

2023 Annual Report

Cronulla South Public School



3668

Introduction

The Annual Report for 2023 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 2023 school year was a year of adaptation, as the new NSW School Curriculum was introduced for English and Mathematics from Kindergarten to Year 2. This was combined with introducing the new Assistant Principal Curriculum & Instruction position for three days a week. Aimed at providing a collegial bridge between curriculum and classroom teachers, this position has no supervisory role.

Implementing the new English and Mathematics curriculum for 2023 was much anticipated and, unsurprisingly, created some challenges for the school. Splitting the K-6 implementation into two years, where K-2 went first, resulted in teachers being divided between two syllabus progressions and working against cross-school collaboration. However, it created a test bed to try new ideas that, in 2024, have been refined. Staff have benefited from the collegiality that discussions about the new curriculum have created. The use of the APC&I role in a non-supervisory sense has been defined in the success of implementing the curriculum.

This report shows steady progress across the improvement measures in 2023. Student growth in years 5 and 6 was a concern and is believed to be reflected in the environment of uncertainty around new curriculum implementation. Expectations are that new curriculum implementation combined with new approaches in critical areas of explicit teaching and assessment will address this in 2024.

Our school continues to be a strong player in offering a close community school with solid practices to provide students with what they need to grow to their best potential. Strong collaboration with the community continues to be a strength. Our P&C is strong and has continued to provide excellent support for facility upgrades across the school. In 2023, the P&C, in partnership with the Community Building Partnerships grants scheme managed by the local state member for Cronulla - Mark Speakman, delivered a \$150,000 upgrade to a critical classroom and brought a new outdoor learning area for school use. The P&C president, Marietta Bukema, has fought for improvements in the school, and as she leaves the community at the end of 2023, the school and P&C will be a better place because of her tireless energy.

Our students have been successful in many areas outside of school, with outstanding contributions in sports at a regional level, public speaking, and debating. Our students continue to shine in Creative Arts programs, with excellent dance group and choir performances at the Seymour Centre, as part of the Sutherland Shire Music Festival, and at the iconic Sydney Opera House. The tireless energy of our teaching staff in these areas goes beyond the call of duty, with many hours spent before and after school to ensure these programs are successful.

We look forward to much in 2024 with a new curriculum, an energetic teaching and learning team and quality processes and systems.

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

Cronulla South Public School, a vibrant learning community of 263 students (11 classes) in Sydney's south, fosters diversity (25% of students from a Language Background Other than English) and offers a wide range of opportunities for all learners. With the Pacific Ocean nearby, the school prioritizes student well-being and leadership development through programs like Positive Behaviour for Learning and Leader in Me. Students thrive in creative arts, STEM, and sports; a strong parent community actively supports learning initiatives.

Following a comprehensive analysis, numeracy was identified as a key area for improvement. The next four-year plan emphasizes:

- **Instructional Leadership:** Leaders will work closely with teachers, develop new assessment strategies, and leverage data to personalize learning and maximize student growth.
- **Strong Numeracy Programming:** The focus is on creating high-quality numeracy programs, implementing progression-based small group learning, and equipping staff with effective teaching methods to cater to all learners.

Close communication with the school community will be maintained throughout the execution of the plan. A "Questions, Data, Analysis, and Interpretation" (QDAI) approach will guide adjustments to ensure the plan remains effective in achieving student growth across all curriculum areas.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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 2021-2025

Resources allocated to this strategic direction

AP Curriculum & Instruction

QTSS release

Professional learning

Socio-economic background

English language proficiency

Low level adjustment for disability

Aboriginal background

New Arrivals Program

Integration funding support

Per capita

Summary of progress

In 2023, the school continued to focus on creating high-quality teaching and learning programs by providing collaborative planning sessions that looked at contextualising K-6 units and differentiating learning. With the launch of the new curriculum for English and numeracy in K-2, were trained to use the connectionist approach for teaching numeracy and implemented the new Department of Education sample units. The school also continued to refine formative and summative assessment processes and streamline data collection procedures. To foster a culture of high expectations a focus on HPGE through staff participation in PLCs assisted with embedding of differentiated learning tasks in programs. Staff were trained in the policy and identification procedures. The results of this professional learning will be realised in 2024 with the launch of streamlined processes for identification of HPGE students.

