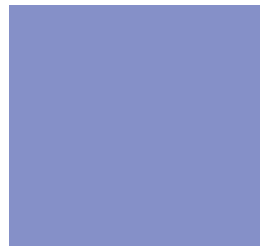
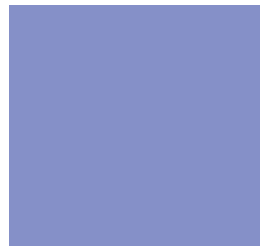


# 2009 Annual School Report Cronulla Public School

NSW Public Schools – Leading the way



## Our School At A Glance

### Students

The end of the year student enrolment for 2009 was 120. At Cronulla Public, the population is transient. High rental costs often cause families to relocate to different districts.

### Staff

We had six full time members of teaching staff in 2009. This included a teaching principal. We appointed an Assistant Principal during term 3 and an additional teacher to commence in 2010.

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Significant initiatives

2009 was an incredibly busy and exciting year at Cronulla Public School. We have so much to be proud of in a variety of curriculum areas.

We –

- Installed 5 interactive whiteboards
- Commenced a country school-city school exchange program.
- Participated in the Premier's Dancesport Challenge
- Performed at the Sutherland Shire Music Festival in choir and dance
- Established dance classes through an external provider
- Continued to offer guitar lessons for all interested students
- Embedded public speaking within all classes, resulting in wonderful representation in the competition
- Hosted Zone and District Public Speaking Competitions
- Hosted the Premier's Sporting Challenge and Learning to Lead program
- Coordinated the Cronulla Zone Primary Schools Sports Association meetings
- Provided 2 state coaches for NSW Primary Schools Sports Association
- Organised 3 very successful carnivals in swimming, cross country and athletics
- Conducted a 'Coast-a-thon' raising \$4000
- Established 'Love Cronulla Week' as an opportunity to show community support.

Through this:

- The new BBQ area was built
- Lower level of Block A was painted
- Storage areas were cleared, cleaned and organised
- Old play equipment was removed
- Grass area was returfed
- Bushes and weeds were cleared

- Two new garden beds were established
- A sandpit was constructed
- A new staff kitchen and hot water system was installed
- A new cabinet and sink were installed in B Block
- The Digital classroom was constructed and cabled
- New soccer posts were added to the oval
- Books were covered
- A BBQ lunch was provided for the students and staff.

The financial contributions into the school budget from the P&C exceeded \$7000 during 2009. This money was spent on resources which have enhanced the learning opportunities of Cronulla students.



## Significant Programs

### Technology

Technology was identified as a current target and therefore received high budget allocation. Interactive whiteboards were installed in all buildings ensuring equitable access for all students.

All members of staff received ongoing professional development throughout the year in technology. Staff members participated in various Regional projects including Techno Tour, Activstudio and Literacy and Numeracy in the K-6 Interactive Classroom. All staff members were up-skilled through weekly Professional Development meetings to enhance their classroom teaching practice. As a result, there was significant increase in student engagement reflected in improved student outcomes. Surveys indicated all students highly valued technology in the classroom. Interactive whiteboard resources were developed and form part of the Sydney Region Literacy and Numeracy Interactive K-6 project.

A school data base of useful IWB websites was developed on the school server. Staff were familiarised with the Notebook resource library and learning tools.

Logistic and strategic implications of a digital classroom were identified and subsequently the classroom was established.

## **Environmental Education**

### **Curriculum**

- Mic Conway performance - Reduce, Reuse, Recycle (CAPA, HSIE)
- Bundeena excursion - Environmental/Aboriginal education
- Stage 3 unit - Renewable Energy Sources, 'Murder Under The Microscope' focusing on environmental education
- Kindergarten science unit making models from recycled materials
- Stage 1 units on looking at our local area - Environmental Perspectives
- Wellington visit - Environmental Focus; looking at native plants, camping and Indigenous foods



### **Resource Management**

- SHIP grant received for \$1000 - 'Live Life Well' to contribute to physical aspects of the school
- YATES grant of \$1000 - 'School Environmental Management Plan' (SEMP) to look at making best use of school and grounds
- Sydney Organic Gardens \$1800 to contribute to SEMP as well
- Completed the SEMP so that a coordinated approach is undertaken
- Registered for National Solar Schools Program - Receiving a 2kw solar panel, water tanks for use to flush toilets in main toilet block

- New spring loaded bubblers to reduce water leakage in B block
- New disabled toilet/shower block to have low flow head and spring loaded taps
- Email option available for parents to receive newsletter (term 1 2009)

