

2022 Annual Report

Cronulla South Public School



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Introduction

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

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

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Message from the principal

The 2022 school year was the first in two years, with no learning periods from home. Starting with significant restrictions, the easing of these restrictions gradually saw an increase in parent participation in events around the school and allowed excursions and sports to continue. However, there were considerable disruptions in student learning caused by a large amount of student and staff absences as a result of restrictions due to COVID-19. Attendance rates were very low for students and staff in terms 1 and 2, which resulted in considerable volatility across the school in initiatives. Simultaneously, leadership changes due to leave being taken created an expertise gap in instructional leadership areas, slowing the pace and reducing staff efficacy in some key initiative areas.

The school employed a permanent AP, Mr Chris Jarman, in Term 4, and he will continue his work in the Learning and Wellbeing Area in 2023. Additionally, the provision of a 0.6 position for Assistant Principal Curriculum and Instruction was filled by Mrs Hayley Newton. She will commence her role in Term 3, 2023, when she returns from maternity leave.

The school introduced a full review of uniforms. It developed a new uniform concept in 2022 in tandem with the P&C. This concept is a modernisation of the uniform focusing on quality, comfort and gender equity of access. Following consultation with the P&C and community, the new uniform was approved, and a tender for its provision was completed. The uniform will be rolled out over the next two years, with the old uniform items being valid for the coming two years. School reports were also reviewed and evaluated to develop a streamlined version that was clearer and to the point in other key learning areas. Attendance procedures were strengthened, and a parent portal was provided to allow parents to access attendance data for their children, acquit against any absences, and apply for planned leave. Both of these projects strengthened the approach of the whole community by being involved in developing better products and services for its community.

Student wellbeing continued to be an area for development in the school with the introduction of the student lighthouse team. This is a missing piece of the Leader In Me program and an identifiable part of the journey towards student leadership. Additionally, a focus group on students' wellbeing will be the precursor to developing the new School Behaviour Management Plan to be developed in 2023.

This report tells the story of significant student learning investments, teacher learning, and progress in several areas. The ripples of the pandemic continue to disrupt our student outcomes and mean that, in some areas, there are considerable shortfalls in targets. We continue to work hard in these areas, such as attendance, which has improved procedures to help improve the data.

In 2023, we hope that leadership changes will settle and the new AP C&I role works in its non-supervisory capacity to help develop stability across the teaching and learning in the school. The new curriculum is expected to create difficulties in the school. At the same time, it is perceived as a catalyst for change in which the newer pedagogies introduced in these past two years will thrive.

School vision

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

School context

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	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	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	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Numeracy Initiative 2021-2022

Resources allocated to this strategic direction

QTSS release: \$49,990.64

Literacy and numeracy intervention: \$22,984.20

Literacy and numeracy: \$16,445.00

Socio-economic background: \$11,103.35

English language proficiency: \$28,921.16

Integration funding support: \$53,276.00

Low level adjustment for disability: \$109,884.11

Aboriginal background: \$6,504.91

New Arrivals Program: \$17,047.00

Professional learning: \$10,528.00

Summary of progress

In 2022 the school continued to prioritise targeted instructional leadership and educational leadership to deliver high-impact professional learning in evidence-based numeracy strategies. The quality of these initiatives can be seen in Tell Them From Me with teacher feedback, where teachers reported an improvement in Learning Culture and Teaching Strategies and the use of Explicit Teaching Strategies in the classroom. The What Works Best Data also shows strong agreement in the regular occurrence of high expectations in practice and explicit teaching strategies.

An enabler for the success of these programs was strategic school support at the end of 2021 and the beginning of 2022, combined with additional high impact professional learning provided by the K-2 and the 3-6 Assistant Principals. A barrier was significant changes in teaching staff and within the leadership team, with some key staff taking leave. Additionally, continued staff and student absences due to COVID-19 restrictions and the spread of the disease and associated symptoms compounded the problem. From a trust model perspective, this added complications and slowed the advance of these initiatives into teaching practice.

Impact?

Are our students growing and attaining literacy and numeracy?