To link with priorities SD2, Teachers bridged the gap between classroom daybooks and units of work by using learning intentions and success criteria and develop questions to elicit evidence. The scaffolding of feedback given to students in the classroom was built around this. Student learning goals and how to get there statements are used in whole school reporting.

Quality Teaching Rounds (QTR) were implemented in the middle of the year, to increase staff capacity for quality teaching practice. Staff observation and reflection during these sessions assisted in creating a culture of collaboration, trust and support to further improve teaching practice.

An enabler for the success of the programs was the introduction of the APC&I role. This led to a more strategic approach to delivering curriculum priorities, particularly in K-2 and created a model for the collaborative sharing of innovation and evidence-informed practices. A barrier to further progress was staff changes across the school and unavoidable inconsistent practices being delivered across K-6 due to half the school implementing the new curriculum and the others not. This not only slowed the advancement of initiatives, they created confusion amongst staff in 3-6 who felt they were in transitional period during this time.

Impact:

Are our students growing and attaining in literacy and numeracy?

- Effect sizes calculated for year 2-6 for a full year of ACER PAT data in reading and numeracy showed

inconsistencies in growth. Whilst Year 2 showed effect sizes of greater than 0.4, Stages 2 and 3 had some to minimal growth.

- Check In data for Years 3- 6 was consistent with the findings from ACER PAT data for reading and numeracy.

What has been the impact of our collaborative strategies?

- APC&I provided instructional leadership, working side-by-side in classrooms with staff on implementing new curriculum priorities and best practices in teaching literacy and numeracy.
- Stage planning sessions enabled the delivery of contextualised, differentiated teaching programs.
- The executive team will continue to work with staff to support the complete implementation K-6 of the English and Mathematics curriculum in 2024.

What has been the impact of our approaches around feedback, including QTR, to increase staff capacity for quality teaching practice?

- Most staff participated in the QTR, which involved lesson observations and reflective practice.
- Staff reported feeling the time allowed for these sessions allowed for quality application to pedagogies.
- Some staff commented that some elements of the QTR assessment were confusing, though they felt that completing the rounds allowed for the development of a greater understanding.
- There appeared to be greater acceptance from students and staff about multiple teachers being in rooms and a greater acceptance of shared practices.
- Staffing changes due to leave and relieving responsibilities resulted in changes in groups, potentially changing their dynamics.

Next Steps:

- Full implementation of the K-6 English and Mathematics syllabuses using the department units of work for component B and mathematics.
- Professional learning in delivering the new pedagogical approaches contained within the work units.
- Two half-day whole-stage curriculum collaborative planning sessions per term will focus on contextualising these to the school setting.
- A schoolwide focus should explicitly teach decoding, fluency, and comprehension and a more integrated adoption of a K-6 continuum that allows for high potential readers in K-2 and remedial readers in 3-6.
- Another round of QTR will focus on developing collaborative PLC-based practices focusing on explicit teaching.
- Implementation of HPGE identification and development.
- Development of parent workshops to support a better understanding of how to support student learning in key areas of using decodable readers and using gameplay to support learning.

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>Growth Targets</p> <p>Year 2, 3, 4, 5 and 6 cohorts show growth indicated by effect size greater than or equal to 0.4 for the period T4-2022 to T4 2023 from PAT Numeracy 4th Edition.</p>	<ul style="list-style-type: none"> • 2023 ACER PAT data indicates that Year 2 and 3 students exceeded targets in numeracy from the period T4 2022 to T4 2023. Year 4 and 5 growth did not achieve targets and Year 6 saw positive growth and was just short of growth targets.
<p>The school moves to Sustaining and Growing in the <i>Curriculum element</i> of the School Excellence Framework by including adjustments to support learning or increase the challenge.</p>	<ul style="list-style-type: none"> • Self assessment against the School Excellence Framework shows the school is performing at Sustaining and Growing in the area of differentiation.
<p>Year 2, 3, 4, 5 and 6 cohorts show growth indicated by effect size greater than or equal to 0.4 for the period T4-2022 to T4 2023 from PAT Reading 4th Edition.</p>	<ul style="list-style-type: none"> • 2023 ACER PAT effect size data indicates a growth of 1.53 in Year 2 which exceeded negotiated targets. Year 3 and Year 4 were slightly under growth targets; however, saw positive growth from previous measures. ACER PAT reading results in Stage 3 were below negotiated growth targets.
<p>Teachers feedback supports improved student learning as defined by reviews with students of their learning to meet Sustaining and Growing for the</p>	<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 Effective Classroom Practice - Feedback • Self assessment against the School Excellence Framework shows the

