

# 2022 Annual Report

## Cronulla Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Cronulla Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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Cronulla Public School  
18-24 Burraneer Bay Rd  
Cronulla, 2230  
<https://cronulla-p.schools.nsw.gov.au>  
[cronulla-p.school@det.nsw.edu.au](mailto:cronulla-p.school@det.nsw.edu.au)  
9523 5098



## School vision

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

## School context

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

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

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



## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

| Elements   | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Sustaining and Growing |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Delivering             |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Sustaining and Growing |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Sustaining and Growing |
| LEADING: Educational leadership                        | Sustaining and Growing |
| LEADING: School planning, implementation and reporting | Sustaining and Growing |
| LEADING: School resources                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Sustaining and Growing |

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Effective teaching practices in numeracy - Numeracy Project

### Resources allocated to this strategic direction

**Professional learning:** \$22,000.00

**AP Curriculum & Instruction:** \$120,456.00

**QTSS release:** \$62,000.00

**Low level adjustment for disability:** \$32,000.00

### Summary of progress

#### Numeracy Project

Numeracy continued to be a significant focus during 2022 and was supported by professional learning, collaborative planning, instructional leadership and the use of data to improve achievement.

Teachers identified their Professional Learning (PL) requirements to support them in providing high quality Mathematics learning experiences for students. As a result of staff surveys, teachers engaged with school-based PL around the Launch, Explore, Summarise Framework, differentiation (enabling and extending prompts) and supporting productive struggle in the classroom. Feedback from teachers indicated that the ongoing and sustained PL has assisted in increasing their confidence to provide high quality, evidence-based teaching practices in numeracy. Classroom observations have demonstrated that students and teachers are now extremely familiar with the structure of Mathematics sessions and teacher confidence in designing and delivering high quality, challenging and inclusive lessons has significantly improved.

Weekly curriculum meetings, facilitated by Instructional Leaders, continued to enhance collaboration, leading to high quality learning experiences and resources. Teachers collaboratively worked to ensure teaching and learning was targeted at point of need, included appropriate challenge and was differentiated through enabling and extending prompts. The programming scaffold was reviewed and refined to provide further guidance around the 'Launch, Explore, Summarise, Consolidate Framework. As part of the review, a learning experience dedicated to whole number was added to support students in developing their number sense and mental and written strategies. In addition, further work was done to ensure explicit teaching of concepts was occurring during Mathematics sessions and was centred around the idea of 'just in time' not 'just in case'. The Mathematics Scope and Sequence was also modified to ensure greater time was spent on each big idea, allowing for quality teaching and learning time to ensure deep knowledge and understanding. As a result of the modifications to planning and programming and the support from Instructional Leaders in designing quality learning experiences, Mathematics instruction across the school is consistent and aligned to best practice.

To support the delivery of rich and challenging tasks in the classroom, there was a focus around building student perseverance and resilience when engaging with learning. The Learning Pit was introduced across the school to remind students that when you learn something new, you may make a mistake and it may be difficult, but it doesn't mean you can't learn it. It just means you are in the learning pit and need to try again in a different way until you can get out of the learning pit. Learning Pit posters were designed and placed in all classrooms and are used by students and teachers to track and monitor where students are on their learning journey. In addition, 'purple perseverance super surfers' were introduced to acknowledge students who display resilience and perseverance with their learning. A weekly perseverance award has been designed and beginning in 2023, will be awarded on a weekly basis to a student from each grade who displays perseverance in their learning. The learning pit resources were positively received and a consistent language is beginning to be used across the school.

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

collaborative approach to quality teaching, curriculum planning, delivery and assessment has been achieved.

Following consultation with the school community, a Parent Resource Hub, focused on literacy and numeracy, was setup on the school website. The purpose of the hub was to provide quality and easy to use literacy and numeracy resources which provide guidance for parents around how they can help their child/ren develop essential skills and strategies. A parent survey indicated reading comprehension resources and maths games would provide the greatest support for parents. Teachers developed a suite of K-2 and 3-6 resources, both written and videos, for the Parent Resource Hub. Resources were initially used in large numbers, however, usage rates declined over the year. The resources remain available on the school website.

Moving forward, we will continue to embed the 'Launch, Explore, Summarise, Consolidate' framework into teaching. Quality number talks will be a whole school focus in 2023 with the aim of developing student number sense, place value, additive and multiplicative strategies. In addition, a focus around developing teacher knowledge and understanding of the new K-2 and 3-6 Mathematics Syllabus will also be a priority.

