

2021 Annual Report

Cringila Public School



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Introduction

The Annual Report for 2021 is provided to the community of Cringila Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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School vision

At Cringila Public School we develop curious and resilient learners who are connected to culture and aspire to and strive for excellence. Our vision is for all students and staff to be leaders of learning, applying what they know with confidence and accepting challenges as they grow and become active global citizens.

We prepare students for success with a focus on wellbeing, academic growth and social and emotional intelligence. In our setting, every child is known, valued and cared for through strong connections with culture, families and the wider community.

School context

Cringila Public School is a small primary school with an enrolment of 140 students. Situated on Dharawal country, beside Lake Illawarra and the escarpment, we support a diverse, multicultural community. Currently, 85% of our student population has a language background other than English. The most commonly spoken languages are Arabic, Macedonian and Turkish and we are proud to be able to provide opportunities for all students to engage in learning these languages. Our school motto, 'A Caring and Cultural community', underpins all that we do.

Students who have English as an additional language or dialect (EAL/D) are supported through tailored individualised, evidenced-based and differentiated teaching.

We will maintain our strong focus of meeting the learning needs of all students as they move into a world of ever-changing technologies and opportunities. Learning will be made visible to all students and we aim to develop resilient, persistent, problem-solving critical thinkers, who are self-regulated learners. Fostering the skills that will serve students well as they progress through school and beyond is of high importance to the whole school community.

As an Early Action for Success school, the quality teaching of literacy and numeracy across all stages will continue to be a priority. Following the principles of the Spiral of Inquiry, we will take a reflective and inquisitive approach to ongoing improvement. Staff will develop their skills to engage with the inquiry process to evaluate, consider and then make enhancements to improve student learning and wellbeing outcomes. Collaboration is increasingly embedded in our daily practice and we work closely in stage and whole school teams to deliver for our students and families.

Our students will thrive in our positive, encouraging and supportive school environment and will be rewarded and acknowledged for following the school expectations of being safe, responsible and respectful. These expectations drive our wellbeing and behaviour strategies and there is a persistent focus on rewarding positive student behaviour.

The majority of our school's equity funding will be utilised to support initiatives developed in the 2021-2024 school improvement plan. As a well-resourced school, we will continue to enhance our flexible learning environments to improve student learning.

We are a community of learners, working diligently to teach the importance of learning dispositions, to enable students to succeed and thrive as life-long learners.

Our well-established partnerships with the Cringila Community Co-op and The Smith Family will provide further educational opportunities for our students. We look forward to developing a strong partnership with the Coomaditchie United Aboriginal Corporation and Juborsay - the Aboriginal Education Consultative Group (AECG).

Our STEM and Living Classroom programs as well as extra-curricular opportunities enable students to engage in a range of learning experiences. We are widely acknowledged for our permaculture garden and will continue to work closely with the Warrawong Community of Schools (CoS) to implement our Living Classroom initiatives.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In literacy and numeracy, we aim to maximise student learning outcomes by building teacher capacity to identify and respond to individual student learning needs.

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.

- Literacy
- Numeracy

Resources allocated to this strategic direction

English language proficiency: \$85,888.52

Refugee Student Support: \$5,255.00

QTSS release: \$24,441.72

Literacy and numeracy intervention: \$35,317.17

Low level adjustment for disability: \$83,888.52

Socio-economic background: \$83,258.80

Early Action for Success (EaFS): \$137,210.40

Professional learning: \$12,784.00

Summary of progress

Literacy

The 2021 focus was to improve teacher capacity to meet the needs of our English as an additional language or dialect (EAL/D) students, by embedding EAL/D pedagogy and practices when teaching English. An EAL/D strategic plan was developed in consultation with our EAL/D Education Leader and EAL/D teacher. This plan was based on staff and student need derived from observations, surveys and student data, and provided scaffolded directions for our school. This included professional learning to build staff capacity in using strategies to support EAL/D learners and an EAL/D specialist mentoring teachers as they designed the English units of work for their class. Teachers used their professional knowledge, the EAL/D Learning Progressions and EAL/D Framework to identify where students were on the progressions and how to effectively deliver the English program of learning with activities and adjustments that best met student English language learning needs. Next year in this initiative, we will consolidate and further develop the EAL/D focus when developing English units of work and extend this into the teaching of mathematics. An EAL/D tracking tool was established and utilised by teachers to monitor student progress through the EAL/D learning progressions.

