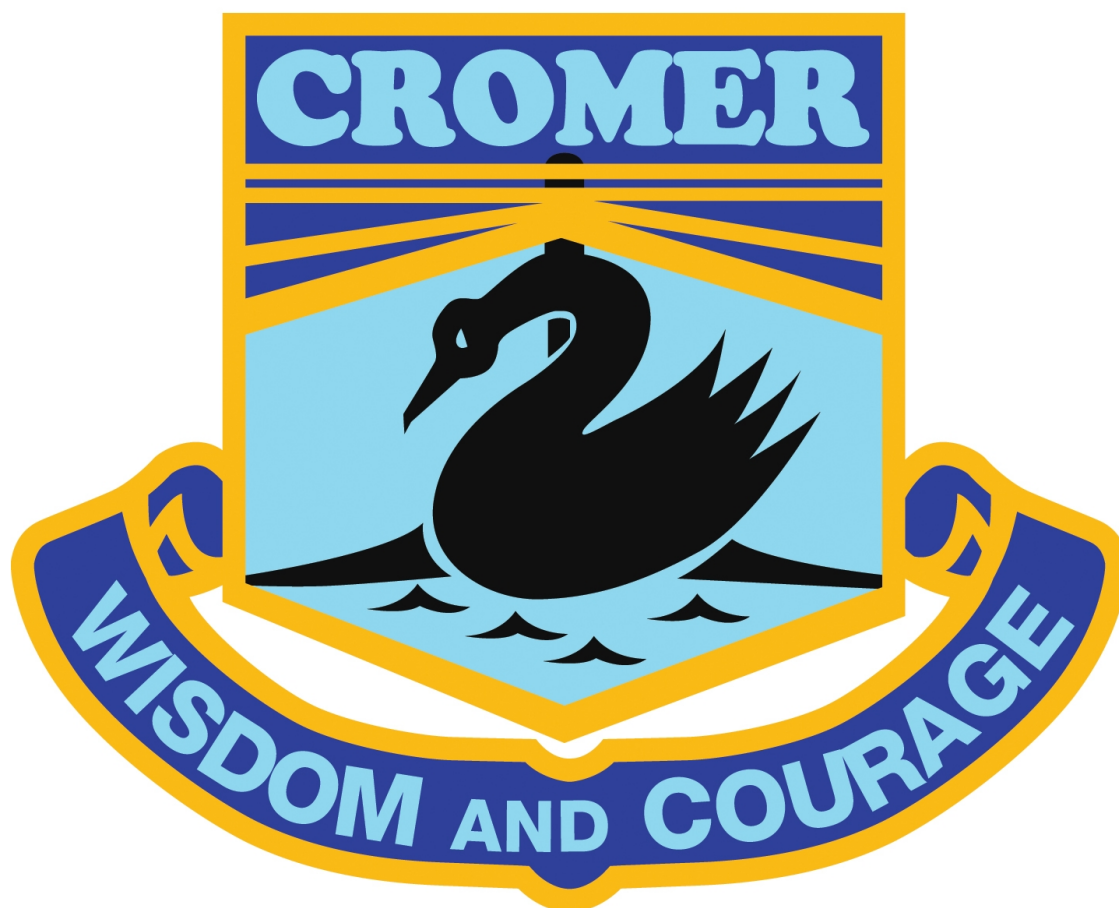


2022 Annual Report

Cromer Public School



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Introduction

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

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

School contact details

Cromer Public School
Carcoola Rd
Cromer, 2099
<https://cromer-p.schools.nsw.gov.au>
cromer-p.school@det.nsw.edu.au
9971 0499

Message from the principal

The Annual Report celebrates the achievements of Cromer Public School in 2022. We had a productive year where the school and community worked together to provide a high quality learning environment for all students.

Cromer Public School celebrated its 60th Birthday in August 2022. The school marked the birthday year with its students finding out about the history of their school and the things that make the school unique and special. What a huge day of celebrations it was. There was great excitement as the school's hall turned into a Museum of artefacts from the 60s, 70s, 80s, 90s and 2000s. Classes spent time looking at the exhibits from across the decades of the school (from 1962 to the present) highlighting events and items of interest for each decade. These items included school books, stories, letters, photos, P&C minutes, press clippings as well as other objects of interest. In addition to a section showcasing each decade were the displays of aspects of school life that have changed over the years including desks, uniforms, sporting equipment and technology. The school came together for a rather wonderful school assembly and a day of celebrations. The students and staff dressed up in the 60s theme and visitors spent time reminiscing and looking at exhibits in the birthday museum, and school photos and memorabilia and touring the school with student guides. Students interviewed past students learning about the history of the school and also hearing the anecdotes about what education was like back then.