- Effect sizes calculated for a full term of PAT data for 2022 show that all grades between years 3 and 6 showed effect sizes greater than 0.4, equating to a full year of learning growth. Individual students were observed to grow by different amounts relative to the grade effect size, which allowed for a better understanding of student needs.
- Check-in data for Year 4 and Year 6 shows higher growth relative to the NSW and SSSG norms for literacy and numeracy between Term 2 and Term 4.

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

- Instructional leadership through 4 Assistant Principal days continued from 2021 and
- Three Rivers for Learning in 2022 targeted aspiring leaders and worked on developing a new model for professional development based on professional learning communities and quality teacher rounds.
- Quality teacher rounds were trialled for one group of four teachers to develop a leadership base for commencing whole school quality teacher rounds into 2023.

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

- The instructional leadership approach has paved the way for the AP C&I model moving into 2023 and provided some minor evidence of growth in leadership support from teacher perspectives.

In 2023 we will continue the instructional leadership approach through the 0.6 AP C&I position, who will work non-supervisory across classrooms to support teachers in the strategic priorities.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Top Two Bands</p> <p>To increase or maintain the percentage of students achieving in the top 2 bands NAPLAN numeracy from 2019 to at or above our lower bound target. Uplift equals 3.3%.</p>	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 34.29% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in effect sizes from internal ACER PAT data showing growth of greater than 1 years growth for years 3 and 5.
<p>The proportion of Year 5 students achieving expected growth for numeracy continues from 2019, towards the lower bound system negotiated target. Uplift equals 4.3%.</p> <p><i>There will be no expected growth in NAPLAN 2022 due to missing 2020 data.</i></p>	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022, with no comparison data from the 2020 cancellation of NAPLAN. • However, What Works Best (WWB) data indicates strong growth in teacher skills for using number talks and launch, explore, summarise complemented by enhanced eliciting evidence approaches from SD2.
<p>The school moves to Sustaining and Growing in the <i>Curriculum element</i> of the School Excellence Framework by continuing the development of programs that incorporate learning intentions and success criteria and lay the groundwork for high potential and gifted education work for better differentiation.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school is performing at delivering in the element of curriculum - differentiation.
<p>To increase or maintain the percentage of students in 2019 Reading to beyond our upper bound target.</p>	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 58.57% of students in the top two skill bands for reading, indicating the school exceeded the system negotiated lower bound target towards the upper bound target.
<p>The proportion of Year 5 students achieving expected growth for reading continues the uplift trend of 2.1% from 2019 required to meet the lower bound system negotiated target in 2023.</p> <p><i>There will be no expected growth in NAPLAN 2022 due to missing 2020 data.</i></p>	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<p>Teachers feedback supports improved student learning as defined by reviews with students of their learning to meet Sustaining and Growing for the <i>Feedback theme of Effective Classroom Practice</i>, and by including a trial of Quality Teacher Rounds where collaborative observations of classroom teaching practice occur to meet Sustaining and Growing in the <i>Collaborative Practice themes of the Learning and Development element</i>.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice - Feedback. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development - collaborative practice.

<p>Student progress is monitored consistently and the data is used by teachers and the groundwork of how to share this with the community to celebrate success is established.</p>	<ul style="list-style-type: none"> • New data practices involving internal department assessment, including the year 1 phonics screener, check-in data and school-based measures such as ACER PAT is being collected in line with the processes enhanced in SD3 and discussion in PLCs are establishing how to share this effectively with the community.
<p>To develop a consistent model for teachers to measure individual learning goals/stage benchmarks based on PAT effect sizes so that equity gaps are closing from the 2021 baseline.</p>	<ul style="list-style-type: none"> • Processes have been developed to measure individual learning goals from PAT data, and the effect sizes for year groups are now showing a year's effective growth for students in reading and numeracy.

Strategic Direction 2: Assessment capable teachers and learners

Purpose

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

Initiatives

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

- Assessment Initiative

Resources allocated to this strategic direction

Professional learning: \$6,000.00

Summary of progress

In 2022 the school consolidated the use of learning intentions and success criteria and built the capacity of teachers to elicit evidence using hinge questions and exit tickets. The quality of these initiatives can be seen in teacher programs, survey data from What Works Best and from Tell Them From Me data. An enabler for the success of these programs was a commitment to build assessment directly into school programs, reduce the steps between programming, teaching, assessment and reporting, and introduce better classroom differentiation. A barrier was reduced student attendance, staff absences, and the demands on leadership caused by switching roles throughout the year.