### Learning Support and Intervention Programs

Students continued to have the opportunity to engage with a variety of learning support, intervention and extension programs during 2022.

Aligned to the focus curriculum areas of Literacy and numeracy, students requiring support or extension, were identified as requiring additional support through internal and external data sources. If identified as requiring additional support, students were provided with small group intervention support in the form of MiniLit, MacqLit and numeracy interventions. EALD students were identified and supported within small group or individual programs and their progress monitored against the Literacy Learning Progressions and the EALD Progressions. For those students identified as requiring additional extension, they were offered opportunities through specific programs. In addition, identified Kindergarten students were offered support to develop their organisational, fine and gross motor skills through the school employed Occupational Therapist. As a result, targeted students were well supported to develop their skills and achieve their identified goals.

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

Learning support and intervention programs will continue to be a focus in the future.

### Progress towards achieving improvement measures

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

| Annual progress measure  | Progress towards achievement  |
|--|---|
| Increase the percentage of students achieving in the Top 2 Bands of NAPLAN Numeracy in Years 3-5 towards upper bound 51%. <b>Uplift required 3%.</b>   | Students achieving the top two bands in Numeracy has decreased and hasn't met the uplift of 3% in 2022. Our current measure in numeracy is 24.81%                                 |
| Increase the percentage of students achieving expected growth in NAPLAN Numeracy in Years 3-5 from 48% in 2021 towards lower bound system negotiated target 58.5%. <b>Uplift required 6%. No data on expected growth in 2022 as no NAPLAN in 2020.</b> | Expected growth in Numeracy data is unavailable due to absence of 2020 NAPLAN results.  |
| At least baseline 2021 + 5% of students in Year 2-6 demonstrate a 0.4 growth (calculated through effect size formula) when comparing year to year scale scores in the Progressive Achievement Test (PAT) in numeracy.                                  | With the Check-in assessment now available, we have moved towards using this data as opposed to PAT data. Baseline data in years 3-6 established using Check-in data in numeracy. |
| A whole school approach ensures the  | Evidence-based teaching methods and strategies are used in all  |

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| most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. | classrooms and learning experiences cater for individual student needs.   |
| Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices.  | All teaching and learning programs include evidence of review and refinement based on student and teacher feedback.     |
| At least baseline 2021 + 5% of targeted students showing growth towards identified internal and external targets.   | Targeted students showing growth towards identified internal and external targets increased by 12%                      |
| Increase the percentage of students achieving the Top 2 bands in NAPLAN Reading in Years 3-5 beyond the upper bound. <b>Uplift required 1.1%.</b>   | Students achieving the top two bands in Reading has increased by less than 1%. Our current measure in Reading is 52.63% |
| Increase the percentage of students achieving expected growth in NAPLAN Reading in Years 3-5 from 67.2% in 2021 towards upper bound system negotiated target 72.2%. <b>No data on expected growth in 2022 as no NAPLAN in 2020.</b>   | Expected growth in Reading data is unavailable due to absence of 2020 NAPLAN results.                                   |



## Strategic Direction 2: Data and Evidence Informed Practices

### Purpose

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

### Initiatives

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

- Data and Assessment

### Resources allocated to this strategic direction

**Professional learning:** \$10,500.00

**QTSS release:** \$30,000.00

### Summary of progress

Data collection practices continue to be refined to meet the need of teachers to gather and utilise literacy and numeracy achievement. Teachers use grade assessment spreadsheets to collect mathematics data in a central location.

Teaching programs include identified formative assessment opportunities. Templates to collect formative assessment data have been trialed, refined, and collated into a working document for teachers to use. Pre and post assessments in mathematics were evaluated to ascertain their quality and usefulness.

Teachers use several sources of data to respond to student's needs, assess the effectiveness of teaching programs and guide future planning.

Student learning goals were established, and students understand their goals and how to achieve them. Student growth targets in reading and writing, continue to be an area for future focus. Analysis of external data sources has identified the need for a focus on grammar. Professional learning and monitoring and evaluating programs and student achievement will be a priority in 2023.