<p><i>Feedback theme of Effective Classroom Practice, and by including negotiated observations of classroom teaching practice it meets Sustaining and Growing in the Collaborative Practice themes of the Learning and Development element.</i></p>	<p>school currently performing at sustaining and growing in the element of Learning and Development - Collaborative Practice</p>
<p>Student progress is monitored consistently and the data is used by teachers and shared with the community to celebrate success.</p>	<ul style="list-style-type: none"> • Evidence based assessment tools used to collect and analysis data, including ACER PAT, Check In, Year 1 Phonic Screener, Kindergarten Best Start • Grade assessment heat map spreadsheets developed to collect formative and summative assessment data used to inform teaching and reporting • Data is used to inform teaching and where additional support or enrichment opportunities can be offered to students.
<p>To increase the percentage of targeted students achieving their 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"> • According to ACER PAT effect sizes, Year 2 met the percentage of targeted students achieving their individual learning goals with an effect size of 1.53. Both Stage 2 and 3 students data showed minimal growth. • Staff monitor individual student growth through delivery of ACER PAT assessments and tracking of the data on normalised spreadsheet. The spreadsheet has triggered conversations around student learning and allowed for the triangulation of data across other assessment platforms. • Data assists teachers in the reporting process.

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

QTSS release

Per capita

Summary of progress

In 2023, the school continued to consolidate its practices around assessment. nearly 80% of staff participated in Quality Teacher Rounds (QTR) to promote collaboration, reflection and continuous improvement. The model enhanced staff professional development around feedback and questioning strategies.

A consistent approach to collaborative planning and programming continues to strengthen staff capacity to use formative assessment practices to impact teaching. Teaching and learning programs incorporate learning intentions and success criteria, which staff use to inform the creation of quality assessments, including formative and summative assessments. Staff show an increasing awareness of the importance of eliciting evidence, with initiatives underway to foster Consistent Teacher Judgment (CTJ) and establish a comprehensive assessment tracking strategy. These are being enhanced through tracking spreadsheets and data heat maps.

While recognising the positive impact of regular assessment practices, the school remains focused on further enhancing its whole-school strategy and feedback mechanisms to elevate the learning experience for all students continuously. Implementing the new K-2 English and mathematics Syllabuses provided a more precise roadmap for learning intentions, success criteria and assessment. However, the staff required time to understand the new content and develop approaches. Comments consistently made were that the approach of teaching, moving on, and reteaching, later on, was different and confused the continuum of assessment established previously, where teachers would teach a concept in a content area and continue until the class was ready to move on.

Professional Learning around the HPGE domains has provided staff with a clearer understanding of assessing the needs of high potential and gifted students (HPG) and providing differentiated learning experiences. An enabler for the success of these programs was the provision of additional collaborative planning and instructional coaching time through the APC&I and assistant principals. Providing opportunities for teachers to work in mixed-stage professional learning communities (PLCs) enabled staff to better understand students' social and emotional needs at each stage of learning. A barrier for success was staffing changes, including the leadership team to drive, deliver and embed consistent approaches.

The Impact:

- **How has embedding learning intention and success criteria in programs resulted in students understanding what they are learning and what they need to do?**
- Teachers are aware of their student's learning needs and use this information to differentiate better teaching in their classrooms. The data is used to inform provisions for education and support, including identifying HPG students.

- **How did continued and focused professional development for eliciting evidence and delivering feedback to students and parents change students' understanding of their next steps in learning?**
- QTR and curriculum time with the APC&I allowed teachers to reflect on the questions they use to deliver lesson

content and elicit evidence of student learning.

- They also discussed how their feedback motivated students to understand where they needed to go next with their learning.
- Reporting priorities were changed to allow teachers to focus on the main areas for development and strength.
- At the same time, parents were provided in Semester 2 with enhanced ideas through an interactive online document, compiled with the assistance of AI to allow them to explore how they could support their child in these areas.