Our Instructional Leader continued to improve teacher capacity in identifying student needs based on PLAN2 and other teacher collected data. A data wall was established and utilised to track and discuss the students results in Understanding texts: Comprehension. Data analysis conversations enabled teachers to plan explicit and targeted learning opportunities to meet the needs of their students.

Identified students were provided with targeted intervention designed around student learning goals.

Numeracy

The numeracy professional learning focus for 2021 was on improving teacher capacity around the effectiveness of implementing mathematical strategies through Starting Strong (K - 2) and Working With the Big Ideas in Number (3 - 6). Starting Strong focused on the foundational concepts of trusting the count and additive strategies giving structure to the teaching of these through observation of students' progress in understanding, assessed using specific observation for common misunderstanding tools. Working With the Big Ideas in Number looked at the overarching concepts of number and how to effectively plan all mathematics around these key concepts. Staff began to implement this new learning in their planning and classroom practice. This professional learning was delivered online with staff meetings to collaborate on the learning together. Next year in this initiative we will consolidate learning and bring theory to our practices.

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
<p>% Students Achieving Expected Growth NAPLAN Numeracy and Reading</p> <ul style="list-style-type: none"> • Maintain or improve the % of students achieving expected growth in NAPLAN Numeracy and Reading. 	<p>50% of students achieving at or above expected growth in reading: increase of 14%.</p> <p>61% of students achieving at or above expected growth in numeracy: increase of 30%.</p>
<p>% of Students in Top Two Bands NAPLAN Numeracy and Reading</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving in the top two bands in NAPLAN Numeracy by 3%. • Increase the percentage of students achieving in the top two bands in NAPLAN Reading by 3%. 	<p>21.05% of students in the top 2 bands in reading; increase of 2.3%.</p> <p>10.53% of students in the top two bands in numeracy; increase of 4.08%.</p>
<p>K-2 Reading data</p> <ul style="list-style-type: none"> • Increase % of students on track at the end of each year according to text reading level monitoring data. <p>3-6 Reading Data</p> <ul style="list-style-type: none"> • Increase % of students achieving attainment of Literacy Progressions sub element Understanding Text, Comprehension indicators appropriate to grade progression level, as compared to previous year. 	<p>K - 2 Reading data</p> <p>45% of K-2 students were on track at the end of each year according to text reading level monitoring data. This is a slight decrease from 2020 data.</p> <p>3-6 Reading data</p> <p>Beginning and end of year comparison data showed that students in Years 3, 5, and 6 all had above 75% of students achieving appropriate to grade progression level, for the sub-element Understanding Text, Comprehension.</p>



Strategic Direction 2: Curious, inspired and engaged learners

Purpose

Every student will be engaged and challenged in high quality learning experiences enabling them to be curious, resilient, persistent, life-long learners. This will be promoted and enhanced through strengthening the cognitive, emotional, social and physical wellbeing of students.

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.

- Physical, social and behavioural readiness
- Cognitive and emotional readiness

Resources allocated to this strategic direction

Socio-economic background: \$57,347.00

Per capita: \$20,550.00

Professional learning: \$2,200.00

Summary of progress

Physical, social and behavioural readiness

A consistent approach to supporting the wellbeing of students continued through the implementation of our Positive Behaviour for Learning (PBL) initiative. Our whole school PBL Matrix was updated to reflect current needs, including the learning dispositions and new play spaces. PBL signage is to be updated in 2022.

A Wellbeing teacher was employed and supported the implementation of the PLPs and PLaSPs. A strong focus on wellbeing was promoted throughout the whole school through explicit programming and PBL lessons. The students continued to consistently demonstrate our school expectations and were rewarded for demonstrating positive behaviour with praise and gotchas. To keep the consistency of our wellbeing strategies and PBL expectations, this focus continued through 'Learning from Home', with teachers providing individual support for students and parents through challenges including; completing work, accessing online learning and wellbeing concerns. PBL lessons and reward days also continued through home learning. A revised token system for the Gotcha Shop was implemented with additional reward prizes added. Teachers built strong and positive connections and relationships over the duration of home learning through Seesaw, phone calls and the Zoom platform.