In 2022 there was a continued strong focus on differentiated literacy and student welfare. The school used the government (RAM) funding to meet the needs of all our students. We employed additional teachers to support literacy and wellbeing, and School Learning and Support Officers to work alongside teachers in the classroom. We completed training in the High Potential Gifted Education policy, as well as the differentiation tool. Teachers were also supported in making adjustments for students, self-regulation and social emotional wellbeing.

Our Creative and Performing Arts programs provided students with many activities that build student engagement and demonstrate the creative strength of our school. Over three hundred students were engaged in the outstanding creative and performing arts programs that are offered at Cromer Public School. Students also joined sporting teams, ready for a year playing the sports they love. The school participated for the first time in two years (due to the impact of COVID) in annual carnivals and competitions, and our PDHPE team developed programs for students that explored issues of health, safety and wellbeing and developed skills and confidence through challenging and enjoyable movement experiences.

The school undertook the External Validation process on 16 June 2021. The process allowed staff to discuss judgements about our practice against the School Excellence Framework and provide evidence to a panel of peers (Principal, School Leadership and another school principal). The evidence supported practices, programs and school priorities in the areas of English, Mathematics, Use of Data to Inform Practice, Wellbeing and Quality Teachers and Leaders. As part of the self-assessment process the school identified the need to build on current practices for collecting evidence to indicate impact and drive continuous improvement. The school also identified the need to allocate 'pause points' to reflect on the school's implementation of the Strategic Improvement Plan and to inform changes to drive the school's continuous improvement.

Through our annual self-assessment involving all school stakeholders, the following highlights in our achievements were identified:

- Routines were established in the Executive Team meetings for scheduled, systematic review of activities and resources that lead to the achievement of annual progress measures. Executive team members participated in planned and regular meetings to analyse performance and inform the next steps in planning.
- All K-6 staff were involved in significant evidence based professional learning in literacy, data, explicit teaching and feedback.
- A strong school culture continued to develop visible learning with a growth mindset through formative assessment including learning intentions, success criteria, feedback and students reflecting on their learning. This was underpinned by regular meetings to track student performance through the use of 5 weekly data conversations to consistently modify and adapt teaching programs to meet all students' needs based on data.
- Underpinned by research, all teaching staff engaged in professional learning to better understand the importance of evidence-based practices in reading, differentiated teaching and learning, consistent teacher judgement, assessment and reporting. This learning was consolidated and supported by executive team leaders and school-based mentors.
- All teaching staff engaged with Learning Sprints, a collaborative and innovative professional learning framework to enhance student improvement.
- All teaching staff were involved in the ongoing collection, analysis of evidence and the impact of programs throughout the year, against the elements in the School Excellence Framework.
- Collaborative practices that assist all teachers in improving teaching and learning programs, assessment practices and feedback processes were built into the school's professional learning, and Stage and Executive meeting schedules.

I would like to thank our P&C Executive and volunteers for their ongoing support throughout 2022. In particular, on behalf of the school, I would like to thank Jillian Heinrich for her outstanding service to the school community over five years as President and Vice President of the P&C and for working tirelessly in helping to provide the best opportunities for our students. The P&C have continued to work in partnership with the school to provide resources which enhance teaching and learning. The P&C have continued to support our canteen, uniform shop and the band and strings programs. We are very fortunate to have such a wonderful P&C who provide resources to enhance learning opportunities for all our students. We look forward to working with our parents again in 2023.

I am honoured to lead such an outstanding school. Our school executive, teaching, administration and support teams all work tirelessly for our students. I thank our students, dedicated teachers, support and administrative staff, families and the wider community for their continued support throughout 2022.

The school will continue to set targets for improvement and teachers, students and parents will work in partnership to achieve these goals.

We look forward to 2023 where we will continue to support our students to be healthy, happy, engaged and successful learners at school.