• **Are our HPG students growing and attaining in different HPGE domains?**

- In the Creative, Physical, and Social-emotional domains, HPG students have been identified and catered for through extracurricular activities such as dance, music, PSSA sports, public speaking, and leadership.
- In the academic domain, HPG students from years 3-6 were nominated by parents for the community of practice 'by the sea' program, and the school encouraged students identified as students to participate in this program.
- Professional Development enabled Teachers to increase their awareness of identifying HPG students in all domains and how to support each of them in each domain.
- A school policy and procedures were developed for HPGE by the school, including parent and teacher surveys and is ready to be reviewed and implemented in 2024

Next Steps:

- Continue to build on staff capacity to deliver priorities in HPGE by streamlining procedures for identification and differentiation through comprehensive, targeted, evidence-based learning opportunities.
- Enhance assessment processes with an assessment and reporting hub that combines a whole school assessment scope and sequence and utilises a more excellent and enhanced use of diagnostic tools to deliver benchmarks for students to better group, make decisions around learning support, and identify and track HPG students. Instruments will include ACER PAT, Essential Assessment, Acadience reading fluency, NAPLAN and Check-In assessments. A focus will be on growth tracking using scaled scores.
- The school will also examine its provision and delivery of assessment feedback to students and explore the use of peer and self-assessment in classrooms, particularly with older students and HPG students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The effective eliciting of evidence becomes a standard feature of 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 and summative assessment starts to be reviewed against the <i>Quality Teacher Framework for Assessment</i> .	Various forms of data, including observation, co-teaching, programming, and assessment spreadsheets, are utilized to monitor student progress and inform instructional decisions. The school is progressing towards establishing a comprehensive assessment tracking strategy and fostering Consistent Teacher Judgment (CTJ) conversations to ensure consistency in data tracking and assessment practices. Departmental meetings will prioritize CTJ conversations to enhance data tracking and assessment discussions. Additionally, the school aims to gather feedback from students, staff, and parents through evaluative surveys to foster a culture of collaboration focused on ongoing improvement in assessment practices.
To build on the uplift of 0.7 from 3.7 towards a staff rating of 5 for the, What Works Best (CESE, 2020) area of assessment.	Based on the What Works Best (CESE 2020) document, the school staff rating indicates a slight decline to 3.125. This may be due to staff movement, changes in curriculum and a shift in leadership teams.
Teachers share learning intentions and success criteria with students and communicate with parents and effective, though sustainable feedback mechanisms are initiated for students and parents while assessment quality is improved using the Quality Teacher Framework to improve student engagement with assessment.	Embedding learning intentions and success criteria into programs, students are better equipped to understand their learning objectives. Professional development sessions have led to improved differentiation in classrooms through the implementation of new questioning strategies. Implications include ongoing professional development opportunities for staff to deepen their understanding of formative and summative assessment practices. Efforts will focus on refining differentiation techniques, integrating new curriculum, and incorporating student self-assessment into evaluation tasks.

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 AP Curriculum & Instruction

Summary of progress

In 2023, the school continued to refine processes around the collection and analysis of data. Teachers track summative and formative data by providing evidence-based assessments, including ACER PAT reading and mathematics, 3-6 Check-In assessment, Year 1 Phonics Screener, Spelling Diagnostics and Dibel fluency assessment. The school collated and extrapolated normative data from ACER PAT and 3-6 Check-In assessment to identify learning growth and develop targeted school-wide approaches for delivering impactful evidence-based professional learning.

The APC&I and assistant principals led data talks during stage meetings and during curriculum time put aside for planning. The data was also used to inform targeted Learning and Support programs and to provide comprehensive school reports to parents and carers, which included the next steps in learning and ideas on how to get there. PL and collaborative practice have assisted staff in increasing their knowledge of data bias. An enabler was the creation of data spreadsheets and heatmaps in stage teams to collate information. The introduction of the APC&I role to model evidence-based approaches also assisted with the tracking and analysis of data. In contrast, data collection across the school continued to be inconsistent, with different groups of teachers working collaboratively in isolation, reducing the impact across the school.

Regular school attendance monitoring is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Improving the effectiveness of our whole school attendance monitoring and reporting was one of the critical components of our Strategic Direction 3: Data Informed Practice. The use of the Sentral parent portal, SMS messaging system and communication in newsletters and apps have continued to improve attendance and reporting of non-attendance reasons. The school continues to work closely with the HSLO to improve its processes and practices.

