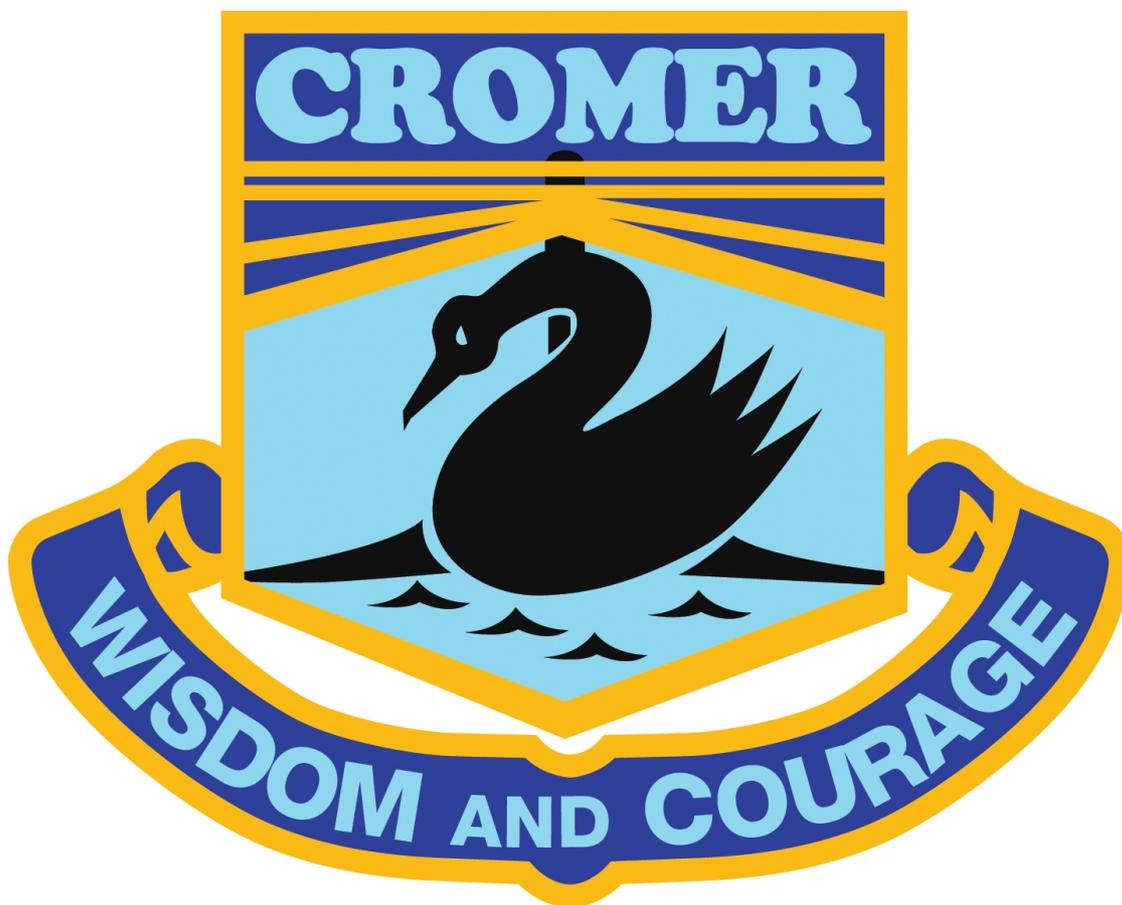


2021 Annual Report

Cromer Public School



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Introduction

The Annual Report for 2021 is provided to the community of Cromer 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

Despite the COVID-19 pandemic, we had a productive year where the school and community worked together to provide high quality learning environments for all students. Our staff and families worked hard to ensure a smooth transition from school to the Home Learning Phase and then settling our students back into normal school routines once the COVID-19 lock down time was over. The year presented with many challenges but despite this, the students, staff and Cromer Public School community have displayed courage and great resilience.