### **Grounds Management**

- Council recycling changed to a more cost effective solution
- Grey water removal - drainage problems which result in the oval flooding were fixed, by concreting runoff area
- 'Love Cronulla Week' (school promotion) in consultation with local church established. This resulted in - new gardens, cutting back and trimming of plants and trees, by a licensed arborist, new BBQ area
- Donations of native plants from Sutherland Council

### **Whole School Planning**

- Organisation of 'Love Cronulla Week'
- Water tanks being designed into new canteen block on the back of the Covered Outdoor Learning Area as part of our 'Building Education Revolution Federal grant

### **School Community Participation**

- 'Love Cronulla Week' community, parent and business involvement
- Bunnings returning in November to review completion of gardens and any other work
- Consultation with Julie Gallon (Principal of Royal National Park School) to discuss suitability of native plants to our school area

## **Messages**

### **Principal's Message**

This report gives information about the programs and performance of Cronulla Public School. It has been written for accountability purposes for both our community and the Department of Education and Training (DET). It is part of our process of self-evaluation, reporting and planning.

Cronulla Public School operates under the slogan "*Our School beside the Bay*". The school is set in park like grounds with large grass playing fields with beautiful views over the surrounding water ways.

The staff of Cronulla is experienced, talented and committed to providing quality educational programs which meet student needs and develop the talents of each individual child. All staff

members are active in pursuing professional development.

The school provides a range of opportunities to explore and extend learning experiences so that children can achieve in a variety of academic, sporting, cultural and social activities. Successes are celebrated by the school community. The school provides a happy, safe and tolerant learning environment for its students.

The profile of the school has been raised because of our exemplary and unique programs and because of the students' successful results in external testing. The school's enrolment is increasing and Cronulla Public is now being recognised in the wider community as being committed to continuous improvement and upholding standards of excellence.

Cronulla Public School prides itself on the friendly, family atmosphere that has developed within our wonderfully supportive school community. I would like to thank our Parents and Citizens' Association (P&C) for their continued commitment to supporting school initiatives and the purchase of additional resources.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Peter Banks**  
**Principal**

## **P&C Message**

In 2009 Cronulla Public Parents & Citizens consisted of a dedicated committee of parents. Meetings were held at regular intervals and well attended. Fundraising projects for the year included raffles, a slice and cake drive, sausage sizzles and a mother's day stall.

Funds were also raised though the permanent services of a tuck shop and uniform shop.

In excess of \$7000 was donated to the school for a range of initiatives including the establishment of the digital classroom, preliminary expenditure for the centenary celebrations and general classroom resources.

During the year the P&C provided catering for special occasions and programs including the Transition to School.

A Centenary committee was formed during the year to begin the preliminary organisation for the 2010 celebrations.

We wish to thank all the parents and community members who worked tirelessly during 'Love Cronulla Week' for the school.

Melinda Dillon and Simon Lee

Co Presidents

## **Student Representative's Message**

Each term, two students from each class were selected by their peers to represent the interests of students across the school. "SRC" meetings were held each fortnight to discuss issues arising and to plan events and activities for the school.

This year events have included

- Mufti day for the Victorian bush fire victims
- The world's greatest shave - where Mr Banks and Mr Holden had their heads shaved
- Crazy hair and cake day to coincide with the above fundraiser
- Organisation of assemblies including – 'Aussie Of The Term' and 'Naidoc Week', where children shared stories and artwork
- A raffle for a family pass to Symbio Animal Park and lolly guessing competitions
- Organisation of daily environmental activities including bins, taps, rubbish and recycling
- Weekly prize draws for children who displayed the core values of Cronulla Public School
- Participating in the school 'Walkathon', raising over \$4000 towards school resources

The student representative council has been an important part of our school, providing valuable assistance and support for all staff and students.

Joshua and Fawn



## School Context

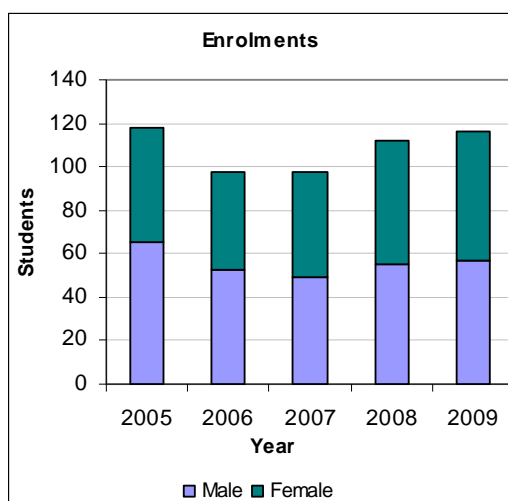
### Student Information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

### Student Enrolment Profile

Student enrolment has continued to increase over the last few years. It is hoped that improved community liaison focusing on the outstanding programs being offered will translate into further growth in student enrolment.