The impact

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

Teachers are more aware of where their students are with their learning and use this to better differentiate in their classrooms.

Students' progress between classrooms is better understood, allowing for learning support intervention.

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

ACER PAT, IFsR, SpellIT (Gap analysis), writing rubrics, Check-In assessments, Phonics Screener, and Literacy Pro (Lexile) are all used in different contexts

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

Assessment data is discussed in meetings with Assistant Principal (IL) and in department meetings, and where gaps are missing, they are filled.

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

Tell Them From Me data shows increased perseverance, stable advocacy, expectations for success, explicit teaching practices and feedback, and an increased positive learning climate. Students did not like the no-hands-up approach to questioning.

In 2023 we will be in Term 2 to 4 using a PLC-based approach to professional learning to develop assessment strategies further, consolidate understanding of learning intentions and success criteria and integrate these practices with the new curriculum introduced for K-2 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
The effective eliciting of evidence starts to become an embedded feature of	Observation by APs and monitoring of programs indicate that 80% of staff utilise learning intentions and success criteria in their lessons to establish

<p>classroom practice to allow teachers to adapt their practice and meet the learning needs of students. The reliability of diagnostic and programmed summative assessment is improved.</p>	<p>learning goals for all students and that there is confusion between learning intentions and success criteria. Staff are still monitoring achievement against these criteria in school-based assessments, which are then used for reporting.</p>
<p>To create the environment for uplift of 0.7 from 3.7 towards a staff rating of 5 for the, What Works Best (CESE, 2020) area of assessment.</p>	<p>Staff surveys show a reduction of 0.2 from the What Works Best Survey baseline created as part of the situational analysis. This is below the expected growth of 0.3 from the baseline, which is also less than in 2021.</p>
<p>Teachers share learning intentions and success criteria with students through sustainable feedback mechanisms and use these when discussing with parents in interviews and utilised in reports.</p>	<p>Observation of teachers and monitoring of their programs shows that teachers show learning intentions and success criteria to students at the beginning of lessons and continue to use these in assessment and reporting. These areas are shared through parent-teacher interviews as areas of strength or development. As part of eliciting data for professional development, success criteria are used as the basis for starter, hinge and exit questions that are used to determine where students are with their learning.</p>

Purpose

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

Initiatives

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

- Data Informed Practice

Resources allocated to this strategic direction

Professional learning: \$2,000.00

Summary of progress

In 2022 the school increased its knowledge of bias in assessment, improved its analysis of data skills and developed improved attendance strategies based on attendance data. The quality of these initiatives can be seen in the improved What works best survey results and Tell Them From Me Data for data-informed practice. An enabler for the success of these programs was targeted professional development and combining assessment and data strategic directions. To allow teachers to work in real scenarios with students' data such as ACER PAT, Check In Data and NAPLAN.

A barrier was the pandemic's imposed health restrictions that significantly affected student attendance and created a higher number of staff absences and the burden on leadership as they were moved away from the role of developing staff.

The impact

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

TTFM data for teachers show an increase in confidence in data-informed practice

Attendance procedural changes involved all staff and the community, leading to a much-improved response to student absences from parents and follow-up from staff.

Teachers identified an understanding of the use of bias in data to identify how past experiences with students and perceived high expectations for students can lead to the inaccurate collection of data and reporting and how normative assessment data can be used to validate the school-based assessment.

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

Tell Them From Me Data shows a 4% gain in perseverance at the cost of medium and low perseverance, and the sense of belonging is higher by 6%

- What are parents and teachers telling us about the developments in school attendance procedures?

Focus group data tells us that parents find using the parent portal easier and allow them to follow up on their children's attendance more quickly, as they can do this directly from their phones. They can view their children's attendance data directly in the portal.

Teachers have become more in tune with their children's attendance patterns due to the improved parent reporting of absences, leading to a better understanding of learning and wellbeing needs.

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

Teachers more actively collect assessment data from their teaching using collaborative spreadsheets and techniques such as heat mapping better to understand student areas of strength and areas for development.