Our dedicated staff maintained high expectations for learning throughout the year. Their tireless work when adapting the curriculum to an online model and the ongoing support of student wellbeing ensured continuity of learning.

Thank you to all of our staff for going above and beyond to make Cromer Public School a great place to work and learn. Thank you also to all parents and carers for partnering with us in supporting your child in their learning. This includes the ongoing contributions of our P&C team who continuously seek ways to improve opportunities for our students.

I would like to acknowledge and thank the school community for working so closely together to successfully address the many challenges that arose during the pandemic.

I look forward to a year of enriched success and participation in 2022.

Julie Johnson

Principal

School vision

The Cromer Public School community believes that every student should be challenged to learn and continually improve in a respectful, inclusive, engaging and supportive environment. Our vision is for our school community to be partners in learning to maintain high expectations where every student is known, valued and cared for through high-level collaboration and effective teaching. This will enable all students to become confident, resilient, self-directed, engaged and successful lifelong learners.

School context

Cromer Public School is located on the Northern Beaches of Sydney and has an enrolment of 606 students, which includes a moderate intellectual support class. Students come from a wide range of socioeconomic backgrounds with 2% of students identifying as Aboriginal and 15% from an English as an Additional Language or Dialect (EAL/D) background. The school has a diverse teaching staff with a combination of experienced and early career teachers. Cromer Public School values its community and is focused on maintaining and building strong partnerships with staff, parents and students. The school actively engages with the community to develop the academic, social, emotional and physical needs of each student. There is a continuing focus to deliver quality teaching programs with an emphasis on literacy and numeracy outcomes. The school is part of a successful learning alliance with schools in our community. Extra-curricular opportunities in sport, technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

The school community, including students, staff and parents were consulted in the development of a thorough situational analysis and the strategic improvement plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning and every student is showing growth every year. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students including those identified as high potential and gifted.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. There is a need to further build teacher capabilities through collaborative practices.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. Departmental support staff will be utilised to build understanding in the area of numeracy and the instructional leaders will lead and support much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within the school.

Our work with individual students will be closely monitored through the use of internal and external data. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support.

Structures will be put in place to identify students who need intervention and those students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs and to embed evidence-informed teaching strategies for every student in every classroom.

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	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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to establish a shared understanding and belief that all students will achieve high standards and demonstrate growth in reading and numeracy. Our teachers will build collective responsibility for all student learning, improve data capability and refine explicit, research informed teaching practices that are responsive to the learning needs of individual 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.

- Data informed teaching and learning
- High Impact Teaching Practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$129,552.40

Literacy and numeracy intervention: \$47,090.00

Professional learning: \$18,500.00

QTSS release: \$118,250.00

Literacy and numeracy: \$26,000.00

English language proficiency: \$44,622.88

COVID ILSP: \$73,749.86

Socio-economic background: \$21,986.88

Summary of progress

Analysis

Our focus for 2021 was on the use of highly effective, evidence-based, explicit teaching practices and professional learning to improve student outcomes in reading. Analysis of K-2 Phonics and Phonemic Awareness data, along with Years 3-6 Check-in and NAPLAN data has helped the school determine the need to focus professional learning activities around the early years effective reading strategies. With a focus on high impact professional learning, teachers have been guided through professional dialogue unpacking highly effective teaching practices in reading, to assist with decoding text, reading fluency and comprehension teaching strategies drawn from the evidence-based research.

Supported by the executive, teachers were released off class in stage teams to interpret and analyse Literacy data. From this data analysis all teachers participated in a Spiral of Inquiry through stage based cooperative planning sessions identifying interventions and modifying teaching practice in reading.. Teachers identified a target area for additional and differentiated targeted explicit teaching and worked collaboratively to plan a five week teaching and learning cycle to improve student outcomes in the targeted area. Embedded within the Inquiry process and as a result of the analysis of internal and external stage data, teachers identified targeted students and their individual needs. Positive changes are evident in teaching and learning programs where some elements of effective reading instruction have been collaboratively planned and incorporated. Teacher collaboration and professional dialogue has increased teacher efficacy resulting in observable impacts on students ability to understand content, reflect on their learning and measure their progress towards a learning outcome.