	2005	2006	2007	2008	2009
<b>Male</b>	65	53	49	55	57
<b>Female</b>	53	45	49	57	59



### Student attendance profile

	2006	2007	2008	2009
<b>School</b>	94.4	92.5	93.7	93.2
<b>Region</b>	95.0	95.0	95.2	93.7
<b>State</b>	94.0	94.0	94.1	92.1

### Management Of Non-Attendance Context

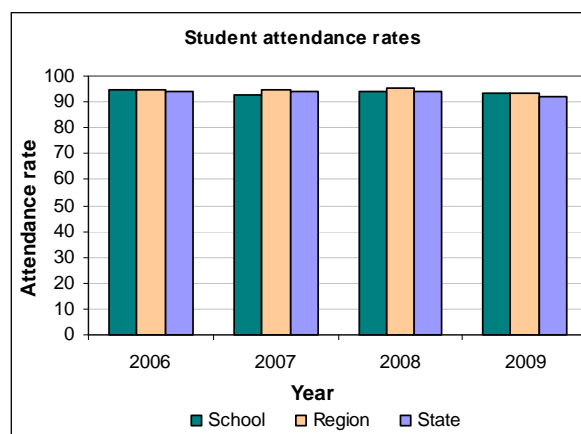
Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility.

School Staff are responsible for:

- providing a caring teaching and learning environment which fosters students' sense of belonging to the school community

- recognising and rewarding excellent improved student attendance
- maintaining accurate records of student attendance
- implementing programs and practices to address attendance issues when they arise
- providing clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance
- a register of admission to be retained permanently
- notes and records of verbal explanations for absences are to be retained two years from the date of receipt
- an attendance register to be retained for three years
- attendance registers are to be stored in a secure location and not removed from the school premises

### Class Sizes



In March 2003, the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

### Structure of classes

Roll Class	Year	Total per Year	Total in Class
1Y	1	21	21
2D	2	17	17
3/4H	3	15	26
3/4H	4	11	26
4/5B	4	11	17
4/5B	5	6	17
5/6R	5	7	21
5/6R	6	14	21
KM	K	24	24

## Post-School Destinations

From the Year 6 cohort 100% will be attending local high schools.

## Staff Information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The staff was not only involved in school and district courses but also Sydney Region projects.

Members of our staff were again acknowledged for their high quality work. This work was published for other regional teachers to access and use as a resource.

Departmental professional learning funds were utilised to employ casuals whilst staff attended courses. A proportion of the funds paid for the conference fees.

The staff participated in these courses:

- Technology training integrating all Key Learning Areas (KLA)
- Merit Selection panel training
- NAPLAN follow-up training
- Quality teaching and learning conference
- Best Start
- Lipi
- LIVE LIFE WELL
- Aboriginal Modules x3
- Asthma Training
- First Aid/Resuscitation update

## Staff establishment

Position	Number
Principal	1
Assistant Principal(s)	1
Classroom Teachers	4
Support Teacher Learning Assistance	0.2
Teacher Librarian	0.2
Teacher of ESL	0.2
Relief from face to face	0.4
Counsellor	0.1
School Administrative & Support Staff (SASS)	1.6
Total	8.7

There are no teachers who have identified as indigenous at Cronulla Public School.

## Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100%

## Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary:	30/11/2009
<b>Income</b>	<b>\$</b>
Balance brought forward	88 987.44
Global funds	93 853.22
Tied funds	30 247.35
School & community sources	62 121.38
Interest	3 319.03
Trust receipts	4 410.40
<b>Total income</b>	<b>282 938.82</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	17 295.91
Excursions	3 040.94
Extracurricular dissections	33 651.83
Library	2 048.22
Training & development	4 373.70
Tied funds	34 127.33
Casual relief teachers	10 273.68
Administration & office	37 504.82
School-operated canteen	N/A
Utilities	19 546.27
Maintenance	20 293.17
Trust accounts	5 495.90
Capital programs	33 915.00
<b>Total expenditure</b>	<b>221 566.77</b>
<b>Balance carried forward</b>	<b>61 372.05</b>

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.



# School Performance 2009

## Achievements

### Arts

#### Creative And Performing Arts

Students enjoyed many opportunities to participate and showcase a variety of performing arts activities throughout the year.

- 30 students participated in weekly ballroom dancing lessons culminating in the Premier's Dancesport Challenge



- Year 5 students participated as finalists at the regional competition, where one couple progressed to the semi finals level
- An external provider (professional dance teacher) taught dance before school two mornings a week
- K-6 students had the opportunity to learn the guitar from a qualified music teacher before school once a week
- Sutherland Shire Music Festival was the venue for Cronulla Public School K-6 students to perform in both junior and senior choirs and dance groups
- Choirs and ballroom dancers performed at the Education Week performance
- Entertainment was provided by students at the Zone Public Speaking Competition showcasing talents in piano, choir, saxophone and ballroom dancing
- A year one student had his artwork chosen by the Sydney Regional Director, for the regional Christmas Card 2009.
- An art class was run at lunchtime once a week for interested students
- The Cineliteracy program continued in K-2 classes where skills were developed in storyboarding, producing and directing student produced films. A group of year 3-

6 students produced a short film using the technique of 'clay-mation'. All films were screened at our Annual Presentation Evening.