I certify that the information in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Julie Johnson

Principal

School vision

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

School context

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

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

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data informed teaching and learning
- High Impact Teaching Practice

Resources allocated to this strategic direction

Professional learning: \$37,728.00

Literacy and numeracy: \$42,546.00

QTSS release: \$116,528.95

Beginning teacher support: \$32,285.00

Socio-economic background: \$20,875.94

English language proficiency: \$5,000.46

Summary of progress

At the end of 2021, the executive team took part in a situational analysis which reflected on the school's contextualised understanding of the current reading practices and student outcomes across the school. This led to the school's focus for 2022 continuing to be on data informed teaching and learning, and high impact teaching practices to improve the learning outcomes for all students in reading. Focusing on the triangulation of data and high impact professional learning, teams were guided through planning days to unpack internal and external data. Professional dialogue on current data utilising SCOUT and internal school data was triangulated to support the learning needs of students and the future directions of explicit teaching practices in reading.

Within Initiative 1, Data Informed Teaching and Learning, effective strategies and processes for data analysis and reflection have been used. Collection and analysis of student performance data have been undertaken at various stages across the year according to the school's updated assessment and data collection schedule. Whole school professional learning about growing an assessment culture has helped staff evaluate current practices and has seen teachers reflect on their use of formative assessments to monitor progress and set learning goals.

Ongoing assessment and data entry from Term 1-Term 4 has been conducted by all staff K-6 every 5 weeks and analysed in stage and executive teams. In addition, designated planning days within each stage have been used to analyse literacy data to inform future planning of targeted areas of need, and help to inform a narrowed school focus within the area of reading across each stage. Access and close analysis of external assessment data, such as NAPLAN, Check in Assessments and Year 1 Phonics Screening has become a more regular practice in grade teams and has been used to inform future directions of teaching and learning. Teachers have increased their knowledge and understanding of the importance of collecting, unpacking and analysing data. Based upon our Tell Them from Me Teacher survey data, the average score for 'data informs practice' where staff see that the use of student assessment data is an important part of educational improvement, facilitating greater student outcomes improved from 7.8 in 2020 to 8.1 in 2022 and was above the NSW Government Norm of 7.8.

Within Initiative 2, High Impact Teaching Practice, teachers from K-6 are committed to implementing the most effective evidence-based teaching practices. This is evident from the Tell Them From me Survey 'average score for teaching strategies' data that is scaled on a 10-point scale, which reported Cromer Public School's teacher results as 8.5 compared to the NSW Government norm of 7.9.

Alongside a strong distributed leadership model, significant emphasis has been placed on collaborative and reflective practices that involve all staff. A learning community has been created that involves professional reading, collaborative dialogue, lesson observations and collegial feedback on teaching practice. Reflective practice has been established within the inquiry model of professional learning and through collaborative planning days.

All staff participated in the Spiral of Inquiry framework through the Learning Sprints focusing on the area of Literacy. During this process, teachers engaged in data analysis, identified a target area for additional and differentiated

professional learning and worked collaboratively to connect new learning to current teaching and learning programs. K-6 teachers also engaged in professional learning that deepened their skills and knowledge around the theory and practice of effective reading instruction. Staff utilised the Learning Sprint process to ensure that the teaching for the targeted reading strategy has been effective. Teachers reported that they had increased knowledge about explicit reading strategies and felt confident in delivering explicit lessons embedding strategies for phonics and phonemic awareness.

The change in teacher practice has been evident through lesson observations and assessments of identified students. Positive changes are evident in teaching and learning programs where some elements of effective reading instruction have been collaboratively planned and incorporated. Staff reported an increase in confidence in analysing student assessment data (reading) to reflect on and evaluate teaching effectiveness and plan responsively.

The release of the new K-2 English and Mathematics Syllabus documents has meant a change in focus for K-2 staff in particular. To prepare for mandatory implementation in 2023, targeted professional learning for both the K-6 English and Mathematics syllabus documents will be required. This professional learning will continue to embed the Inquiry process and be supported by the school's Assistant Principal Curriculum and Instruction leader and the Executive team.

Connecting whole school professional learning into Stage Collaborative Planning Days remains an important focus to ensure staff recognise that planning days are an extension of the whole school Inquiry process. Staff have identified that collaboration is important and valued, however there is a need to continue to build a shared definition of collaboration and redefine the expectations, purpose and outcomes of Collaborative Planning Days.