### 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  |
|---|---|
| All teachers record student achievement data in PLAN2 around Number and Place Value.  | All teachers trialed internal data assessment spreadsheet to record student achievement.        |
| All students have individual learning goals in numeracy.  | All students had individual or groups learning goals in numeracy.                               |
| Increase the use of explicit teaching practices in numeracy, as identified by students and teachers, by at least baseline 2021 +2%. | The school has maintained the use of explicit teaching practices in numeracy from 2021 to 2022. |
| Teachers use data effectively to evaluate student understanding of lesson content.  | All teachers use data to effectively evaluate student understanding of lesson content.          |
| Teachers use reliable assessments to capture information about student learning.  | All teachers using increasing reliable assessments to capture student learning.                 |
| The school identifies growth targets for individual students, using internal  | The school continues to refine growth targets for grades using internal progress measures.      |



progress and achievement data.

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

### Purpose

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

### Initiatives

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

- Improving Student Engagement and increasing Student Voice

### Resources allocated to this strategic direction

**Integration funding support:** \$133,964.00

**Socio-economic background:** \$31,744.00

**Low level adjustment for disability:** \$35,128.00

**English language proficiency:** \$9,200.00

**Aboriginal background:** \$5,100.00

### Summary of progress

Wellbeing continued to be central to and underpin all student learning. An evidence-based and sustained focus on continuing to constantly improve student wellbeing is an ongoing focus for Cronulla Public School. This has been managed and supported in a systems based approach.

Staff engaged with specific and targeted professional learning including training on 'Trauma Informed Practice' and the Understanding Behaviour Professional Learning modules which supported the launch of the mandated Behaviour Policy updates. Termly Wellbeing updates were also scheduled to ensure all staff were familiar with and had knowledge of mandatory professional requirements and Learning support Team information.

All targeted and supported students had Individual Education Plans, Personalised Learning Plans or Aboriginal Education Plans which were developed in consultation between students, parents, classroom teachers and LST coordinator. As part of these plans, students had individual and student voice goals which were regularly monitored, assessed and updated. External provider programs supported and aligned with student SMART goals for identified students. Regular meetings around students' progress were held with parents to ensure students were meeting learning goals. Parents have open and regular communication by phone, email and scheduled meetings in regards to all student needs. Multi Disciplinary case meetings were held twice termly for identified students. Student attendance continued to be monitored through the Sentral data system and LST meetings. Stage representatives attended weekly Learning Support Team meetings to monitor and address student academic progress and social and emotional wellbeing.

The wellbeing of students and staff has continued to be a priority with a whole school focus on specific activities held in Wellbeing week which is timetabled event in the school calendar.

Positive Behaviour for Learning underpins the mandatory Behaviour Support and Management Plan procedures as required to address the 'Inclusive, Engaging and Respectful Schools' protocols. Using data to inform and improve practice is evident in all initiatives as is explicit teaching, to drive and improve student outcomes.

Moving forward we will now embed the Behaviour Support and Management Plan and ensure systems are aligned to the updated procedures. Staff will continue to be required to explicitly plan and program for targeted students.

### Progress towards achieving improvement measures

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

| Annual progress measure   | Progress towards achievement  |
|---|---|
| Increase the percentage of students attending school more than 90% to our | Overall attendance of 91% is above state and network average, however the system negotiated target is yet to be achieved with 68.3% of students |

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| lower bound system negotiated target 85.5%. <b>Uplift required 3%.</b>   | attending greater than 90% of the time which is above statistically similar and network schools.   |
| Increase the percentage of students with a positive sense of wellbeing from to lower bound system negotiated target of 88.6%. <b>Uplift required 2%.</b>         | An increase of 3% to 74% for students with a positive sense of wellbeing was noted however the system negotiated target is yet to be achieved. |
| All identified students have student voice referenced in individual learning needs with regular monitoring and reviews of the programs and assessment processes. | All personalised learning plans include evidence of student voice included in the SMART goals where appropriate.                               |
| Increase percentage of students are self-aware and can regulate their own emotions and behaviours.   | TTFM data indicated 91% of students with positive behaviour at school.   |
| All teachers implement Project Based Learning in their teaching program.   | Project Based Learning was held over until 2023.   |
| Increase student participation in sport from established baseline of 83% in 2020 to 86%. <b>Uplift required 3%.</b>  | Uplift of 3% was achieved for Student participation in sport .   |

| Funding sources  | Impact achieved this year   |
|--|---|
| <p>Integration funding support</p> <p>\$133,964.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Cronulla Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Student Engagement and increasing Student Voice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* In class support</li> <li>* playground support</li> <li>* small group intervention</li> <li>* one-on-one support</li> <li>* program implementation for tiers 1, 2 and 3 students</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to support students in a similar manner to ensure that they have equitable access to all learning and development opportunities.</p>   |
| <p>Socio-economic background</p> <p>\$31,744.00</p>    | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cronulla Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Student Engagement and increasing Student Voice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Trauma Informed Practice and the Understanding Behaviour PL to support student learning</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Intervention teachers teaching targeted programs focusing on areas of need for particular students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue providing support for our families to be engaged and successful in the educational, social and emotional outcomes of their children. There will be a continued focus on Aboriginal, EAL/D and low socio-economic families</p> |
| <p>Aboriginal background</p> <p>\$5,100.00</p>         | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cronulla Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Student Engagement and increasing Student Voice</li> </ul>   |