Teachers use data from various normative sources more often and therefore see the need for collecting the data through a quality assessment environment to reduce bias.

In 2023 we will continue to consolidate the use of data and build in questions to weed out bias in the data and improve its

accuracy. We will also increase the time with shoulder-to-shoulder AP C&I time to look at the assessment data collected and determine what it means for the students in their classes.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The percentage of students attending 90% of the time shows an uplift of 3.0% from 2019, to meet the lower bound system target.	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has decreased by 35.4%.
The leadership team comprehensively analyses student progress and achievement data to develop insights into student learning and discusses results with the whole staff individually and in PLCs. All teachers contribute to gathering and analysing data.	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing/ in the element of Data Skills and Use - data literacy.
Teachers are skilled at explicit teaching techniques such as questioning and the use of formative assessment to identify students' learning needs through eliciting evidence and use a range of explicit strategies to explain and break down knowledge.	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice - explicit teaching. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment - formative assessment.
Teachers identify students in their classes to differentiate curriculum delivery to meet the needs of students at different levels of achievement to meet the challenge level.	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective Curriculum - differentiation.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$53,276.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cronulla South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • consultation with external providers for the implementation of specific behaviour and learning support strategies • employment of staff to provide additional support for students who have high-level learning and behavioural needs <p>The allocation of this funding has resulted in the following impact: Funded students have access to targeted support for part of their day from an SLSO to provide support in risk mitigation and successful implementation of the Individual Education Plans, Individual Behaviour Plans and Health Care Plans.</p> <p>After evaluation, the next steps to support our students will be: This will be continued in 2023 to allow ongoing targeted support of funded students to meet their learning, behavioural and social/emotional needs.</p>
<p>New Arrivals Program</p> <p>\$17,047.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Cronulla South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: New arrivals students have been accelerated in their oral English language skills where they can participate more fully in daily lessons and have conversational English abilities to make friends and develop their social wellbeing.</p> <p>After evaluation, the next steps to support our students will be: To develop cognitive and academic language proficiency (CALP) for EAL/D learners with targeted EAL/D learning support programs utilising EAL/D funding.</p>
<p>Socio-economic background</p> <p>\$11,103.35</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cronulla South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$11,103.35</p>	<p>include:</p> <ul style="list-style-type: none"> • professional development of staff in the MiniLit and MacqLit programs to develop and base to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: As the staff with expertise departed the school, it enabled additional staff to come in and take up this important area, together with the COVID ILSP, for some areas of deficit in students learning in Literacy and Numeracy. It also allowed students to participate in excursions and offset some of the great equity issues accentuating the rising cost of living.</p> <p>After evaluation, the next steps to support our students will be: To continue this initiative in 2023 to support the school improvement plan initiatives.</p>
<p>Aboriginal background</p> <p>\$6,504.91</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cronulla South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The provision of Personalised Learning Pathways (PLPs) for all identified Aboriginal and Torres Strait Islander students, the incorporation of NAIDOC week and reconciliation week into learning programs. The development of the awareness of Aboriginal Culture through the inclusion of an incursion targeting all students and the consultation with the Aboriginal Education Office on developing a yarning circle. This has supported the numeracy initiative by providing an additional environmental area for number talks and starting points for small groups of launch explore summarise. Through the development of personalised learning pathways, the initiative has opened up the discussions of numeracy goals for some students and allowed for discussion with parents.</p> <p>After evaluation, the next steps to support our students will be: To continue this initiative in 2023 to support the school improvement plan initiatives and to professionally develop staff in PLPs for all Aboriginal and Torres Strait Islander students.</p>
<p>English language proficiency</p> <p>\$28,921.16</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cronulla South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the delivery of targeted