To move towards achieving our progress measures we will continue to expand and refine the inquiry process in reading and amend our numeracy process to reflect the Spiral of Inquiry. To embed systems of collaborative, reflective inquiry and evaluation there is a need to explicitly upskill Lead Learners in High Impact Professional Learning and draw on middle leadership as the critical component to link whole school goals with stage-specific actions. The school will also need to routinely use the data collected to drive differentiation, set student learning goals and embed strategies to target learning gaps in programs. A more narrowed focus on the implementation of effective reading and numeracy instruction will become a priority in 2023. This will help to embed a culture of regular data reflection that leads to high impact teaching and learning in reading and numeracy and improved student outcomes.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be trending upwards by 6% towards the lower bound system-negotiated target.	2022 NAPLAN data indicates that 62.65% of students are in the top two skill bands for reading indicating the school achieved the lower bound system negotiated target.
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be trending upwards by 6% towards the lower bound system-negotiated target.	2022 NAPLAN data indicates that 30.72% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
All teachers have a sound understanding and can describe observable behaviours that assist in making evidence-based decisions about student development and future learning in understanding texts.	Analysis of survey data indicates that 100% of teachers have a sound understanding of and can describe student observable behaviour and future learning needs of students in the understanding text component of the syllabus.
Learning Intentions and Success Criteria are set using data from Lit/Numeracy Progressions and school assessment data to track student progress, provide feedback and assess achievement.	Observation of lessons, document analysis of teaching and learning programs, and five weekly stage data conversations indicates 100% of staff utilise internal Literacy and Numeracy data to track student progress, assess achievement and set learning intentions and success criteria in lessons.
All teachers have a sound understanding of student assessment and data concepts in reading.	Self assessment against the School Excellence Framework shows the element of assessment along with data skills and use, to be sustaining and growing.

Strategic Direction 2: Wellbeing and Engagement

Purpose

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

Initiatives

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

- A Planned Approach to Wellbeing
- Individual Learning Needs

Resources allocated to this strategic direction

Professional learning: \$5,500.00

Integration funding support: \$30,010.00

Beginning teacher support: \$2,000.00

Low level adjustment for disability: \$91,936.80

English language proficiency: \$10,254.00

Aboriginal background: \$4,614.09

Literacy and numeracy intervention: \$48,266.82

Summary of progress

The school's focus for 2022 was on improving learning environments that recognise and nurture potential and provide opportunities for students, staff and community to belong, thrive and succeed.

Attendance processes were refined to ensure monitoring, analysis and evaluation of student attendance data through stage, executive and learning and wellbeing meetings. School-wide attendance procedures were refined and implemented to support teachers in managing absences effectively. Attendance is now regularly discussed at team meetings and followed up on by staff and executives.

Learning & Support systems and structures were consolidated and implemented across the school. Streamlined learning and support data targeting the needs of students was analysed and interventions and delivery of reading programs were developed. A comprehensive learning support process ensured that students presenting with needs were matched to the most appropriate level of tiered support, were monitored for progress and reviewed on a regular basis. Analysis of student assessment data including reading levels, Check-in assessments, NAPLAN and class-based assessments informed the school's tier 2 and tier 3 intervention strategies. One to one sessions and small group support for bridging gaps in literacy were provided by support staff in K-2 and supplementary intensive COVID support groupings operated in years 3-6, along with small targeted support in reading fluency. Targeted students received at least three sessions of support per week, however, at times staff shortages and student illness impacted on the consistent delivery of support programs.

Wellbeing practices and programs were introduced with the Learning and Wellbeing team coordinating the interventions to ensure all individual needs were catered for across the school. The Learning & Wellbeing team, along with classroom teachers, continued to support ATSI students to ensure high aspirations and expectations. Vulnerable students and those presenting with challenging behaviours were also identified and matched to inclusive strategies both in the classroom and on the playground, as well as provided with adult mentors. This led to heightened participation and independence. The school found this to be a valuable resource which we would like to continue beyond 2022.

Strong transition plans, social stories and processes have supported new students to adjust to the school setting with ease, in particular Kindergarten students and students with complex disabilities. Transition programs for all year groups from Kindergarten to Year 7 were implemented with great success. Students in Year 6 were involved in a High School Orientation to aid in preparing them for their transition to High School.

Years 5 and 6 students participated in the DanceSport Confidence program. Year 6 students completed a ten week 'Our Best Selves program' and the Year 5 students completed a ten week 'My Best Self' program. The key themes of respectful relationships, courage and resilience were embedded throughout the programs. The Year 6 students rated themselves above a score of 5 for interpersonal skills which rose from 28 (40%) pre-program to 58 (82.8%), post-program, an increase of 42.2%. Whilst 37 students rated themselves between 8-10 for resilience/confidence prior to the program commencing, this number rose to 47 students in the post scores, representing a 31.4% increase. The students

worked incredibly hard to learn their partner dances and were excited to not only show their respectful relationship skills, but also put into practice their courage and resilience as they participated in a demonstration dance and optional competition against other schools attending the DanceSport in Confidence Gala Night. This program helped continue to develop a sense of community at the school, encouraged new friendships, and helped students to support one another socially and with their learning.