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| <p>Aboriginal background</p> <p>\$5,100.00</p>                | <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Staff collaboratively set measurable and attainable goals via the PLP process and utilised the SLSO to support students</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue to support the academic progress, cultural identification and connection and social and emotional wellbeing of Aboriginal student</p>  |
| <p>English language proficiency</p> <p>\$9,200.00</p>         | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cronulla Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving Student Engagement and increasing Student Voice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Allocated EAL/D teacher provided support to EAL/D students to improve their oral skills in English.</li> <li>- Increased student engagement verbally and written within class lessons.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- To continue to support the academic progress, cultural identification and connection and social and emotional wellbeing of EAL/D and LBOTE students evidenced by EAL/D progression mapping and tracking in line with school plan practices.</li> <li>- To maximise each and every EAL/D student's learning outcomes through targeted and fluid group interventions in the classroom and withdrawal groups.</li> </ul>   |
| <p>Low level adjustment for disability</p> <p>\$67,128.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Cronulla Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching practices in numeracy - Numeracy Project</li> <li>• Improving Student Engagement and increasing Student Voice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Genuine collaboration between parents and the school in supporting students with additional needs.</li> <li>- PL given to all staff and CTs released to create and update IEPs and Learning Adjustment Plans in line with school plan practices.</li> <li>- Collaboration with specialist behaviour support staff to implement strategies to support student success and happiness at school as well as supporting staff wellbeing, capability, and confidence.</li> <li>- Targeted SLSO support to assist the academic growth, social and emotional wellbeing of identified students within the classroom and</li> </ul> |

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| <p>Low level adjustment for disability</p> <p>\$67,128.00</p> | <p>playground.</p> <ul style="list-style-type: none"> <li>- Evidenced-based intervention for targeted students in Kindergarten for speech and language support</li> <li>- Allocated intervention teachers providing in class and withdrawal support for students achieving below expectation.</li> <li>- Assessment tracking and analysis of student learning needs, with intervention and targeted teaching both in class and in withdrawn small groups.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- To continue to maximise the support available to students in mainstream classes who have a disability or additional learning and support needs.</li> <li>- To ensure effective and regular monitoring of students learning is continuous and individualised.</li> <li>- To implement appropriate and relevant curriculum provisions ensuring every student's learning needs are being addressed and met.</li> <li>- To use current and valid assessment data to evidence learning achieved and inform future directions.</li> </ul>  |
| <p>Professional learning</p> <p>\$32,500.00</p>               | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cronulla Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching practices in numeracy - Numeracy Project</li> <li>• Data and Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Release for professional learning and lesson observations</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Numeracy team has improved knowledge in best practice mathematics teaching and learning resulting in engaging lessons and a coordinated sequence of learning.</li> <li>* Accumulation of teaching resources and research material to support teachers engaging in research and resulting in improved understanding of mathematics concepts for students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Implementation of the professional learning to support student engagement.</p> |
| <p>QTSS release</p> <p>\$92,000.00</p>                        | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cronulla Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching practices in numeracy - Numeracy Project</li> <li>• Data and Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• Implementation of Curriculum Leader - Assistant Principal</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Improved teacher practice and collaboration across and within stage teams, resulting in consistent teacher practices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Improved data skills and assessment practices.</p>   |
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|--|--|
| <p>COVID ILSP</p> <p>\$89,000.00</p>                       | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition using the Maq and Minilit programs.</li> <li>• providing intensive small group tuition for identified students in literacy</li> <li>• employing staff to provide online tuition to student groups in literacy/numeracy</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Targeted students in ILSP groups are more confident in general class activities</li> <li>- Resources are used by SLSOs to support in class programs and activities</li> <li>- Teaching staff are more confident using data to support their teaching /learning programs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue ILSP groups in 2023. Following relevant assessment in Year 1 - 6 at the beginning of 2022, identified students will receive targeted intervention to maximise their learning.</p> |
| <p>AP Curriculum &amp; Instruction</p> <p>\$120,456.00</p> | <p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching practices in numeracy - Numeracy Project</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leader supports teachers to implement new pedagogies and instructional approaches</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Improved teacher practice and collaboration across and within stage teams, resulting in consistent teacher practices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Improved data skills and assessment practices.</p>   |