<p>English language proficiency</p> <p>\$28,921.16</p>	<p>initiatives, including New Arrivals Program funds</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: The provision of EAL/D support, embedded in class and as withdrawal groups to support EAL/D learners as part of existing school literacy and numeracy programs. New Arrivals Funds have provided one on one and small group support for students to rapidly develop oral language skills for engaging in learning and social interaction.</p> <p>After evaluation, the next steps to support our students will be: This will be continued in 2023 to allow ongoing support for EAL/D students</p>
<p>Low level adjustment for disability</p> <p>\$109,884.11</p>	<p>Low level adjustment for disability equity loading provides support for students at Cronulla South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a Learning and Support Teacher (0.7) to work with individual students and in a case management role within the classroom/whole school setting. • employment of SLSO time to improve the development of students by providing in-class support of learning that supplements integration funding for unfunded students requiring in-class and playground-level support. <p>The allocation of this funding has resulted in the following impact: The provision of a learning support teacher through 2021 (0.7) as targeted support as small group withdrawal focusing on literacy support through Minilit and Macqlit programs, as well as targeted numeracy support through in-class support and small group withdrawal.</p> <p>After evaluation, the next steps to support our students will be: This will be continued in 2023 to allow ongoing support of students with high literacy and numeracy needs.</p>
<p>Professional learning</p> <p>\$18,528.00</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 South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 • Assessment Initiative • Data Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Involvement in the 3 Rivers for Learning Professional Development to develop a new professional development model for the school • HPGE Network Professional Development to build a capacity for HPGE across the school • Quality Teacher Rounds Conference to build capacity to lead QTR across the school.

Professional learning \$18,528.00	<p>The allocation of this funding has resulted in the following impact: The development of a new PL model for the school in 2023 built on Professional Learning Communities, Quality Teacher Rounds and the incorporation into the data and assessment initiatives at the school.</p> <p>After evaluation, the next steps to support our students will be: To implement the new Professional Learning Model in 2023 and use it to build a culture of trust and a shared vision to drive pedagogical change directed at all students.</p>
Literacy and numeracy \$16,445.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cronulla South Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in the development of quality programs for stage-based learning into 2023 <p>The allocation of this funding has resulted in the following impact: Quality programs have been developed that have been taught in 2022. Additionally, through an increased application of data-informed practice, the explicit use of learning intentions and success criteria, classroom observations and shared feedback and programming, teachers have become more aware of where students are with their learning and what they need to do to differentiate that learning in their classrooms better.</p> <p>After evaluation, the next steps to support our students will be: Continued support of this initiative with doubled funds to finish developing programs and to evaluate and update other programs in 2023 as the new curriculum comes in.</p>
QTSS release \$49,990.64	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cronulla South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals are provided with additional release time to support classroom programs as instructional leaders in the numeracy initiative. • staffing release (assistant principals) to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The time for school leaders to work with the classroom teaching staff in their classrooms to develop further the learning pool initiative from 2021 and to better embed the strategies introduced by the strategic school support specialist staff team in late 2021 and early 2022.</p> <p>After evaluation, the next steps to support our students will be: To phase this initiative into the new AP C&I position for 2023 and to develop Quality Teacher Rounds as a whole school initiative in 2023.</p>
Literacy and numeracy intervention \$22,984.20	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cronulla South Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy Initiative 2021-2022 <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release of assistant principals as instructional leaders to address literacy and numeracy learning needs and implement differentiated and personalised interventions for students - particularly as part of the numeracy initiative. <p>The allocation of this funding has resulted in the following impact: As with QTSS funding, this funding has provided the time for school leaders to work with the classroom teaching staff in their classrooms as part of the numeracy initiative.</p> <p>After evaluation, the next steps to support our students will be: To continue this initiative in 2023 as part of the AP Curriculum and Instruction initiative and to introduce whole-school Quality Teacher Rounds in 2023.</p>
<p>COVID ILSP</p> <p>\$47,986.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of a teacher (0.4) to deliver small group tuition out of class • providing intensive small-group tuition for identified students who were affected by the 2021 COVID pandemic • employing/releasing staff to coordinate the program and assess its effectiveness against literacy and numeracy progressions. <p>The allocation of this funding has resulted in the following impact: This has built numeracy and literacy skills, supporting students whose engagement during distance learning was affected by the COVID-19 pandemic in 2020/21. Results from PLAN2 show groups progressed in specific learning goals, which was also expressed in their PAT results which showed better effect size growth than in 2021.</p> <p>After evaluation, the next steps to support our students will be: To continue this initiative in 2023 to support students utilising a remote support model.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	166	151	151	143
Girls	135	109	112	108