- At the 'Night of Stars' a rendition of "We Are Australian" incorporated all aspects of school music including guitars, drumming, percussion, narration, clarinet, saxophone solos and choirs. All other performing arts groups showcased their talents on this special evening.

### Sport

Students at Cronulla Public School again achieved success this year in the following events and activities:

- Weekly Friday sport program from K-6 with a focus on skill development and a variety of activities
- Competed in the Small Schools Swimming Carnival at Caringbah Pool
- Student representatives at the Zone Swimming Carnival
- Swimming program for students in years 2 and 3 during term 1 and term 4
- Involvement of four teams in the PSSA basketball competition at Sutherland, with the senior boys and girls winning the Division 1 and Division 2 competitions respectively
- Weekly basketball clinics during term 1 for years 3-6



- Participation of the senior and junior boys in the ET (Rugby League) Shield.
- Students in K-6 competed in the school cross country with students going on to represent the school at Zone level
- Involvement of two teams comprising of both boys and girls in PSSA soccer competition

- K-6 Fundamental Movement Skills program focussed on improving running, catching and throwing skills
- Boys' rugby league team making the semi finals in the under 12B Sharks Rugby League Carnival
- Involvement for all years 3–6 girls in a NSW cricket coaching clinic
- Involvement in the Sydney East water polo gala day at Sutherland pool
- Senior and junior girls and boys touch football gala day at Sutherland
- Years 3–6 involvement in soccer clinics and life skills talk from former Australian soccer captain Paul Wade
- Junior students involved in a gymnastics program in term 4
- Competed in the Small Schools Athletics Carnival at Sylvania
- Students represented the school at the Zone Athletics Carnival
- Students being selected to represent the Cronulla Zone in basketball, football, swimming, cross country, athletics and softball
- A student representing the Sydney East Region at basketball in the State Championships



### Special Occasions

Students and staff have participated in many special occasions. Cronulla Public School always has something exciting happening throughout the year.

Events have included:

- The presentation by the Regional Director of the 2009 Outstanding School Achievement Award
- A staff member was presented with the National Excellence in Teaching Award
- Winning the Rotary Police Officer Of The Year 'Catch a Cop on Film' Competition
- Two junior and senior discos were enjoyed by all students



- An Easter Hat Parade featuring hats made by the students with the assistance of their senior buddies
- Harmony Day where students made and decorated cardboard figures demonstrating diversity
- 'Shave a Head' - and Crazy Hair Day resulting in a cash donation being made to the Leukaemia Foundation
- Gold Heart Day where students donated gold coins to raise money for Victorian bushfire victims
- A choir ensemble performing at the NSW Schools 'Nanga Mai' Indigenous Award
- Participation in the Clean Up Australia campaign with students cleaning their school environment and surrounding neighbourhood
- Choir and dance groups performing at local shopping centres during Education Week
- A showcase assembly featuring items from each class which was followed by a whole school BBQ provided by a local community group
- Fantasy Day where students dressed up as favourite fantasy character to celebrate the Premier's Reading Challenge
- Book Week was celebrated with library trivia, a BBQ and classes also visited the Cronulla Municipal Library
- Year one visited Sutherland District Hospital to participate in the Hospital Orientation Program
- A police visit reminded children of the importance of safety and respect
- Excursions to Symbio, Bundeena, State Parliament House and The Rocks
- Reconciliation Week celebrated with each class painting a dreaming picture and re-telling the dreaming story to highlight the rich cultural heritage. Entertainer, Mic Conway also performed for the students

- Healthy Harold Life Education visit for K-6 students to compliment classroom programs
- All students participated in the National Music Count Us In program with the singing of “Music is Everything”
- Cronulla Public School hosted the Zone and District Public Speaking Finals with Cronulla Public School students providing entertainment which included ballroom dancing, choir ensembles, saxophonist and pianist soloists
- Night of Stars showcased all of our performing arts groups and featured a rendition of “I Am Australian” which incorporated narration, guitars, drummers, percussion and singing
- The Annual Presentation and Movie Night recognised academic and sporting achievements



### Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for year 5)

In 2009, thirteen year 3 students and eleven year 5 students participated in NAPLAN (National Assessment Program Literacy And Numeracy) at Cronulla Public School. When analysing results it must be remembered that with such small numbers one or two students’ results can skew averages and make them unrepresentative.