In addition, parents, staff and students in Years 4-6 completed the Department of Education's Tell Them From Me survey. The survey provides the school with information about student behaviour, sense of belonging, social and emotional wellbeing, classroom environment and relationships with peers and teachers. The results indicated that the vast majority (>85%) of students exhibited positive behaviour, tried hard with their learning and had positive relationships with their teachers who they believe had high expectations for their learning. Whilst the results of the survey were largely positive and indicated that the programs and initiatives undertaken in 2022 were contributing to successful student emotional and social growth, some results showed that there was a need for further investigation and discussion. As a result, plans for 2023 will focus on supporting students with engagement, interest and motivation for their learning which will include providing teacher professional learning, increasing student voice, working on high challenge teaching and learning programs and strengthening individual goal setting.

To move towards achieving our progress measures and ensure students feel a strong sense of belonging further evaluation of the whole school process will be prioritised. The school will continue to provide professional learning opportunities for staff to build their knowledge and skills of current research and evidence-based practices in increasing student engagement and strengthening student voice opportunities, as well as High Potential and Gifted Education (HPGE). The school will also continue to build on the Learning Support structures and processes to strengthen the expertise of all staff in the areas of behaviour management, PLP processes to support First Nations students, HPG students and students with disability, and build the confidence and knowledge of staff when managing the learning and support needs of all students.

The employment of a Teacher of Wellbeing to build on current initiatives and programs was established in 2021 and has continued to have a positive impact across the school. This has provided positive support for students, families and staff members. The teacher has supported social and emotional skill development of students in K-2 through the development of a social skills group where the teacher explicitly teaches and practices the skills in a small groups and then supports the students in playground to use these skills. Further work to define the role description and prioritise areas for wellbeing support will be put in place in 2023.

When conducting the analysis of the school wellbeing, it was evident that student sense of belonging is an area of ongoing focus. The school will continue to focus on the students' sense of strong belonging at the school, strong advocacy and high expectations of success by reviewing the school's wellbeing processes and programs using the Wellbeing Framework self-assessment tool. Processes for attendance and communication in 2023 will continue to be monitored and analysed.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Tell Them From Me Wellbeing data (advocacy, sense of belonging, expectations) increases to be at or above the lower bound system-negotiated target of 92.8%.	<p>Tell Them From Me data indicates 86% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).</p> <p>Tell Them From Me data indicates 97% of students report expectations for success at school, 89% of students have an advocacy at school and 75% of students report a positive sense of belonging at school.</p>
The proportion of students attending school greater than 90% of the time, increases to be at or above the lower bound system-negotiated target of 89.1%.	The number of students attending greater than 90% of the time or more has decreased by 26%, however this figure was significantly affected by the public health orders asking families to keep students at home if they were displaying cold or flu symptoms during the COVID 19 pandemic.

Strategic Direction 3: Partners in Learning

Purpose

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

Initiatives

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

- Parent Engagement
- Collaborative Practice

Resources allocated to this strategic direction

Professional learning: \$5,500.00

Beginning teacher support: \$15,000.00

Summary of progress

Recognition and inclusion of student voice have been prioritised in the teaching learning cycle and in particular individualised support. In consultation with students, goals have been planned and implemented resulting in students feeling more connected to their learning and an improvement in student outcomes. As part of the school's improved reporting and assessment processes, years 3-6 students have participated in "learning conversations" with teachers and parents, discussing their progress and future goals.

Two staff members were selected as representatives of the school to participate in a Collaboration Network, to engage in professional learning, with culturally specific content and resources to support their knowledge and understanding of Aboriginal histories and cultures. The staff members learnt strategies to confidently embed Aboriginal perspectives and content in their teaching and learning programs and shared these strategies with other staff across their stage teams. Staff have now embedded Aboriginal culture into everyday learning. 'Acknowledgement of Country' is now included in all meetings across the school, school assemblies and some classes have developed their own class 'Acknowledgement of Country'.

Further professional learning around effective Aboriginal Education and pedagogy will remain a focus for 2023. The development of staff knowledge and understanding of Aboriginal histories and culture will continue to be a focus for whole school professional learning in 2023 as well as the further development of understanding of other cultural needs within the school to help improve students' sense of belonging at school.