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.1	92.1	95.9	88.7
1	93.3	94.5	93.6	89.2
2	94.9	89.3	95.5	87.0
3	94.7	93.6	94.6	90.1
4	93.9	92.0	93.6	86.6
5	91.0	91.6	93.0	84.3
6	93.4	89.3	93.6	83.7
All Years	93.8	91.7	94.3	87.2
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.4
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.82

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	188,751
Revenue	3,048,946
Appropriation	2,689,620
Sale of Goods and Services	3,636
Grants and contributions	353,878
Investment income	1,612
Other revenue	200
Expenses	-2,961,860
Employee related	-2,464,513
Operating expenses	-497,347
Surplus / deficit for the year	87,086
Closing Balance	275,837

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.

	2022 SBAR Adjustments (\$)
Targeted Total	53,276
Equity Total	156,414
Equity - Aboriginal	6,505
Equity - Socio-economic	11,103
Equity - Language	28,921
Equity - Disability	109,884
Base Total	2,144,210
Base - Per Capita	66,455
Base - Location	0
Base - Other	2,077,755
Other Total	158,746
Grand Total	2,512,645

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Student, teacher and parent surveys were conducted as part of the Tell Them From Me Survey in late 2022. The student survey was completed in Term 4 of 2022 due to the number of students not in attendance in Terms 1. In a difficult year where the ripples of the pandemic and the socio-emotional effects of illness, being at home for prolonged periods as well as hardships caused by pressures on family budgets, students reported stable advocacy for school, expectations for success and reported a higher sense of belonging and a higher positive school culture. Bullying was an issue that the school addressed strongly, and a 3% reduction in reporting bullying as a victim is very encouraging. Students also reported that parents and teachers were the two trusted individuals who they would tell in situations where they felt bullied. This understanding and trust model has been explored jointly by parents and the school in a well-being focus group.

The teacher survey was not conducted in 2021. The 2022 survey coincided with some significant changes in the teaching staff at the school, with several teachers leaving for maternity leave or simply relocating. Additionally, it was the final year of the hybrid instructional leader AP model with two APs off class for two additional days, supported by RAM funding. The results of this were not encouraging, with leadership continuing to receive a low rating of 6.6 which is 0.5 lower than the NSW norms. The main areas of deficit relate to feedback on teaching and observation of practice. Indeed, this is despite APs spending more time working with teachers and teachers previously reporting that they did not enjoy being observed. The balance appears hard to achieve, though the non-supervisory AP Curriculum and Instruction role commencing in 2023 is viewed as a positive step in providing inbuilt support and feedback. Furthermore, introducing whole school QTR should allow for the non-confrontational observation that is positive and useful to teachers. There were additionally many positive outcomes. Teachers reported a rise in a learning culture, using data to inform practice, knowledge of teaching strategies and overcoming obstacles to learning. Technology was an interesting one with an overall poor score of 6 in contrast to the improved array of tools available to teachers to provide feedback to students on their learning and multitudes of creative ICT available to challenge students with ICT. This will be an area we will look for some feedback on in 2023.

The parent survey was publicised widely once again in 2022, though, despite this, the response was 60% of the respondents in the previous year and less than 20% of all parents at the school. Parents frequently complain the survey is too long and convoluted, and with no information on the completion rate of the surveys, it is hard to understand how effective it has been. We do know that 45 respondents constitute a low proportion of our community. Consequently, the results should be taken as probably biased towards those who wanted to use this as an opportunity to complain. All measures were down relative to 2021, which was most discouraging for a school that has worked hard to serve its community. Even parents feeling informed was down, despite copious communication being sent, parents being now advised of attendance interactively and being saturated with news via Facebook, SchoolZine newsletters and SchoolZine and SchoolBytes emails.

While mandatory, the leadership team believes the TTFM survey is less effective. In 2023, we intend to offer smaller surveys to our community to target specific needs.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

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

The Aboriginal flag flies in our playground every school day, and NAIDOC week and Reconciliation weeks are strong components of our school calendars. In 2022, an incursion from an AECG-recognised provider was used and enjoyed greatly by students. Aboriginal history and culture are widely celebrated across the curriculum.

Anti-Racism Policy

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

Multicultural Education Policy

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