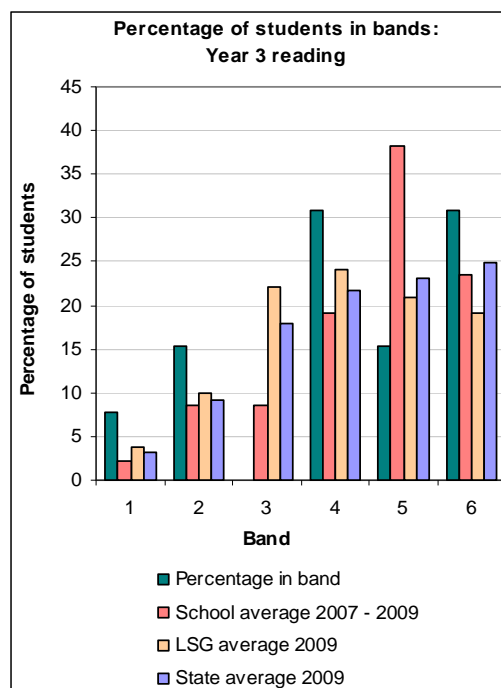
### Literacy – NAPLAN Year 3

54% of all Cronulla students in year 3 achieved overall Literacy results in the top two bands.

In each component of literacy i.e. Reading, Writing, Spelling and Grammar and Punctuation, year 3 had very consistent results with 38% of students in Band 5. Reading was a strong result with 31% of Cronulla students in Band 6 compared to the state result of 25%. Writing results were pleasing with all students scoring in the top three bands. The average writing score was 432.8 compared to the state average of 423.4.

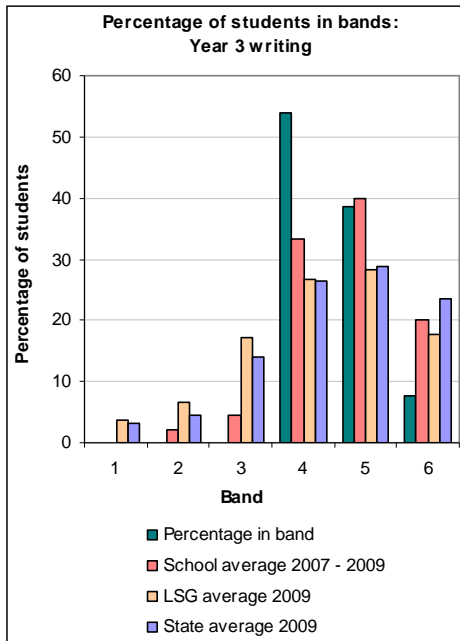
### NAPLAN results Reading, 2009

Reading Year 3	School	LSG	State
Average Mark	420.6	408.0	423.7



### NAPLAN results Writing, 2009

Writing Year 3	School	LSG	State
Average Mark	432.8	411.9	423.5



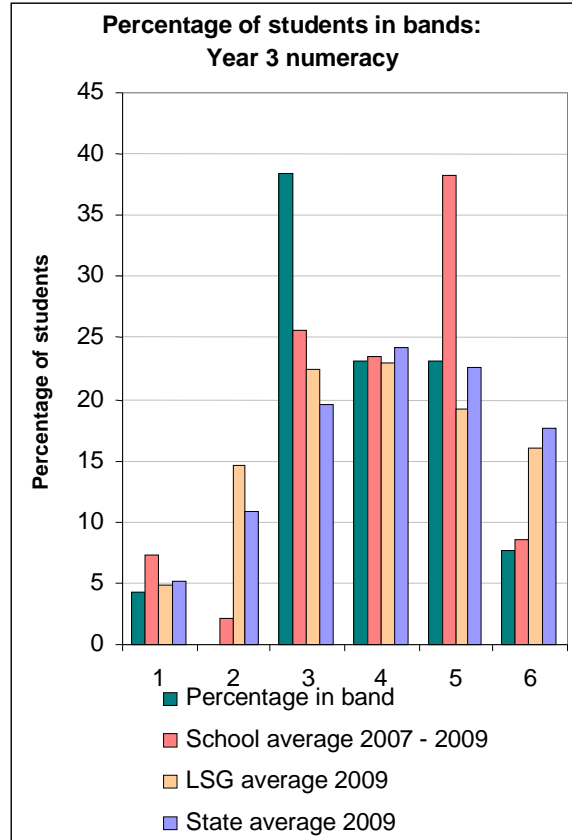
### Numeracy – NAPLAN Year 3

With the exception of one student, all students achieved results in or above Band 3. 38% of Cronulla students were in Band 3 compared with the state result of 20%. Results in both Bands 5 and 6 were consistent with state averages.