The Impact:

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

Teachers see the importance of collecting quality data. Assessment results are tracked in stage teams using data heat maps and outcome-and content-focused spreadsheets. Diagnostic data from Check-in and ACER PAT are starting to be used to identify the next steps for schoolwide initiatives in learning and wellbeing. 2023 Tell Them From Me (TTFM) data shows a 6% gain in student motivation and interest.

- **What has been the impact of school-wide procedures on student attendance?**

Analysis of attendance data shows practices and processes put in place have allowed for continued improvement of attendance awareness across the community. The continuation of emails and SMS reminders to families encouraging them to report non-attendance reasons, has allowed for further reductions of the administrative burden for staff and creates higher expectations for parents by holding them accountable. The launch of the Sentral parent portal has also led to accuracy in rolls. Students attending 90% of the time have shown a marked improvement of 13.6% from 2022 data but still remain 16.67% lower than the lower bound target.

- **What has been the impact on teacher's understanding of attendance policy and the processes required to manage the attendance of students improved?**

Attendance procedural changes, including the introduction of the parent portal, have streamlined processes to ensure teachers better understand unexplained absences, with attendance tracking documentation being part of the school's

Next Steps:

- the APC&I and assistant principals to host two half-data time days per term for each stage to exclusively discuss assessment data
- standardised schedules of diagnostic assessment data, including Acadience Fluency, ACER PAT, Essential Assessment, NAPLAN, Best Start and Check In Assessments, will be implemented.
- The school will develop a new integrated assessment resource to understand data collection, the potential for bias and how the data can be interpreted.
- The collection of data across the school will be used to drive change.
- The school will continue to refine practices and processes around attendance monitoring and follow-up on communication using the School Bytes student management system, and staff training will be provided.
- A teacher wiki will be developed to better induct teachers on practices, changes in practice and how to introduce them.
- A parent wiki will be developed to refer to school practices and support parents in interacting with the school, with the aim of improving learning.

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
Achieve an increase of 1.10% in the attendance rate, from 92.23% in 2023 to 93.33% in 2027	<ul style="list-style-type: none"> • In 2023 the number of students attending greater than 90% of the time had improved significantly from 2022 attendance data, and was only 16.67% below the lower bound target.
The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. 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 delivering 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 sustaining and growing in the element of Effective Classroom Practice - explicit teaching. • Self assessment against the School Excellence Framework shows the school currently performing a sustaining and growing in the element of Assessment - formative assessment.
Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase the challenge while students start to articulate their learning needs.	<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 Curriculum - differentiation.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$80,898.00</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 2021-2025 <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • consultation with external providers for the implementation programs to support students with behavioural needs, autism, diabetes, anxiety and social emotional wellbeing. • staffing release for targeted professional learning around MiniLit and MacLit programs • additional staffing to assist students with additional learning needs • implementation of targeted programs (PreLit, MiniLit and MacLit) to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the following impact:</p> <p>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 Individual Education Plans, Individual Behaviour Plans and Health Care Plans.</p> <p>All students with IFS have an IEP and are being supported to work towards individual goals. Learning and Support Officers (SLSO) support funded students in the classroom and in the playground to provide improved access to the curriculum and to develop their social and emotional strategies as needed.</p> <p>After evaluation, the next steps to support our students will be: The program will be continued in 2024 to allow ongoing targeted support of funded students to meet their learning, behavioural and social/emotional needs. The school will also look at developing expectations and guidelines for further maximising SLSOs impact in the classroom and on the playground.</p>
<p>New Arrivals Program</p> <p>\$35,510.00</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 2021-2025 <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: The allocation of this funding has resulted in the following impact:</p> <p>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>New Arrivals Program</p> <p>\$35,510.00</p>	<p>After evaluation, the next steps to support our students will be: To develop cognitive and academic language proficiency (CALP) - continue to embed a strategic approach to developing the cognitive and academic language proficiency for EAL/D learners with targeted EAL/D learning support programs utilising EAL/D funding. - continue the transition phase of NAP students off the NAP program - literacy units provide opportunities for targeted approaches for EAL/D students and NAP withdrawal</p>
<p>Socio-economic background</p> <p>\$11,283.77</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 2021-2025 <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 MiniLit and MacLit program implementation. • resourcing to increase equitability of resources and services including the implementation of phonics and spelling support <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the following impact:</p> <p>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 2024 to support the school improvement plan initiatives.</p>
<p>Aboriginal background</p> <p>\$4,878.69</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 2021-2025 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the following impact:</p> <p>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.</p> <p>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</p>