Cognitive and emotional readiness

Whilst the Learning Dispositions were referred to and promoted by teachers in feedback and lessons, data indicated that a renewed focus on implementing the Learning Dispositions is required. This will include signage and the creation of a Learning Disposition video. Learning stamina, persistence and emotional support was identified by the teachers as a need when students returned from home learning. This was reflected in the TTFM data. The staff Learning Disposition professional learning and the parent Learning Disposition workshop were postponed until 2022 due to COVID-19.

Through the Spirals of Inquiry process teachers investigated and extensively researched provocations and student curiosity in learning. This motivated staff to change practice and as a result of this inquiry, teachers trialled implementing inquiry-based learning and provocations that stimulated student creativity and independent learning. The findings of this research and own practice was shared with the whole staff. This was embedded in teacher programs and led to higher engagement from students. Further investigation into the use of provocations and inquiry-based learning is to be further investigated in 2022 to be implemented in the future.

Flexible learning spaces both within and outside of the classroom were further developed to promote curiosity and engage students in their learning. These spaces will continue to be developed in 2022.

Staff implemented a student wellbeing checker to enable students to self-identify emotions and preparation for learning. This enabled the teachers to identify students who required additional emotional support or a regular check-in. Further professional learning for staff to support student self-regulation has been planned for 2022 including; MAPA, S.T.A.R.S. in Schools: supporting students from refugee backgrounds and Trauma Informed Practice. School policy will be updated

in 2022 to reflect the Inclusive, Engaging and Respectful Schools reform.

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
Attendance <ul style="list-style-type: none">Maintaining attendance growth beyond baseline data of 69.2% of students attending school 90% of the time.	The number of students attending greater than 90% of the time or more has increased by 6%. (From 74%-80%)
Wellbeing <ul style="list-style-type: none">Maintaining wellbeing target of 91% of students with positive wellbeing as evidenced by the Tell Them From Me (TTFM) survey.	Tell Them From Me data indicates 96.93% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Learning Dispositions <ul style="list-style-type: none">Tell Them From Me (TTFM) data reflects an increased percentage of students whose perseverance is high, are interested and motivated and who strive for 'High Skills, High Challenge'.	Tell Them From Me survey indicated an 18% decrease in students whose perseverance is high.
Positive Behaviour <ul style="list-style-type: none">Increase % of students demonstrating positive behaviours as evidenced on Sentral data.	Sentral data indicates an increase in percentage of students demonstrating positive behaviours whilst learning at school. This data does not include Sentral behaviour data whilst students were learning from home.

Strategic Direction 3: Leadership at all levels

Purpose

Community partnerships will be strengthened through the building of the leadership capacity of all stakeholders, informed by staff, students and community voice.

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.

- Leadership at all levels
- Strong community partnerships

Resources allocated to this strategic direction

Professional learning: \$1,260.00

Socio-economic background: \$9,544.75

Literacy and numeracy: \$3,212.05

Per capita: \$1,700.00

Summary of progress

Leadership at all levels

Teachers and students were provided with many leadership opportunities throughout 2021. Five teachers began the School Leadership Institute Framework (SLIF) program and completed all expected tasks and a number of staff attended Lake Leaders network meetings. Executive staff participated in the Wollongong Literacy Leaders (WLL) workshops and began to deliver professional learning to staff to improve quality teaching. Non-executive teaching staff were also given the opportunity to build their leadership skills as a Strategic Direction Team Leader for our 2021-2024 School Improvement Plan. Student leaders in the SRC held community events to raise money and the Garden Ambassador program enabled students to take care and ownership of our school grounds and land. During home learning, the school captains and leaders created inspirational videos for our school community's Facebook page to keep all students focused and motivated during learning from home.

In 2021, the PDP process has been embedded into the school as best practice. All staff and leaders utilised the Quality Teaching Framework and Australian Teaching Standards framework to reflect and report on the achievement of their own learning and leadership goals. The peer observations are utilised to gain constructive feedback to help achieve their goals and improve teaching practice. All staff are accredited at Proficient level with processes in place to support any teachers who would like to achieve higher levels of accreditation in the future.

An Indigenous Education team was formed and a staff survey for baseline data was completed. The change in delivery to Zoom allowed the opportunity for an increased number of teachers to attend these workshops, enabling teachers to develop their connections with the local Indigenous network. Due to home learning, the connections with Coomaditchie and the AECG have been unable to progress as we had hoped for.