There were no significant differences between the results for Number, Patterns and Algebra compared to Measurement, Data, Space and Geometry.

### NAPLAN results Numeracy, 2009

Numeracy Year 3	School	LSG	State
Average Mark	390.9	398.3	405.8



### Literacy – NAPLAN Year 5

Literacy results were very good with 45% of this year's students achieving results in Band 6. The overall Literacy average was 498.2. This showed an improvement of 18.2 on 2008's results. The Reading average score was 24.8 higher than last year.

Spelling, Grammar and Punctuation and Reading all had results above the state averages. Cronulla's Spelling average was 12.7 marks higher than the state average. Grammar and Punctuation also scored highly with an average 11.4 over the state average. Writing was the weakest aspect of Literacy showing a drop of 2.9 average points and is an area for focus next year.

### Numeracy – NAPLAN Year 5

### NAPLAN results Spelling, 2009

Spelling Year 5	School	LSG	State
Average Mark	515.8	495.2	503.0

**NAPLAN results, 2009  
Grammar and Punctuation**

<b>Grammar &amp; Punctuation Year 5</b>	School	LSG	State
Average Mark	519.3	494.9	508.0

**Progress in Literacy**

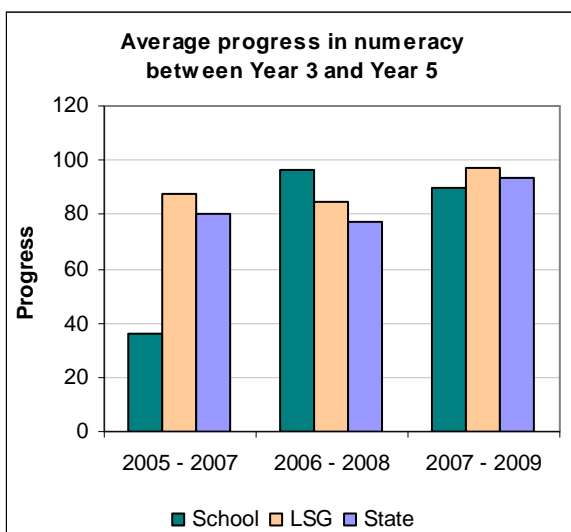
Only six of the eleven students in year 5 could be matched with their year 3 results. The average growth in overall Literacy was 61.9. The range of individual's growth was vast with one student having a poor test day and having negative growth from year 3 whereas another student had exceptional personal growth in Reading of 155.4. Extremely high and low individual growth scores have made an "average" growth unrepresentative with only six students.

**Progress in numeracy**

The average growth from year 3 to year 5 in Numeracy was 90.2. There was a marked difference in the growth between boys and girls. Boys demonstrated superior growth with an average of 123.6 compared to the girls' growth of 56.8.

**Average progress in numeracy for matched students**

	2005-2007	2006-2008	2007-2009
School	36.2	96.4	90.1
State	80.4	77.3	93.4



**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3 and 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 3 students in our school achieving at / or above the minimum standard in 2009**

<b>Percentage of Year 3 students achieving at / or above minimum standard</b>	
<b>Reading</b>	92
<b>Writing</b>	100
<b>Spelling</b>	100
<b>Grammar and Punctuation</b>	100
<b>Numeracy</b>	92

All Year 3 students achieved at or above the minimum standard in Writing, Spelling and Grammar and Punctuation.

**Percentage of Year 5 students in our school achieving at / or above the minimum standard in 2009**

<b>Percentage of Year 5 students achieving at / or above minimum standard</b>	
<b>Reading</b>	100
<b>Writing</b>	91
<b>Spelling</b>	100
<b>Grammar and Punctuation</b>	100
<b>Numeracy</b>	100

All Year 5 students achieved at or above the national benchmark in Reading, Spelling, Grammar and Punctuation and Numeracy.



## Significant Programs And Initiatives Aboriginal Education

- Aboriginal Education in-service by Carol Green and associates for a 3 module look into Aboriginal Education in schools (Professional Development)
- The teaching of Aboriginal education is embedded in all key learning areas throughout the school
- Staff provide students with experiences to develop a deep understanding and knowledge of Aboriginal culture
- As a sign of respect, our students commence assemblies with the traditional Acknowledgement of Country. Our National Anthem is sung in both Dharawal and English
- Special NAIDOC Week celebrations in July saw each class contribute to a "Dreaming story" session where each class told a Dreaming story and presented artwork to the rest of the school
- Primary and infants classes entering NAIDOC Week competitions which include colouring in competitions and a poem entitled "Respect"
- Use of Aboriginal Games Resource (Australian Government; Australian Sports Commission "Yulunga; Traditional Aboriginal Games") to incorporate into fitness activities in the K-6 PD/H/PE programs and modifying traditional Indigenous games