The school annually participates in the Partners in Learning parent survey, part of the Tell Them From Me suite of surveys (student, teacher and parent surveys) on student engagement. The survey asks parents and carers questions about different factors that are known to impact on student wellbeing and engagement. Completing this survey helps the school understand parents' and carers' perspectives on their child's experience at school. These include: communication between parents/carers and staff, activities and practices at home and parent/carer views on the school's support of learning and behaviour.

78% of parents surveyed have talked with a teacher about their child's learning or behaviour more than twice a year and 77% of parents have attended meetings or social functions at the school throughout the year. On a scale from 1-10, 7.6 parents feel welcome when they visit the school; 7.4 encourage their child to do well at school and 7.1 believe teachers show an interest in their child's learning.

This year one of our key focus areas was on effective collaborative practices in explicit teaching of reading and the use of data to inform teaching practices in Literacy. The key area of comprehension and vocabulary featured significantly in our work in Strategic Direction 3 this year. Staff participated in high impact professional learning based on evidence based research in order to reflect and improve upon their teaching practice and collaboratively developed stage Literacy teaching sprints to improve student learning outcomes.

To move towards achieving our progress measures we will continue to connect with the community through parent forums and strengthen the partnership in learning through parent workshops on the new K-2 and 3-6 English and Mathematics curriculum. Collaborative practices will continue to be embedded across the school to improve student learning outcomes in literacy and numeracy.

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 school engages in strong collaborations between parents and the community through stage forums relating to how to support their child in Numeracy.	Delayed initiatives in Term 3 have required this work to be postponed to 2023. To date two parent forums have been run for the incoming Kindergarten parents on how to support their child in Literacy and Numeracy.
The leadership team and teachers are developing a culture of effective, evidence based teaching for ongoing improvement.	Analysis of professional learning records indicates 100% of teachers have participated in high impact professional learning to reflect and improve upon their teaching practice in reading and collaboratively develop stage Literacy teaching sprints to improve student learning outcomes.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$305.02</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: the refugee student has been assisted to develop their English language skills, participate successfully in learning and settle into school life.</p> <p>After evaluation, the next steps to support our students will be: continued assessment of refugee students' level of need as they enrol into the school. Support will also be put into place depending on the needs of the individuals.</p>
<p>Integration funding support</p> <p>\$30,010.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cromer Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual Learning Needs <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: inclusion for the school's high needs students with students receiving additional support in the classroom and playground, and one-on-one support in the areas of Literacy, Numeracy and behaviour support. All PLSPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms which assisted in improved engagement and ability to stay on task. All eligible students demonstrated progress towards their personalised goals.</p> <p>After evaluation, the next steps to support our students will be: to continue to develop and implement individual programs for targeted students. Student applications of the integration funding will be adjusted throughout the year in response to student reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$20,875.94</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cromer Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$20,875.94</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Teaching Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support students with additional needs <p>The allocation of this funding has resulted in the following impact: increases in positive student behaviours across the school as evidenced in internal school based data. Teacher capacity is being built to support students with additional learning, social and behavioural needs. Students received personalised support within classrooms which led to equitable access to the curriculum for identified students and improved student outcomes.</p> <p>After evaluation, the next steps to support our students will be: to monitor, review and evaluate the impact of support to build teacher capacity to meet student needs and to continue to employ additional staff to support students with additional learning, social and behavioural needs.</p>
<p>Aboriginal background</p> <p>\$8,664.09</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cromer Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual Learning Needs • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • creation of school literacy resources embedding local language <p>The allocation of this funding has resulted in the following impact: First Nations families engaged in the PLP process through authentic conversations with their child and class teacher. Students and teachers have access to First Nations reading resources to further develop cultural awareness and knowledge of First Nations history.</p> <p>After evaluation, the next steps to support our students will be: to continue to build on the PLP process to ensure First Nations students are meeting their educational, social and emotional goals through differentiated and personalised support. The school will continue to raise awareness and embed practices that deepen understanding of Aboriginal culture, histories and experiences. Classes will be encouraged to develop their own Acknowledgement of Country into daily classroom routines to establish deeper connections with the land on which our school sits. Staff will be engaged in professional learning to enable them to confidently use quality teaching and assessment practices and resources that are culturally inclusive.</p>
<p>English language proficiency</p> <p>\$15,254.46</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cromer Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Impact Teaching Practice