Many activities planned for 2021 needed to be modified or put on hold due to COVID-19 restrictions and home learning.

Strong Community Partnerships

2021 started with a strong commitment to building on the progress from 2020 surrounding authentic community engagement at school events. Parent and community involvement was consistent at the start of the year, with family members attending parent-teacher interviews and meet the teacher events to discuss their child and their learning. Many parents attended school events such as Harmony Day and The Biggest Morning Tea and students were able to participate in the Easter Hat celebrations. School connections with Wollongong City Council began planning the Cringila Park Opening Ceremony and Bike Program at the beginning of the year, and Cringila Co-Op began working with the school.

Unfortunately, COVID-19 guidelines limited the opportunities for parents and community members to attend whole school events for the remainder of the year. Restrictions meant that some whole school events were held without parent involvement, held over zoom or postponed until further notice. Modified versions of our Year 5 School Leadership speeches, Presentation Day Assembly and Talent Show were able to be organised to be held over zoom. As a school, parent-teacher connections during home learning were strengthened through the use of Zoom, Seesaw, Google Classroom and phone calls with both the parents and teachers playing an active role in student learning. Communication

has become even more positive and this has been reflected in parent feedback.

Leading into 2022, a focus will be on reengaging the school community to assist with whole school planning and presence at school events, as well as strengthening our connections with outside agencies such as Wollongong City Council and Coomaditchie.

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
Staff Leadership Teacher leaders self-identify for participation in the School Leadership Identification Framework (SLIF) and have evidence of leadership goals within their Performance and Development Plans (PDPs).	Six teachers identified themselves as wanting to undergo the SLIF process, with 3 teachers continuing their leadership journey throughout the year. All 3 teachers who continued had strong evidence within their PDP of leadership goals and an achievable plan in place to develop their skills. COVID did impact the opportunities and professional learning that was available to meet these goals; however, all 3 teachers have developed their leadership capacity with 2 of these teachers being successful in gaining permanent AP positions starting in 2022. The annual PDP review has identified future directions for leadership opportunities for teachers in 2022.
Parent and Community Engagement Increased opportunities for parents and community members to engage in student learning.	2021 started strong with high parent and community involvement in school events. Unfortunately, COVID again limited opportunities for parents and community members to be continuously involved in student learning for the last half of the year. Zoom was utilised to engage parents with learning within the classroom, as was Seesaw and Google Classroom, to ensure connections with the community were maintained and strengthened during home learning.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,255.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in: the employment of a School Learning Support Officer (SLSO) to enable our refugee students to engage in high challenge learning opportunities with high support. Refugee students have been supported to achieve their learning goals and access all areas of the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to provide targeted support to our refugee students through the employment of an SLSO to enable them to access all aspects of the curriculum and achieve their individual learning goals. This support will be based on assessment data including EAL/D Learning progressions and PLAN2 data.</p>
<p>New Arrivals Program</p> <p>\$11,100.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Cringila 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: all NAP students progressed to the next phase of English learning proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$44,980.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cringila 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p>