Executive conducted regular conversations and planning sessions to identify what school data sources we have and updated the whole school data collection schedule. Data is now collected consistently across the school to strengthen our data skill analysis. By collecting and triangulating data we are ensuring that purposeful data is analysed and informs our practice. Based on our 2021 Tell Them From Me teacher survey data, the average score for 'data informs practice' improved from 7.8 to 8.1.

Changes in the timeline were made as a result of the COVID lockdown resulting in the school not completing all scheduled activities. Due to the prolonged periods of Learning from Home, the staff involved in 'Strong Start' and "Big Ideas" mathematics professional learning sessions could not meet to develop and implement the action research project. The sharing of this knowledge across the school and the implementation of the action research project has been moved to our 2022 goals. Covid restrictions and lockdowns over the last 2 years have limited the ability for teachers to transfer new learning and evaluate classroom practice. Adjustments had to be made during the Learning From Home period to continue to meet the needs of targeted students identified through the learning and wellbeing process. Small group and individual targeted intervention established lead by classroom and specialist teachers' enabled the school to continue to track and monitor student achievement.

Implications

To move towards achieving our progress measures a greater focus on the implementation of effective reading and numeracy instruction will become a priority and we will aim to monitor this through classroom observations of explicit teaching strategies. Teachers will continue with comprehensive and differentiated professional learning in the areas of reading, numeracy and explicit teaching. Teachers will use student data to plan and embed quality practices into their everyday teaching and adapt their teaching and learning programs to reflect this. Differentiated support in the form of coaching and mentoring, will be provided for teachers at their point of need by instructional leaders. Student learning outcomes will be tracked by collecting and analysing assessment data. We will work with staff to establish a process to enable quality feedback on the implementation of their teaching and learning programs and evidence of differentiation. This practice will be embedded within classroom and teaching and learning programs. Professional learning will focus on explicitly teaching reading and numeracy, as well as helping students to carefully evaluate their own learning and work to promote student achievement.

We will continue to expand and refine the inquiry process in reading and amend our numeracy process to reflect the Spiral of Inquiry. Formative assessment will be prioritised as a focus for staff professional learning with the aim of embedding these practices into the teaching and learning cycle through programming. There will also be increased emphasis on embedding and refining the ways we collect and analyse data on a regular basis to inform our explicit teaching practices and our support programs. To prepare for the mandatory implementation of the new K-2 English and Mathematics Syllabus documents in 2023, targeted professional learning for K-2 staff in both these syllabus documents is required. To further support the implementation of the English syllabus we need to purchase additional decodable readers and a mixture of predictive texts as well as provide additional PL for teachers around the effective use of these resources.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated target baseline of 56.5%.	<ul style="list-style-type: none"> Data indicates that 56% of students are achieving in the top 2 bands of NAPLAN reading showing minimal change from the system-negotiated target baseline data. Data indicates that 68.67% of Year 3 students are achieving in the top 2 bands of NAPLAN reading. Data indicates that 43.47% of Year 5 students are achieving in the top 2 bands of NAPLAN reading.
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated target baseline of 43.2%.	<ul style="list-style-type: none"> Data indicates that 44% of students are achieving in the top 2 bands of NAPLAN numeracy showing a slight increase of 0.8% Data indicates that 48.19% of Year 3 students are achieving in the top 2 bands of NAPLAN numeracy. Data indicates that 38.55% of Year 5 students are achieving in the top 2 bands of NAPLAN numeracy.
Increase the percentage of students achieving at or above expected growth in NAPLAN reading to be above the system-negotiated target baseline of 66.4%.	<ul style="list-style-type: none"> The proportion of Year 5 students achieving at or above expected growth in reading has decreased by 4%, indicating progress is yet to be seen towards the system-negotiated target baseline data. 50% of Year 5 boys achieved at or above expected growth in reading. 51% of Year 5 girls achieved at or above expected growth in reading.
Increase the percentage of students achieving at or above expected growth in NAPLAN numeracy to be above the system-negotiated target baseline of 66.4%	<ul style="list-style-type: none"> The proportion of Year 5 students achieving expected growth in numeracy has decreased by 3%, indicating progress is yet to be seen towards the system-negotiated target baseline data. 63% of Year 5 boys achieved at or above expected growth in numeracy. 54% of Year 5 girls achieved at or above expected growth in numeracy.
The school identifies growth targets for individual students, using internal progress and achievement data in reading.	<ul style="list-style-type: none"> The average score of 7.8 on a ten-point scale in the Tell Them From Me student survey, indicates that teachers set clear goals for student learning, establish expectations, check for understanding and provide explicit clear feedback. The average score of 7.7 on a ten point scale in the Tell Them From Me teacher survey indicates that teachers set challenging and visible student learning goals.