<p>English language proficiency</p> <p>\$15,254.46</p>	<ul style="list-style-type: none"> • Individual Learning Needs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Teacher capacity is being built to support our EAL/D students. and students are being engaged in the classroom curriculum being delivered.</p> <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, and to transfer this practice across all key learning areas (KLAs). Teachers will participate in ongoing professional learning which will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$136,358.02</p>	<p>Low level adjustment for disability equity loading provides support for students at Cromer Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual Learning Needs • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: students are receiving support with learning adjustments within the classroom.. A social skills program on the playground is being introduced via a lunchtime club has improved targeted students behaviour and social skills within the classroom and the playground.</p> <p>After evaluation, the next steps to support our students will be: to continue to support students that need learning adjustments put in place for them via the support of an SLSO in the classroom. Some of the funds will be used to employ additional staff to help run a Literacy intervention program with the school's Learning and Support Teacher that focuses on early intervention and small group work.</p>
<p>Professional learning</p> <p>\$48,728.00</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 Cromer Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed teaching and learning • High Impact Teaching Practice • Individual Learning Needs • Parent Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Class teachers were released off class for half a day each to collaborate

<p>Professional learning</p> <p>\$48,728.00</p>	<p>and develop student learning goals with their students in the areas of Literacy and Numeracy.</p> <ul style="list-style-type: none"> • Class teachers were allocated half day planning days within the year so that the whole Stage could analyse stage data to inform teaching and learning programs and collaborate on program building that aligned with the School Improvement Plan. Term 1 focus was on Data Literacy and Numeracy program building, Term 2 on Project Based Learning and Term 3 on Data Literacy and Numeracy programming. <p>The allocation of this funding has resulted in the following impact: Teachers being able to collaboratively build, create and evaluate teaching and learning programs effectively.</p> <p>After evaluation, the next steps to support our students will be: to align themes to each planning day to ensure a there is tight focus on School Plan achievements eg Term 1 focus on data analysis to build effective programs, Term 2 and 3 on explicit teaching methods in reading and numeracy.</p>
<p>Literacy and numeracy</p> <p>\$42,546.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cromer Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed teaching and learning • High Impact Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • release for classroom teachers to liaise with carers and stakeholders to • develop and conduct regular reviews of students' action plans • consultation with external providers • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrated progress towards their personalised learning goals. The students' PLSPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students received personalised learning and support within their own classrooms. Observations have indicated that students are feeling confident with their reading. and independent reading levels have increased significantly. Students supported in these programs have increased positive student behaviours across the school environment.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy small group tuition using data sources to identify specific student needs. The school will also provide additional in class support for Tier 2 and 3 students to continue to meet their personal learning goals.</p>
<p>QTSS release</p> <p>\$116,528.95</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cromer Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data informed teaching and learning • High Impact Teaching Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staff release to align professional learning to the Strategic Improvement

<p>QTSS release</p> <p>\$116,528.95</p>	<p>Plan and develop the capacity of staff in data analysis and the development of quality teaching practice in reading</p> <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers are consistently using learning intentions and success criteria in their lesson planning, and have a strong focus on formative assessment. Teachers have embedded evidence based high impact teaching strategies within their classroom practice in literacy, through the development and use of stage based learning sprints. Stage teams are collaboratively analysing reading and writing data to inform their teaching practice and improve student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: To enable the Assistant Principals to have one dedicated day a week off class to participate in high impact professional learning of the Curriculum Reform and the re-establishment of more teacher and classroom observations as a Professional Learning tool.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cromer Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individual Learning Needs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs (in the areas of phonemic awareness, phonics, fluency and comprehension) for identified students performing below the expected level for their grade. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN and Check In data. The percentage of students attaining the lower bands in NAPLAN have decreased and the students attaining the top two bands of reading significantly increased from 2021 to 2022.</p> <p>After evaluation, the next steps to support our students will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs and mathematics extension programs.</p>
<p>COVID ILSP</p> <p>\$59,000.00</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>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 to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - reading comprehension

<p>COVID ILSP</p> <p>\$59,000.00</p>	<p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals. Identified students gained confidence in their abilities in literacy as a result of targeted interventions.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy small group tuition using data sources to identify specific student needs and introduce small group numeracy if needed. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	341	329	300	280
Girls	298	304	293	278

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.3	88.6	95.3	92.0
1	94.6	93.1	94.6	92.7
2	95.0	94.7	93.1	91.2
3	95.6	93.0	93.9	89.8
4	94.3	92.1	94.0	89.4
5	94.8	92.2	94.1	88.0
6	92.5	93.4	93.8	88.8
All Years	94.6	92.5	94.1	90.2
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	27.54
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	5.06