<p>Integration funding support</p> <p>\$44,980.00</p>	<ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLaSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to support teachers to develop individual teaching and learning programs using appropriate resources eg; Augmentative and Alternative Communication (AAC) tools to cater for the needs of the eligible students. The use of integration funding will be adjusted throughout the year in response to student PLaSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$284,143.55</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cringila 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"> • Literacy • Numeracy • Strong community partnerships • Physical, social and behavioural readiness • Leadership at all levels • Cognitive and emotional readiness • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement initiatives and support identified students needs. Eg; Permaculture teacher, wellbeing teacher, Instructional Leader additional day, SLSOs • supplementation of extra-curricular activities • additional professional development of staff to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: 50% of students achieved at or above expected growth in reading and 61% of students achieved at or above expected growth in numeracy. Students were also able to enhance their leadership skills through the Living Classroom and STEM initiatives. There was a slight increase in the number of students attending 90% of the time from 78.6% to 80.44% with an overall attendance rate of 89.7%. This is a result of high engagement, conducive learning environments and students feeling supported.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to engage additional staff to support the wellbeing, leadership and learning opportunities for our students. Funding will also be utilised to ensure all students have access to additional learning opportunities.</p>
<p>Aboriginal background</p> <p>\$714.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cringila 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>Aboriginal background</p> <p>\$714.84</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 equity loading include:</p> <ul style="list-style-type: none"> • purchasing of resources to further increase staff and student knowledge of Aboriginal histories and culture. <p>The allocation of this funding has resulted in: staff and students' understanding of Aboriginal histories and cultures is enhanced through the purchasing of quality texts and resources.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further build the capacity of staff through professional learning opportunities to enable students to connect to the culture and develop a deeper understanding of Aboriginal culture.</p>
<p>English language proficiency</p> <p>\$85,888.52</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cringila 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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in: student progress showing growth on the EAL/D learning progressions, with EAL/D students demonstrating growth on the EAL/D Learning progressions. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. The EAL/D teacher attended the English unit collaborative planning days to guide teachers in how to integrate teaching strategies to support differentiation for our EAL/D learners. Staff engaged in professional learning to deepen their understanding of English language proficiency using the EAL/D learning progression, and a K-6 EAL/D Learning Progression tracking tool developed and implemented.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to build teacher confidence and their capacity to design integrated English units that reflect the needs of EAL/D learners. Staff will engage in an action research project through the 'Spiral of Inquiry' process to evaluate EAL/D effective school practices. Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning. The purchasing of culturally diverse texts will enable all students and staff to develop a better appreciation and understanding of cultural diversity. This will also enable EAL/D students to access texts in their first language, feel proud of their cultural identity and better engage with literature.</p>
<p>Low level adjustment for disability</p> <p>\$83,888.52</p>	<p>Low level adjustment for disability equity loading provides support for students at Cringila Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$83,888.52</p>	<p>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 • Literacy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$3,212.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cringila 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"> • Leadership at all levels <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • school leaders involvement in the Wollongong Literacy Leadership program to build the capacity of staff in the areas of literacy <p>The allocation of this funding has resulted in: the improved capacity of teachers to design and implement quality literacy programs at students' points of need, based on current research. Teachers now have the confidence and understanding to select appropriate rich texts to accompany the literacy programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to build the capacity of teachers to support their students in self assessment of both reading and writing.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.40</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Cringila Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation

<p>Early Action for Success (EAfS)</p> <p>\$137,210.40</p>	<p>The allocation of this funding has resulted in: improved teacher capacity in identifying student needs based on PLAN2 and other teacher collected data. Data analysis conversations have enabled teachers to plan explicit and targeted learning opportunities to meet the needs of their students.</p> <p>After evaluation, the next steps to support our students with this funding will be: extending the support of the Instructional Leader to support staff K-6 as the role morphs into the Assistant Principal Curriculum and Instruction. This support will target the explicit teaching and analysis of reading; with a strong focus on comprehension.</p>
<p>QTSS release</p> <p>\$24,441.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cringila 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"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice. Teachers use learning intentions, and success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to build the capacity of teachers to support the wellbeing of students.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cringila 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> <ul style="list-style-type: none"> • Literacy • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in: differentiated teaching through an ongoing formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</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</p>

\$112,099.78

the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- providing targeted, explicit instruction for student groups in literacy/numeracy

The allocation of this funding has resulted in:

the majority of the students in the program achieving significant progress toward their personal learning goals.

After evaluation, the next steps to support our students with this funding will be:

to continue the implementation of literacy and numeracy small group intervention using data sources to identify specific student needs. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	64	61	63	68
Girls	81	68	68	69

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.7	90.5	90.6	92.4
1	90.6	90	90.9	93
2	92.1	87.7	93.7	90.1
3	90.7	93.5	93.4	92.4
4	91.8	92.7	93.6	93.8
5	91.9	89	94.3	90.9
6	88.5	92.3	91.9	92.6
All Years	91.1	90.8	92.6	92.1
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)	2
Classroom Teacher(s)	5.87
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
Teacher ESL	0.2
School Administration and Support Staff	2.11
Other Positions	1.8

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	273,838
Revenue	2,602,867
Appropriation	2,566,893
Sale of Goods and Services	14,521
Grants and contributions	21,296
Investment income	156
Expenses	-2,716,021
Employee related	-2,280,097
Operating expenses	-435,923
Surplus / deficit for the year	-113,154
Closing Balance	160,685

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	50,235
Equity Total	454,635
Equity - Aboriginal	715
Equity - Socio-economic	284,144
Equity - Language	85,889
Equity - Disability	83,889
Base Total	1,242,922
Base - Per Capita	32,294
Base - Location	0
Base - Other	1,210,629
Other Total	628,167
Grand Total	2,375,960

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

In 2021, all members of the school community had the opportunity to provide constructive feedback on school practices and procedures through a variety of platforms.