## Student information

### Student enrolment profile

|          | Enrolments |      |      |      |
|----------|------------|------|------|------|
| Students | 2019       | 2020 | 2021 | 2022 |
| Boys     | 232        | 239  | 247  | 242  |
| Girls    | 206        | 231  | 233  | 237  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 93.3 | 95.1 | 95.3 | 90.8 |
| 1         | 94.5 | 94.7 | 94.5 | 89.5 |
| 2         | 93.6 | 95.4 | 93.1 | 87.8 |
| 3         | 91.5 | 95.1 | 94.4 | 87.3 |
| 4         | 93.3 | 94.4 | 93.8 | 87.8 |
| 5         | 92.2 | 95.0 | 93.2 | 85.4 |
| 6         | 91.6 | 94.9 | 93.6 | 86.2 |
| All Years | 92.9 | 95.0 | 94.0 | 87.8 |
| State DoE |      |      |      |      |
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 93.1 | 92.4 | 92.8 | 87.9 |
| 1         | 92.7 | 91.7 | 92.7 | 87.4 |
| 2         | 93.0 | 92.0 | 92.6 | 87.8 |
| 3         | 93.0 | 92.1 | 92.7 | 87.6 |
| 4         | 92.9 | 92.0 | 92.5 | 87.4 |
| 5         | 92.8 | 92.0 | 92.1 | 87.2 |
| 6         | 92.1 | 91.8 | 91.5 | 86.3 |
| All Years | 92.8 | 92.0 | 92.4 | 87.4 |

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

| Position                                | FTE*  |
|---|-------|
| Principal(s)                            | 1     |
| Assistant Principal(s)                  | 4.8   |
| Classroom Teacher(s)                    | 18.51 |
| Learning and Support Teacher(s)         | 0.6   |
| Teacher Librarian                       | 1     |
| School Administration and Support Staff | 4.23  |

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

| Staff type     | Benchmark <sup>1</sup> | 2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.00%                  | 4.10%   |
| Teachers       | 3.00%                  | 3.30%   |

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

|                                       | 2022 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 700,986                 |
| <b>Revenue</b>                        | 4,724,457               |
| Appropriation                         | 4,424,519               |
| Sale of Goods and Services            | 1,962                   |
| Grants and contributions              | 288,852                 |
| Investment income                     | 8,725                   |
| Other revenue                         | 400                     |
| <b>Expenses</b>                       | -4,722,093              |
| Employee related                      | -4,243,537              |
| Operating expenses                    | -478,556                |
| <b>Surplus / deficit for the year</b> | 2,364                   |
| <b>Closing Balance</b>                | 703,350                 |

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

## Financial summary - Equity loadings

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

|                         | 2022 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 133,964                           |
| <b>Equity Total</b>     | 151,388                           |
| Equity - Aboriginal     | 6,345                             |
| Equity - Socio-economic | 31,744                            |
| Equity - Language       | 9,218                             |
| Equity - Disability     | 104,081                           |
| <b>Base Total</b>       | 3,595,457                         |
| Base - Per Capita       | 122,590                           |
| Base - Location         | 0                                 |
| Base - Other            | 3,472,867                         |
| <b>Other Total</b>      | 334,167                           |
| <b>Grand Total</b>      | 4,214,976                         |

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Students

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

- 81% of students in this school had a high sense of belonging
- 91% of students had positive behaviour at school
- 80% of students are interested and motivated in their learning
- 78% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice
- 89% of students try hard to succeed in their learning

## Parents

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

- 80% of parents felt they were welcome at Cronulla Public School.
- 79% of parents felt well informed about their child's progress.
- 74% of parents have talked with the teacher more than 2 times in the year.
- 70% of parents believe teachers show an interest in my child's learning
- 86% of parents said that Cronulla Public School is a safe school.
- 79% of parents feel that Cronulla Public School supports positive behaviour
- 74% of parents believe that the school is inclusive of all students.

## Staff

- Staff provided ongoing feedback and reflection from varied professional learning and collaboration opportunities.
- Staff indicated from surveys that they set learning goals with students and can see their students making progress.
- All staff gave feedback to students from assessment tasks and appreciated the time to develop personalised learning plans.





# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.