The school identifies growth targets for individual students, using internal progress and achievement data in reading.

- 80% of students report in the Tell Them From Me survey that they set challenging goals for themselves in their schoolwork and aim to do their best.
- Document analysis of learning programs indicate 100% of learning programs include evidence of adjustments made to accommodate individual student needs.
- Document analysis of Semester 1 student reports indicate 100% of students have individual reading goals.

Strategic Direction 2: Wellbeing and Engagement

Purpose

Our purpose is to ensure that all of our students are able to connect, succeed, thrive and learn. There will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement to support successful learning.

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.

- A Planned Approach to Wellbeing
- Individual Learning Needs

Resources allocated to this strategic direction

Professional learning: \$9,000.00

Literacy and numeracy: \$16,000.00

Integration funding support: \$50,667.00

Aboriginal background: \$5,000.00

Summary of progress

Analysis

Wellbeing focus areas throughout 2021 include Attendance, Learning & Support structures and processes, Aboriginal Education and Student/Staff wellbeing, particularly during the Covid lockdown and learning from home periods. Ongoing wellbeing check-ins were implemented across the school to support students and regular communication with parents and carers was maintained. Covid restrictions and lockdown over the last 2 years have limited the ability for the school to review whole school wellbeing processes and programs. Learning & Support systems and structures were consolidated and implemented across the school. Due to Covid and the learning from home period, the Learning & Support program was modified and adapted to be responsive and proactive in supporting students at home and those who remained at school. Students engaged in an adapted program to align with online learning. The Learning & Support team, along with classroom teachers, continued to support ATSI and IFS students to ensure high aspirations and expectations.

The Learning and Wellbeing team led the teachers in the implementation of the new HPGE syllabus. In stage teams teachers were collaborating and reflecting on the current document which was devised in 2019. Stage team discussions and reflections of the new policy allowed all teachers to become confident in applying the policy to their programming and identifying students that present as gifted or have High Potential, in all Key Learning Areas. A HPGE teacher survey indicated that 43.5% of teachers have started to implement some changes outlined in the policy, however 58.5% of teachers would like further development in the identification process and 66.7% in classroom strategies to meet the needs of these students in all the domains. HPGE will become the focus of professional learning, collaborative discussions and stage programming for differentiation moving forward. Student attendance has continued to improve with the number of students attending being greater than 90%, increasing to 84.1%. The school continues to refine attendance monitoring and processing systems with embedded school-wide attendance monitoring through learning and wellbeing, stage and executive meetings.

Implications

Due to Learning from Home, some of these programs were not able to run during Semester 2. However, we introduced many other initiatives to support students across K-6 to feel supported and connected throughout the difficult lockdown period. Next year in this initiative we will continue to build on to the Second Step Social and Emotional Program that we have implemented. We will have a focus on student voice and leadership opportunities for our students. In order to promote student voice we will add the student view to our Newsletters and events which will include teaching them valuable speaking and listening skills as well as learning about the media. We will continue to focus on the students' sense of strong belonging at the school, strong advocacy and high expectations of success.