<p>Aboriginal background</p> <p>\$4,878.69</p>	<p>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 2024 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>\$36,293.09</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 2021-2025 <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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the following impact:</p> <p>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.</p> <p>New Arrivals Funds have provided for one-to-one and small group support to enable 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 2024 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 2021-2025 <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 • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the following impact:</p> <p>The provision of learning support teachers provides targeted small group support in literacy. Assessment data is used to identify and track students</p>

<p>Low level adjustment for disability</p> <p>\$109,884.11</p>	<p>requiring support. Explicit teaching of phonics, spelling, reading and writing through the provision of the Minilit and Macqlit programs enables focused intervention. IEP's communicate learning goals for students requiring support.</p> <p>After evaluation, the next steps to support our students will be: This will be continued in 2024 to allow ongoing support of students requiring support and intervention in literacy.</p>
<p>Professional learning</p> <p>\$19,418.26</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 2021-2025 • 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"> • teacher relief for staff engaging in professional learning • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The implementation of a new teacher professional learning model with the introduction of Professional Learning Communities (PLCs) to build on the schools' culture of trust and sustain a shared vision for pedagogical change to deliver the school priorities - Quality Teacher Rounds have enhanced staff collaborative practice, quality teaching, feedback and assessment - The school's HPGE priorities have been partially delivered with increased teacher understanding of the HPGE domains and differentiated teaching approaches. The creation of guidelines and schoolwide procedures will be fully implemented in 2024. - Incorporation of the data and assessment initiatives at the school. <p>After evaluation, the next steps to support our students will be: To support teachers with the implementation of the new K-6 curriculum for English and mathematics to enhance educational outcomes for students. Drive the new pedagogical changes in the curriculum through a culture of trust that is impactful and aligned to all students needs.</p>
<p>QTSS release</p> <p>\$50,779.87</p>	<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 2021-2025 • Assessment Initiative <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

<p>QTSS release</p> <p>\$50,779.87</p>	<p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - enabling time for teachers and executive to collaboratively evaluate and plan for the next steps in learning - increased staff confidence and collaboration to develop teaching and learning programs based on current research into best practice - the delivery of the new pedagogies in the K-2 curriculum for English and mathematics - deliberate use of learning intentions, success criteria to guide formative assessment practices - implementation of evidence based, high impact teaching strategies embedded in classroom teaching practice. <p>After evaluation, the next steps to support our students will be: To support the implementation of the 3-6 curriculum in English and mathematics and new pedagogical changes. To contextualise the new units of work and continue to enhance schoolwide process for assessment and data.</p>
<p>COVID ILSP</p> <p>\$35,989.87</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 2023.</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 teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - explicit and Intensive targeted support provided to small groups of students is delivered by the ILSP Online Program around understanding texts, phonic knowledge and word recognition from National Literacy Progressions - data was plotted against the progressions using PLAN2 and effectively analysed to plan for the next cycle of learning - data indicates positive growth in reading fluency, word recognition, understanding texts and phonic knowledge with progression data showing an overall increase of 37% <p>After evaluation, the next steps to support our students will be: The program will continue in 2024 as small group instruction. The school will continue to support students utilising a remote support model.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	151	151	143	134
Girls	109	112	108	125

Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.1	95.9	88.7	93.9
1	94.5	93.6	89.2	91.8
2	89.3	95.5	87.0	92.8
3	93.6	94.6	90.1	91.5
4	92.0	93.6	86.6	93.9
5	91.6	93.0	84.3	88.7
6	89.3	93.6	83.7	93.4
All Years	91.7	94.3	87.2	92.2
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	3.6
Classroom Teacher(s)	9.39
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	186,539.70
Revenue	3,262,141.55
Appropriation	2,982,408.70
Sale of Goods and Services	7,863.89
Grants and contributions	258,266.89
Investment income	5,347.07
Other revenue	8,255.00
Expenses	-3,169,039.47
Employee related	-2,795,162.21
Operating expenses	-373,877.26
Surplus / deficit for the year	93,102.08
Closing Balance	279,641.78

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.