## Multicultural Education

- Teachers recognise and respond to the cultural needs of the school community
- Classroom teachers, librarians and ESL teacher work cooperatively to develop strategies that best cater for student's individual needs
- Harmony Day celebrations involving Buddy Group activities and wearing the colour orange to school to recognise the day's importance. Participation in the 2010 Harmony Day poster competition themed "Harmony- We can make it happen"
- Kindergarten Cultural Afternoons term 3 where parents of students from countries such as Uruguay, Russia, Brazil and Peru spoke to the students about their culture and country of origin and children joined in singing, dancing and language sessions
- Students were presented with inclusive teaching practices which recognised and valued the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views were promoted
- Teaching and learning programs supported the particular learning needs of targeted students from culturally and linguistically diverse backgrounds.
- Human Society and Its Environment, Creative and Performing Art units allowed for the study, celebration, appreciation and understanding of different cultures

- A staff member is currently trained as an Anti Racist Contact Officer. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment
- Staff increased students' understanding of racism and discrimination and its impact through teaching and learning programs that are activity based

## Respect and responsibility

Values have continued to be the foundation of all our programs and practices.

The core values of Cronulla Public School are:

- Respect
- Responsibility
- Care
- Cooperation
- Fairness
- Integrity
- Democracy
- Participation
- Excellence

The core values are demonstrated by:

- Student Welfare Policy embedding all core values. Discipline award system to reward students demonstrating core values
- Peer support program with weekly lessons focusing on specific values
- Student Representative Council promoted and fostered core values



## Progress on 2009 targets

### Targets for 2009

#### Target 1

90% of students achieve Stage outcomes in Literacy

Our achievements include:

- K-6 students' records of literacy and numeracy results are accessible for all staff for instructional groupings in the classroom
- Quality teaching practices through the implementation of technology resources literacy and numeracy resources have resulted in increased student engagement
- Public speaking skills have been embedded in staff programs and are enhancing student skills in both prepared and impromptu speeches
- Student's writing, as evidenced through student tracking folders, continues to be a focus
- Improved student phonemic awareness through the use of the LIPPI program K-2.

#### Target 2

90% of students achieve stage outcomes in Numeracy

Our achievements include:

- Interactive whiteboards have been installed and are now utilised as a valuable resource within the classroom to support student learning and lesson banks developed across all key learning areas to reinforce students' concept development
- Units of work have been developed to utilise new technology in the classroom

#### Target 3

100% students improved their behaviour levels and engagement in learning

Our achievements include:

- Identification of staff Professional Learning needs and planned individual programs to ensure implementation of Quality Teaching framework in classrooms
- Student Welfare Policy embedding all core values. Discipline award system to reward students demonstrating core values
- Peer support program with weekly lessons focusing on specific values
- Student Representative Council promoted and fostered core values

## Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

### Educational and management practice

#### School Satisfaction

##### Background

In 2009 the school sought the opinions of parents, students and teachers about their satisfaction with various elements of the schools operation.

##### Staff Survey

Results of the staff survey revealed

- The vast majority of staff believe we have made improvements in the internal quality of classrooms and auxiliary equipment available to students and staff
- We have connected well with the community particularly through such events as 'Love Cronulla Week'.
- The student welfare programs under the umbrella of the Learning Support Team are functioning extremely well
- We could do a better job of promoting healthy lifestyle choices
- The improvements in uniform have been positive in raising our community profile
- 2010 will see the largest Kindergarten enrolment in 10 years. This is validation of the 'turn-around' status of our school

##### Parent Survey

The majority of parents were positive in their responses in relation to the school, its teaching programs and community engagement; however the following points highlight areas for improvement

- Request for P&C meetings to be moved to after school
- School activities involving parents to be positioned either at the start or end of the day rather than in the middle to allow more people to attend
- Less junk food sold at the canteen and also offered as student rewards
- More emphasis on healthy lunches and 'fruit break'

## **Student Survey**

- All students believe that teachers model good behaviour and teach the core values of the school
- Teachers deal with students in a fair manner
- All students enjoy the improvements to the playground including the BBQ area and football posts
- 90% enjoy the technology aspects of the school

## **Curriculum**

### **Background**

The school has a strong focus on Technology.

Teachers, parents and students were surveyed regarding the school's programs.

### **Staff Survey**

Results of the staff survey revealed

- 100% of staff believed computer usage enhanced learning of students
- 95% believed Cronulla Public School is well resourced in computers
- 50% of staff sighted additional Professional Learning in Technology as a requirement
- 50% believe a new computer education continuum would be of benefit to the school

### **Future directions**

All classrooms will have an interactive whiteboard next year. An emphasis on Professional Development in ICT will remain a priority during 2010.