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
Tell Them From Me Wellbeing data (advocacy, belonging, expectations) increases to be above the system-negotiated baseline of 90.1%.	<ul style="list-style-type: none"> • Tell Them From Me data shows a 2.5% increase in advocacy at school to be at the baseline trajectory of 90.1% ; expectations at school to be at 98% and sense of belonging to be at 79% for students Years 4-6. • Tell Them From Me data indicates 79% of students report a positive sense of belonging at school, an increase of 10% since 2019 and moving towards the system-negotiated target of 90.1%.
Increase the percentage of students attending greater than 90% of the time to be above the system-negotiated target baseline of 84.7%.	<ul style="list-style-type: none"> • The number of students attending 90% of the time or more has increased by 13.9% since 2020 to 84.1% and moving towards the system negotiated target baseline of 84.7%.

Strategic Direction 3: Partners in Learning

Purpose

Our purpose is to establish a collaborative and cohesive school community that promotes positive attitudes to learning and high expectations, develops shared understandings of how students learn, and builds on families' capacity to support learning at home.

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.

- Parent Engagement
- Collaborative Practice

Resources allocated to this strategic direction

Low level adjustment for disability: \$8,000.00

Professional learning: \$16,000.00

Beginning teacher support: \$14,845.00

Summary of progress

Analysis

2021 saw the school collaborate and strongly communicate with the school community to support student learning. There was certainly improvement in the level of written communication to the school's community from the school. Due to Covid-19 we were required to constantly update the community of matters relating to Covid-19 and school. The lockdown period also allowed parents greater access to their child's learning through online learning. Throughout the Learning from Home period there was regular communication to parents and carers to ensure engagement and wellbeing of students, and to up date information on Covid-19 restrictions and school operations. All staff were required to communicate with students and their families whilst Learning from Home on a weekly basis. This assisted the community in being well-informed and connected to the school. 58.8% of parents surveyed in Term 3 felt their child/children were connected to the school during the periods of Learning from Home, which showed an uplift of 7% from Term 1. Stile used by teachers as the online learning platform, the school app and emails from the Principal were used regularly to connect with parents who actively supported their child/children's learning. The downside to Covid-19 was the school's inability to invite parents onsite for professional learning opportunities involving the curriculum.

Implications

To move towards achieving our progress measure we need to continue with initiatives started in 2021, especially those that have a focus on engagement of parents, carers and the wider community. There will be an added focus on delivering curriculum based professional learning for parents. We will holding parent information sessions throughout 2022 that were originally planned for 2021. Written communication will continue to be relevant to community needs.

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
Effective partnerships in learning with Years 3-6 parents and students are developed through three way parent/teacher/ student conferences.	• 2021 Term 2 School Interview data indicates 222 Year 3-6 families participated in parent/teacher/student conferences.
Staff, students, parents are welcomed and engaged in the development of the vision, values and priorities of the school.	• Tell Them From Me Survey data indicates 51% of parents who took part in the survey have been engaged in school planning, and 29% in the development and/or review of school policies.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$50,667.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cromer 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"> • Individual Learning Needs <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 • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • inclusion for our high needs students • all behaviour contracts, risk management plans, behaviour plans, social stories and Tier 2 interventions were regularly updated and were responsive to student learning needs • all PLSPs were regularly updated with all eligible students demonstrating progress towards their personalised learning goals <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to provide additional in class support for some students to continue to meet their personal learning goals • the use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs
<p>Socio-economic background</p> <p>\$21,986.88</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cromer 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"> • High Impact Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • equitable access to specialist resources • funds were used to engage a Student Learning and Support Officer (SLSO) to work alongside teachers to provide targeted support for students requiring additional support and ensuring that all students had access to the curriculum with support in place to access their learning program. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • equitable access to the curriculum for identified students • students received personalised support within classrooms which led to improved student outcomes • teacher capacity being built to support students with additional learning, social and behavioural needs • increased student engagement in classrooms • increases in positive student behaviours across the school as evidenced in internal school data