	2023 SBAR Adjustments (\$)
Targeted Total	61,229
Equity Total	162,340
Equity - Aboriginal	4,879
Equity - Socio-economic	11,284
Equity - Language	36,293
Equity - Disability	109,884
Base Total	2,189,101
Base - Per Capita	65,325
Base - Location	0
Base - Other	2,123,775
Other Total	228,264
Grand Total	2,640,933

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

At Cronulla South Public School, teachers strive to create a highly aspirational learning environment where every student can thrive academically, socially, and emotionally. Through a continuous cycle of learning and improvement, the school works collaboratively to ensure that students reach their full potential.

Student Satisfaction

Students from Years 4-6 completed the Tell Them From Me Survey in the mid-year cycle of 2023.

Cronulla South Public School scored above NSW Government norms in the following areas of social-emotional outcomes:

- participation in sports
- participation in extracurricular activities
- positive relationships
- homework behaviour
- positive behaviour at school
- effort

Tell Them From Me data also indicated that there has been growth in the area of Effective Learning Time. Students perceive that teachers are well organised and essential concepts are taught well. Teachers deliver quality instruction, and students are aware of, understand, and actively pursue goals. Explicit teaching practices and feedback also scored above NSW Government norms.

Teacher Satisfaction

In a survey conducted at the end of 2023, teacher feedback indicated that the school has in place wellbeing programs to support the needs of the students. It also suggested that teachers plan to ensure student learning is improving and growing and create a safe learning environment. Teachers also indicated that they feel supported with their professional learning (PL) as the school offers lots of PL, including QTR, mentoring, and supervisor support. Additionally, teachers suggest that professional learning is comprehensive and communicated with enthusiasm to staff.

Teachers were involved in a detailed exploration of the school's achievement relative to the School Excellence Framework. The following strengths and areas for development were identified.

Strengths:

- **Data Analysis:** The school collects and analyzes data to support learning progress and transitions.
- **Wellbeing Programs:** Established programs like PBL and Peer Support promote student wellbeing.
- **Curriculum Development:** Focus on student goal identification and differentiation shows a commitment to curriculum excellence.
- **Assessment Practices:** Regular formative assessments and efforts towards a whole-school approach are positive steps.
- **Communication:** Open communication and data-driven reporting keep parents informed about student learning.
- **Professional Learning:** The school offers professional development opportunities and encourages goal-setting for teachers.
- **Safe Learning Environment:** QTR visits ensure a safe learning environment for students.
- **Data Use:** Assessment data is regularly used to monitor student progress.

Areas for Improvement:

- **Community Engagement:** Parental engagement in learning culture and attendance tracking will continue to benefit from improvement.
- **Differentiation and Consistency in Behaviour:** Varied positive behaviour for learning staff inconsistency in behaviour management and differentiation. would benefit from more consistent behaviour management
- **Student Progression:** HPG student support in teaching programs could hinder curriculum excellence and should be a focus for curriculum time.
- **Whole-School Assessment Strategy:** A consistent whole-school assessment strategy and feedback mechanisms would be welcomed.
- **Effective Classroom Practices:** Enhancement of timely feedback and consistent practices across classrooms would benefit learning.
- **Data Literacy:** Training and sharing of data analysis skills among staff and parents would be beneficial.
- **Mentorship:** Beginning teachers require more consistent mentorship time.

Overall, the school demonstrates a positive attitude towards improvement and is actively working on achieving excellence in learning and teaching. However, further development is needed, particularly in fostering strong community engagement, improving practice consistency, and enhancing data and curriculum literacy across the school community to support learning.

Parent/Carer Satisfaction

In 2023, parents and carers actively engaged with the school through multiple avenues, including through the school's communication channels such as Facebook, the website, and a new weekly newsletter, CSPS Pipeline. The school also hosted various community events which were well attended by parents/ carers and the wider community. These included an Easter Hat Parade, Lap-a-Thons, Jump Rope for Heart Fundraiser, Open Days, Book parade, sports carnivals and a carols evening. Positive feedback was shared through the school's official social media channel. It included comments such as a 'Great day at CSPS' in response to the Education Open Day celebration, 'Well done to all, great work' in response to our Jump Rope for Heart event and 'Such a fun day out! Another great carnival, thank you CSPS!' in response to the sport carnival.

