p>
<p>Aboriginal background</p> <p>\$5,468.74</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cronulla South 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 student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$5,468.74</p>	<ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: The provision of Personalised Learning and support plans for all identified ATSI students, the incorporation of NAIDOC week and reconciliation week into learning programs. The support if ATSI students during the COVID19, Term 2/3 period of learning from home.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this initiative in 2022 to support the school improvement plan initiatives.</p>
<p>English language proficiency</p> <p>\$52,679.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cronulla South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in: The provision of EAL/D support, embedded in class and as withdrawal groups to support EAL/D learners as part of existing stage literacy and numeracy programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: This will be continued in 2022 to allow ongoing support for EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$111,942.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cronulla South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher (0.7) to work with individual students and in a case management role within the classroom/whole school setting. • targeted students are provided with an evidence-based intervention through the MiniLit and MaqLit programs to increase learning outcomes • employment of SLSO to improve the development of students by providing in-class support of learning that supplements integration funding

<p>Low level adjustment for disability</p> <p>\$111,942.00</p>	<p>for unfunded students requiring in-class and playground level support.</p> <p>The allocation of this funding has resulted in: The provision of a learning support teacher through 2021 (0.7) as targeted support as small group withdrawal focussing on Literacy support through Minilit and Maqlit</p> <p>After evaluation, the next steps to support our students with this funding will be: This will be continued in 2022 to allow ongoing support of students with high literacy needs.</p>
<p>Literacy and numeracy</p> <p>\$16,455.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cronulla South Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in the development of quality programs for stage-based learning into 2022. <p>The allocation of this funding has resulted in: Quality programs have been developed that have been taught in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued support of this initiative with doubled funds to finish developing programs and to evaluate and update other programs.</p>
<p>QTSS release</p> <p>\$51,462.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cronulla South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals are provided with additional release time to support classroom programs as instructional leaders in the numeracy initiative. • staffing release (assistant principals) to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: The time for school leaders to work with the classroom teaching staff in their classrooms, as part of the learning pool aimed at mathematics and to work with the strategic school support specialist staff on the numeracy initiative.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this initiative in 2022 to support the school improvement plan initiatives.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cronulla South Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release of assistant principals as instructional leaders to address literacy and numeracy learning needs and implement differentiated and personalised interventions for students - particularly as part of the numeracy initiative. <p>The allocation of this funding has resulted in: As with QTSS funding, this funding has provided the time for school leaders to work with the classroom teaching staff in their classrooms, as part of the learning pool aimed at mathematics and to work with the strategic school support specialist staff on the numeracy initiative.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this initiative in 2022 to support the school improvement plan initiatives.</p>
<p>COVID ILSP</p> <p>\$59,983.22</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a teacher (0.6) to deliver small group tuition out of class and online during the pandemic • providing intensive small group tuition for identified students who were affected by the 2020 covid pandemic • employing/releasing staff to coordinate the program and to assess its effectiveness against the literacy and numeracy progressions. <p>The allocation of this funding has resulted in: Small group learning provided support for students affected by poor engagement during the online portion of the COVID19 pandemic in 2020 to build numeracy and literacy skills..</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this initiative in 2022 to support students perceived to be affected by the 2021 Term 2/3 period of distance learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	177	166	151	151
Girls	156	135	109	112

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.1	96.1	92.1	95.9
1	96.1	93.3	94.5	93.6
2	94.5	94.9	89.3	95.5
3	92.5	94.7	93.6	94.6
4	94.4	93.9	92	93.6
5	94.2	91	91.6	93
6	95.4	93.4	89.3	93.6
All Years	94.6	93.8	91.7	94.3
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

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.42
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.82

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	337,854
Revenue	2,735,009
Appropriation	2,579,281
Sale of Goods and Services	4,661
Grants and contributions	150,577
Investment income	190
Other revenue	300
Expenses	-2,726,516
Employee related	-2,353,358
Operating expenses	-373,158
Surplus / deficit for the year	8,494
Closing Balance	346,348

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	33,152
Equity Total	180,856
Equity - Aboriginal	5,469
Equity - Socio-economic	10,767
Equity - Language	52,679
Equity - Disability	111,942
Base Total	2,100,075
Base - Per Capita	64,094
Base - Location	0
Base - Other	2,035,981
Other Total	156,632
Grand Total	2,470,715

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Student and parent surveys were conducted as part of the Tell Them from me Survey. The two parts of the student survey for 2021 are very different with strong improvements in most measures according to trends from previous years and most pleasing declines in the bully-victim measure. Additionally, there was a strong increase in high perseverance and increases in the proportions of students seeing positive in their learning environments. After the return from the long period of learning from home in 2022, there was a noticeable increase in anxiety among the children and this was also represented in the second half Tell them from Me data which saw decreases in a sense of belonging as well as positivity around behaviour, learning climate and expectations for success. Our own internal surveys of students showed that they did feel overall more negative after the period of learning from home and that in many cases students did not really understand the questions presented in the TTFM survey.

A considerable effort was made to have parents respond to the parent survey. Typically a small portion of the parent's population would respond which would be statistically insignificant. A larger body of parents have responded and this has resulted in big upward trends in most measures including a significant reduction in the number of parents recommending the school and an 18% reduction in those not recommended. The school now more consistently follows NSW norms in parents' satisfaction.

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.

Aboriginal Education - School statement

A small number of students who are identified Aboriginal and Torres Strait Islander were supported at Cronulla South Public School including a student in the school leadership team. Students engaged in meaningful duties acknowledging country and being provided with personalised learning plans which were consulted with parents for agreed goals. Where disadvantage was apparent, integration funding for SLSO time was supplemented to provide playground support and provision for students on excursions to maximise the positivity of their experience.

The Aboriginal flag flies in our playground every school day and NAIDOC week and Reconciliation weeks are strong components of our school calendars. Aboriginal history and culture are widely celebrated across the curriculum.

Anti-Racism Policy

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

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.