<p>Socio-economic background</p> <p>\$21,986.88</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to employ an SLSO to support students in the classroom • to monitor, review and evaluate the impact of LaST support to build teacher capacity to meet student need
<p>Aboriginal background</p> <p>\$8,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cromer 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> <ul style="list-style-type: none"> • Individual Learning Needs • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support the development and implementation of Personalised Learning Plans • creation of school literacy resources to support the inclusion of First Nations Histories and Culture. • during home learning students K-6 participated in Environmental Education lessons where students fostered an appreciation for our local National parks and bushwalks, and there were many lessons around mindfulness and connecting to country. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Aboriginal students at Cromer PS have Personalised Learning Pathways that include academic, social and cultural goals which are done in collaboration with parents and students • students having access to Aboriginal and Torres Strait Islander reading resources to develop Aboriginal and Torres Strait Islander cultural awareness and knowledge of their histories • all assemblies are now inclusive and incorporate the Acknowledgement of Country <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to build on the PLP process to ensure First Nations students are meeting their educational, social and emotional goals through differentiated and personalised support • to engage all staff in PL - all teachers will participate in PL regarding the Aboriginal Education Policy next year • liaise with local AECG members to enrich current programs
<p>English language proficiency</p> <p>\$44,622.88</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cromer 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"> • High Impact Teaching Practice <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 • withdrawal lessons for small group (developing) and individual (emerging) support • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the provision of targeted EAL/D support to EAL/D students at all phases of English language learning from Kindergarten to Year 6. This facilitated their

<p>English language proficiency</p> <p>\$44,622.88</p>	<p>successful participation in learning and access to the academic curriculum</p> <ul style="list-style-type: none"> • identified Kindergarten EAL/D students were supported with small group tuition from the additional specialist staff <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue in class and withdrawal support for EAL/D learners provided by specialist EAL/D teachers • EAL/D teachers will continue to work with class teachers, collaboratively teaching and upskilling teachers in catering to the specific needs of EAL/D learners • ongoing use of funding to support EAL/D students in meeting stage outcomes
<p>Low level adjustment for disability</p> <p>\$137,552.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Cromer 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"> • Data informed teaching and learning • High Impact Teaching Practice • Parent Engagement <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 to work with individual students and in a case management role within the classroom/whole school setting • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention program (MiniLit, MultiLit & MacLit) to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • a LaST teacher being employed in 2021, 4 days a week. • the Learning and Support Teacher assessing student needs, working with classroom teachers to support students in class and withdrawal of students for specific targeted intervention for literacy • 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>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to monitor and evaluate the impact of the learning and wellbeing team in providing additional support for identified students through the PLP process and the employment of trained SLSOs • ongoing use of funding to support a full time teaching load of the LaST and employment of SLSOs
<p>Literacy and numeracy</p> <p>\$42,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cromer 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"> • Data informed teaching and learning • A Planned Approach to Wellbeing • Individual Learning Needs <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy</p> <p>\$42,000.00</p>	<ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy data entry and analysis • half day release for teachers to collaboratively develop literacy and numeracy goals with their students • employment of an additional Learning and Support intervention teacher 2 days a week <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage • the percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021 <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs
<p>QTSS release</p> <p>\$118,250.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cromer 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"> • Data informed teaching and learning • High Impact Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff in data analysis and the development of quality teaching practice in literacy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • improved staff confidence and teaching practice. • teachers use learning intentions, success criteria and have a strong focus on formative assessment • teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice in reading and numeracy. • learning sprints being run across all stages with a focus on literacy. • mentoring of new teachers to the profession • stage teams meeting to analyse reading and writing data, and moderate work samples using consistent teacher judgement <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to provide executive staff with additional time off class to lead improvement in an area where teachers need support, such as literacy or numeracy • implementation of structured lesson observations and learning walks to strengthen quality teaching practices • to continue to reflect on and refine the inquiry based professional learning model focused on reading and numeracy • to enable teachers to become more confident in the ability to analyse student performance data to inform practice
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cromer 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</p>