Communication Survey

Parents claimed they appreciate CSPS communication for being clear and informative and offering reminders about upcoming events. They particularly like the weekly newsletter's "Important Dates" and "Week Ahead" sections, finding them helpful for family planning. Photos and videos showcasing student activities are also popular. Some parents suggest highlighting student achievements more and streamlining communication platforms.

More specifically:

- CSPS parents' feedback on the CSPS Pipeline was mixed, with some valuing the informative weekly newsletter and reminders, while others criticize information overload across multiple apps, lengthy newsletters, and a lack of student achievement updates. Streamlining communication into a single platform, condensing newsletters, and highlighting student accomplishments are suggested improvements.
- When asked about using Facebook, many parents want more positive school updates, student work samples, news reports, and a "Week Ahead in Learning" preview. Some requested conversation starters for parents and children about schoolwork, term overviews, and student achievement highlights. Others prefer less Facebook use or suggest alternative platforms entirely.

Student Wellbeing Parent Support Resource

In 2023, the school developed a well-being resource for parents, leading to a series of focus groups at the end of 2023. These groups were invited parents, and a small group volunteered their time to give feedback on how the resource supported parents' understanding of well-being practices. Most agreed that the resource was useful, and there were some suggestions for allowing parents a different channel for reporting concerns around bullying.

Evaluation of Online Mathematics Learning

The school highly values parent/carers consultation. In term 4, 2023, parents were consulted regarding the online mathematics programs used to complement numeracy teaching at school and home. Survey data indicated that parents found the current online programs inadequate in motivating their children to complete mathematical tasks at home. This data was used to positively change the school's homework program.

P&C

The school has a well-established P&C that is proactive and collaborates and consults with the school. In 2023, the P&C supported the launch of a STEM room on the school's southern site, with plans in 2024 to furnish the outdoor area of the space. They also contributed to the building of decodable readers to support the implementation of the K-2 English curriculum.

Anecdotal Views on Parent Extracurricular Activities

Parents relish opportunities for their children to participate in extracurricular activities, including dance, public speaking, debating, choir, and performance club. This is suggested through informal parent feedback via surveys for expression of interest in extracurricular activities. Performances of these groups were also well attended by parents and carers.

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

Cronulla South Public School supports its Aboriginal and Torres Strait Islander students. This year, the school implemented personalized learning plans for these students, which were developed in collaboration with their parents. The plans aimed to address individual needs and goals. Additionally, the school utilized available integration funding to provide extra support in the playground and on excursions. This ensured these students had a positive and enriching school experience alongside their peers.

The Aboriginal flag flies in our playground every school day, and NAIDOC week and Reconciliation weeks are strong components of our school calendars. In 2023, we created a yarning circle and took the first steps to make this a particular area with a fence to be painted with a mural and a native garden to be built around it. 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.

Anti-Racism - School statement

At Cronulla South Public School, the NSW Department of Education's anti-racism policy comes alive through various initiatives. Multicultural celebrations are woven into the curriculum, fostering understanding and appreciation of different cultures. Harmony Day in March is a big focus on the importance of inclusivity and tolerance of difference. On this day, all students receive lessons in multiculturalism, and emphasis is placed on celebrating unique cultures and cuisines.

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.

Multicultural and anti-racism education - School Statement

At Cronulla South Public School, we are committed to creating a learning environment that celebrates diversity and ensures all students have the opportunity to thrive..

Meeting the NSW Department of Education Anti Racism policy guidelines goes beyond simply prohibiting racist

behaviour. It actively promotes respect and harmony by acknowledging the historical and ongoing impact of racism on Aboriginal and Torres Strait Islander peoples. We believe all students deserve the support and opportunities to reach their full potential, regardless of their cultural, religious, or linguistic background. The policy also emphasizes self-reflection and inclusive behaviour across the entire school community. All staff are required to complete anti-racism training, and each school has a dedicated Anti-Racism Contact Officer (ARCO) to support students, staff, and families who may experience or witness racism.

Our commitment to anti-racism is an ongoing journey. Our application is a strong foundation for creating a truly inclusive learning environment where all students feel valued, respected, and empowered to succeed.