*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	680,705
Revenue	6,506,557
Appropriation	6,097,137
Sale of Goods and Services	5,135
Grants and contributions	395,824
Investment income	8,462
Expenses	-6,302,107
Employee related	-5,512,528
Operating expenses	-789,579
Surplus / deficit for the year	204,450
Closing Balance	885,155

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	32,318
Equity Total	181,253
Equity - Aboriginal	8,664
Equity - Socio-economic	20,876
Equity - Language	15,354
Equity - Disability	136,358
Base Total	4,386,244
Base - Per Capita	150,056
Base - Location	0
Base - Other	4,236,187
Other Total	1,216,288
Grand Total	5,816,102

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

Each year the school is required to seek the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data. Strategies may include interview schedules, focus groups and survey instruments.

During 2022, Cromer Public School conducted the suite of Tell Them From Me (TTFM) surveys for parents, teachers and students to gather data about the school. Results are provided in percentages or a score out of 10; 0 indicates strong disagreement, 10 indicates strong agreement, with 5 as neutral (neither agree nor disagree).

Students

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

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

Social-Emotional Outcomes

- 75% of students feel accepted and valued by their peers and by others at the school, while 92% of students have friends at school they can trust and who encourage them to make positive choices.
- 75% of students reported a positive sense of belonging. (NSW Govt Norm 81%)
- 92% of students reported positive relationships at school. (NSW Govt Norm 85%)
- 94% of students believe that they display positive behaviour at school, which is consistent with the school's SENTRAL data. (NSW Govt Norm 83%)

Drivers of Student Outcomes

- 8.2 - Students agreed school staff emphasise academic skills and hold high expectations for all students to succeed (NSW Govt Norm 8.7); while 8.3 felt that learning time is used effectively with important concepts taught well and evaluations support class objectives (NSW Govt Norm 8.2).
- 80% of students set challenging goals for themselves in their schoolwork and aim to do their best. (NSW Govt Norm 79%)
- 7.7 - Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. (NSW Govt Norm 7.7)
- 7.3 - students felt teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. (NSW Govt Norm 7.5)
- 87% of students stated that they know where to seek help if they are being bullied or see someone else being bullied. 19% of students feel that they have been victims of bullying, which remains well below the NSW Govt Norm of 36%.
- 100% of Aboriginal students feel good about their culture when they're at school.
- 89% of Aboriginal students feel that teachers have a good understanding of Aboriginal culture.

Parents

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

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

- 6.5 - Parents feel well informed about school activities, with 7.4 agreeing written information from the school is in clear, plain language. (NSW Govt Norm 7.4)
- 7.6 - Parents feel welcome when visiting the school. (NSW Govt Norm 7.4)
- 7.6 - Parents agree that their child feels safe at school with 5.8 stating that the school helps prevent bullying. (NSW Govt Norm 7.4)
- 8.4 - Parents agree that their child is clear about the rules for school behaviour and 6.6 feel that if there were concerns with their child's behaviour at school, teachers would inform them immediately.
- 96% of respondents identified Cromer Public School as their first choice of public school.

Teachers

The Focus on Learning Survey is a self-evaluation tool for teachers and schools. The survey includes separate

measures, which were scored on a ten-point scale. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

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

- 8.8- Teachers use assessments to overcome obstacles for learning and to understand where students are having difficulty, with 8.5 discussing with students' ways of seeking help that will increase learning.
- 8.9 - Teachers agree that individual student progress is monitored with 8.3 using results from formal assessment tasks to inform lesson planning, with students very clear about what they are expected to learn.
- 8.9 - Teachers feel that students receive quality feedback that brings them closer to achieving their goals.
- 9.4 - Teachers agree that they set high expectations for student learning.
- 8.9- Teachers state that when presenting a new concept, it is linked to previously mastered skills and knowledge.
- 8.6 - Teachers help students set challenging learning goals.
- 7.6 - Teachers use formal assessment tasks to help students set challenging goals.
- 8.2 - Teachers share students' learning goals with their parents.
- 8.4 - Teachers use individual learning plans to set goals for students with special learning needs, with 9.2 agreeing that students with special learning needs are included in class activities.
- 7.5 -Teachers agree that they work with school leaders to create a safe and orderly school environment.
- 7.8 - Teachers feel that parents are regularly informed about their child's progress.
- 8.9 - Teachers use results from formal assessment tasks to inform their lesson planning, with 7.5 agreeing that teachers share their lesson plans and other materials with each other.

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

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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