<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Data informed teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • Literacy intervention was implemented across K-6 and informed by student data • employment of SLSO support to provide intensive learning support to target specific students in the area of reading • small group literacy support sessions targeting reading and writing <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • students requiring reading support received greater access to teacher intervention on a weekly basis • the Learning and Support Teacher working closely with the class teachers, providing them with advice and practical teaching strategies to use in the classroom • the implementation of the researched and evidenced based MacqLit program which is a small group instruction program that targets Stage Two and Three students who require further explicit instruction in mastering literacy skills • the implementation of the researched and evidenced based MiniLit program which is an early literacy intervention program that incorporates phonemic awareness, phonics, fluency, vocabulary development and text comprehension <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • a planned model for school improvement in the area of phonemic awareness, phonics, fluency and comprehension • the implementation of evidence based literacy and numeracy strategies to support targeted intervention for students at the point of need, in line with identified targets outlined in the School Improvement Plan
<p>COVID ILSP</p> <p>\$73,749.86</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"> • High Impact Teaching Practice • 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 teacher to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups in reading and to monitor the progress of these student groups • providing targeted, explicit instruction for student groups in literacy - phonics and phonemic awareness for K-2 students and comprehension for Years 3-6 students • teacher has engaged in the PLAN2 online learning modules to support capacity in creating student groups, creating an area of focus and tracking student progress <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • students in Years 1 - 4 critical or at risk and in need of reading support were provided with additional explicit instruction & provided opportunities to

<p>COVID ILSP</p> <p>\$73,749.86</p>	<p>target specific skills that students have not acquired</p> <ul style="list-style-type: none"> • Year 1 students identified who needed additional support with phonemic awareness and phonics development being provided with small group intervention • the majority of the students in the program achieving progress towards their personal learning goals • identified students gaining confidence in their abilities in literacy as a result of targeted interventions <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to identify students whose learning was severely impacted by Covid, assess their needs and provide support (small group and/or individual) in the areas identified through the triangulation and analysis of internal and external literacy and numeracy data • to ensure ongoing Professional Learning to enable consistent delivery of effective practice and evaluate the impact on teaching and learning • to further train staff in data analysis to differentiate learning in reading and numeracy in small group and whole class tuition
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	357	341	329	300
Girls	324	298	304	293

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.6	95.3	88.6	95.3
1	95.9	94.6	93.1	94.6
2	96.2	95	94.7	93.1
3	95.2	95.6	93	93.9
4	94.5	94.3	92.1	94
5	93.4	94.8	92.2	94.1
6	93	92.5	93.4	93.8
All Years	94.8	94.6	92.5	94.1
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	29.17
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	5.06

*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	586,168
Revenue	6,353,988
Appropriation	6,114,672
Sale of Goods and Services	6,301
Grants and contributions	232,221
Investment income	795
Expenses	-6,079,372
Employee related	-5,575,540
Operating expenses	-503,832
Surplus / deficit for the year	274,616
Closing Balance	860,784

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	59,442
Equity Total	216,049
Equity - Aboriginal	11,552
Equity - Socio-economic	21,987
Equity - Language	44,623
Equity - Disability	137,887
Base Total	4,581,081
Base - Per Capita	156,681
Base - Location	0
Base - Other	4,424,399
Other Total	1,115,796
Grand Total	5,972,368

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

Cromer Public School recognises and values the importance of student, parent and teacher feedback as a major aspect to inform future planning for continuous improvement in our school. During 2021, Cromer Public School conducted the suite of Tell Them From Me (TTFM) surveys for parents, teachers and students to gather data about the school. Results are provided in percentages or a score out of 10 indicates strong disagreement, 10 indicates strong agreement, with 5 as neutral (neither agree nor disagree).