Students' voice is highly valued with decision making and planning opportunities including surveys, interviews, Spiral of Inquiry research and having students attend teacher meetings, which have been utilised as platforms for students to share their opinions and ideas. Students are also represented through the Student Leadership Team which includes school leaders, sports leaders, SRC leaders, PBL leaders, STEM leaders and library monitors.

Student Voice and TTFM surveys indicate students feel they are known, valued and cared for. There was a very slight decrease in the Term 4 student TTFM data. This is not reflective of the previous three years' data. However, this will need to be an area of investigation. Not being at school during COVID may have contributed to this. Staff, through observation, feel that this is a result of losing the connectedness through COVID, especially in Year 6. Despite this, our results are still above the NSW Govt Norm in most areas. There was also a decrease in the percentage of students with high perseverance. Once again, this could reflect COVID. We will also need to have a renewed focus on the learning dispositions next year. Students indicated that there has improved in the implementation of explicit teaching practices and feedback from teachers. This is a result of the improved teacher capacity to use LISC in their teaching. Our strong and consistent focus on implementing PBL (even through COVID) has led to a continued decrease in negative behaviour as staff are more confident in managing negative behaviours and complex students. This reflects the student data on feeling safe whilst at school.

Students were asked to self-reflect on their home learning experiences. The results of this survey indicated:

- 65% of students regularly engaged in home learning.
- 62% of students regularly completed all their home learning.
- 81% of students regularly engaged in zoom lessons and were prepared for their lessons.
- 75% of students regularly uploaded evidence of their learning to Google Classroom or Seesaw.
- 84% of students feel they regularly put in their best learning during home learning.

The TTFM parent survey results are consistent with the school's parent survey and the oral feedback given by parents to the school. Parent connections are formed through phone calls, Seesaw and in person at the gate. These were further enhanced through COVID.

100% of parents would recommend our school to a family member, friend, or neighbour. Parents indicated the following reasons for this; supportive, helpful, and caring teachers, great learning programs including STEM and gardening, great communication, a multicultural diverse school, and a supportive environment. 92% of parents felt that the school met the learning needs of their child either extremely well or very well. Parents indicated the following reasons for this; student needs are catered for, and support is provided to students. 91% of parents felt that the school met the wellbeing needs of their child extremely well or very well. Parents indicated the following reasons for this; children are well supported and cared for in a happy, safe and friendly environment.

100% of parents felt either extremely or very well supported by the school during home learning. The forms of support that best assisted the parents included Zoom meetings; class, small group and individual, units of work, messages and communication from teachers, Seesaw and the videos explaining the learning. 70% of parents felt either extremely or very confident in supporting their child during home learning. No parent felt they were unable to support their child. Home learning gave parents the opportunity to see what learning now looks like for their children. Their discoveries included the importance of school for both academic learning and social skills, the work is harder and more of it than what they expected and how much their child loves attending school.

All teachers demonstrated a strong understanding and belief in the importance of professional learning as a way of strengthening and refining their teaching practice. All teachers agreed that they have adequate opportunities for professional learning. Staff value the professional learning opportunities in the school, collegial discussions, and collaborative planning days. Teacher confidence in supporting the learning needs of students in reading and mathematics is reflective of the professional learning that has been offered to teachers. There has been an increased opportunity for critical, creative and analytical thinking as evidenced in teacher programs in some KLAs including STEM, Maths, HSIE and PDHPE. 100% of staff felt confident in supporting the wellbeing needs of their students which reflects the consistent teacher understanding of our wellbeing policy. 93% of staff feel supported by the executive in general. Overall, staff feel that information is well communicated, and that the school executive team is available and approachable when required. Staff also indicated that the extension of the outdoor creative play space has increased the opportunity for students to be imaginative and creative in their play.

During learning from home, 86% of staff felt that they were well supported by the executive team. Staff found the following forms of support best suited their needs: daily zoom check-ins, wellbeing packs, access to resources, and access to executive support through phone calls and conversations. 100% of staff indicated they felt confident in teaching their students during home learning.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for 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.