Students

Students (Years 4-6) were surveyed through the online Tell Them From Me (TTFM) survey regarding social and emotional wellbeing at school. The survey includes students' sense of belonging at school, the extent to which students value schooling and their psychological investment in learning.

227 students in Years 4 - 6 completed the TTFM Student survey, which was based on student engagement, their sense of belonging and learning.

Social-Emotional Outcomes

- 79% of students feel accepted and valued by their peers and by others at the school, while 94% of students have friends at school they can trust and who encourage them to make positive choices.
- 79% of students reported a positive sense of belonging. (NSW Govt Norm 81%)
- 94% of students reported positive relationships at school. (NSW Govt Norm 83%)
- 91% of students believe that they display positive behaviour at school, which is consistent with the school's SENTRAL data. (NSW Govt Norm 83%)

Drivers of Student Outcomes

- 8.6 - Students agreed school staff emphasise academic skills and hold high expectations for all students to succeed (NSW Govt Norm 8.7); while 8.3 felt that learning time is used effectively with important concepts taught well and evaluations support class objectives (NSW Govt Norm 8.2).
- 80% of students set challenging goals for themselves in their schoolwork and aim to do their best. (NSW Govt Norm 79%)
- 8.0 - Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. (NSW Govt Norm 7.7)
- 7.8 - students felt teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. (NSW Govt Norm 7.5)
- 85% of students stated that they know where to seek help if they are being bullied or see someone else being bullied. 11% of students feel that they have been victims of bullying, which remains well below the NSW Govt Norm of 36%.

Parents

Parents were surveyed through the online Tell Them From Me (TTFM) survey. The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. It includes separate measures, which were scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

51 respondents completed the Partners in Learning Parent Survey, which sought parents' perception of their children's experiences at home and school.

- 6.8 - Parents feel well informed about school activities, with 7.3 agreeing written information from the school is in clear, plain language. (NSW Govt Norm 7.4)
- 6.8 - Parents feel welcome when visiting the school. (NSW Govt Norm 8.7)
- 7.8 - Parents agree that their child feels safe at school with 6.1 stating that the school helps prevent bullying. (NSW Govt Norm 7.4)
- 8.4 - Parents agree that their child is clear about the rules for school behaviour and 6.6 feel that if there were concerns with their child's behaviour at school, teachers would inform them immediately.
- 94% of respondents identified Cromer Public School as their first choice of public school.

Teachers

The Focus on Learning Survey is a self-evaluation tool for teachers and schools. The survey includes separate measures, which were scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

21 respondents completed the Focus on Learning Teacher Survey, self-evaluation tool.

- 8.6 - Teachers use assessments to overcome obstacles for learning and to understand where students are having difficulty, with 8.1 discussing with students' ways of seeking help that will increase learning.
- 8.9 - Teachers agree that individual student progress is monitored with 8.3 using results from formal assessment tasks to inform lesson planning, with students very clear about what they are expected to learn.
- 9.0 - Teachers feel that students receive quality feedback that brings them closer to achieving their goals.
- 8.9 - Teachers agree that they set high expectations for student learning.
- 9.0 - Teachers state that when presenting a new concept, it is linked to previously mastered skills and knowledge.
- 8.2 - Teachers use individual learning plans to set goals for students with special learning needs, with 8.6 agreeing that students with special learning needs are included in class activities.
- 7.8 - Teachers agree that they work with school leaders to create a safe and orderly school environment.
- 7.0 - Teachers feel that parents are regularly informed about their child's progress

The findings from these surveys are used in conjunction with a range of evaluative tools to identify areas of achievement and determine future areas for development. The school determines future action for school planning and school improvement measures using the findings from these surveys. and internal surveys used by the school.

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.