### **Parent Survey**

Overall the results of the survey reveal that parents either agree or strongly agree that

- Their child enjoyed using computers at school
- Were being provided with valuable information in relation to use and etiquette
- Cronulla Public School was extremely well resourced in technology
- Only 30% believed that teaching staff spoke to them in relation to computer usage

### **Future directions**

Staff have acknowledged the importance of speaking at length to parents regarding the use of computers in class.

### **Student Survey**

Overall results reveal

- Most students enjoy using computers
- 100% of students believe they learn valuable information in relation to computers at school
- All students enjoy the Interactive Whiteboards
- 75% of students believed their teacher made computer activities fun.

### **Future directions**

Extension computer activities will be offered during 2010 to satisfy the growing thirst for knowledge.

## **School development 2009 – 2011**

- Literacy
- Numeracy
- Student Welfare

In 2010

- Establishment of the Digital Classroom for senior students
- An understanding of the school's place in the community through the centenary.

Completion of building works under 'BER' program

- School-based data will show each student achieving individual learning goals in relation to Stage outcomes for Literacy and Numeracy
- The Quality Teaching Framework will be a key instrument used to improve student outcomes
- Innovative technology usage will enhance learning in every classroom. Increased competency levels will be demonstrated by staff and students and an enhanced level of competence in senior students through the digital classroom.
- Learning Support Team to address and support students with student welfare issues
- A range of data will demonstrate a diminished gap between achievement levels for Aboriginal and non-Aboriginal students
- An appreciation of the important role Cronulla PS has had and continues to have in our community.

## Targets for 2010

90 % students achieve Stage outcomes in Literacy  
90 % students achieve Stage outcomes in Numeracy  
100% students improved their behaviour levels and engagement in learning

### Target 1

#### 90% of students achieve Stage outcomes in Literacy

- School-based data will show each student achieving individual learning goals in relation to Stage outcomes for Literacy
- Teachers utilise Quality Teaching Framework as key instrument to improve student outcomes
- Improved student literacy outcomes by using explicit teaching to develop public speaking, reading and writing skills through a coordinated whole school approach and track student progress using School Transition Enterprise Management System (STEMS)
- Innovative Technology usage enhances learning in every classroom. Increased competency levels will be demonstrated by staff and students
- Diminished gap in Literacy achievements between Aboriginal and non-Aboriginal students

Strategies to achieve this target include:

- **Analysis of individual students' needs and provision of appropriate support as indicated and evidenced in tracking folders and monitored through LST**
- **Differentiated Professional Learning Program including**
  - Guided reading (explicit and systematic)
  - Shared reading (explicit and systematic)
  - Explicit modelled and scaffolded teaching of text types
  - Use of interactive whiteboards
  - Video conferencing when online
  - Professional learning in Quality Teaching dimension – Intellectual Quality. Emphasis on higher order thinking and significance
  - Teachers to access the Teaching and Learning Exchange (TaLe) as a strategy to enhance teaching practice
  - Professional learning in Consistent Teacher Judgement with P5 Schools Network
- **Planned integrated approach to improving outcomes for Aboriginal students and students with special needs**

- Country School Exchange Program with Wellington PS to provide additional stimulus
- Continuation and further development of exchange program
- Liaison with local community to provide cultural training for staff
- Personalised Learning Plans negotiated with parental input –Aboriginal students
- Individual Education Programs for students with special needs as indicated by Learning Support Teachers

#### • **Implementing focused programs throughout the school including:**

- Sentence of the Day (Writing)
- Home reading program (K-6)
- Benchmark students reading by completion of running records stage 1 and stage 2
- Purchase and provide levelled texts for home readers in all stages
- Extra reading support programs for particular groups of students organised through Regional support and community volunteers

#### • **Ensure the teaching of Human Society and Its Environment and Science is aligned to the Quality Teaching framework and incorporates quality literacy strategies**

#### • **Participation in P5 Schools Network to facilitate sharing of expertise and resources, with focus on student writing improvement and authentic assessment**

- Develop writing rubrics with teachers in Network. Students self assess work samples against rubrics
- Shared technology skills audit, programming and assessments

#### • **Development of a strategic and systematic K-6 assessment program which will require**

- Consistency of teacher judgement
- Monitoring of student work
- Tracking of student progress
- Programming which is responsive to student needs
- Develop programs and provide extra funding to support students below chronological reading age

#### • **Implementation of the Best Start Assessment Program designed to identify the literacy knowledge and skills that each student brings to school as they enter Kindergarten and that will be used to inform teaching**

- **Implementation of the Lessons in Phonics Instruction (LIPI) for ES1 and S1**

- LIPI program to be utilised by Support Teacher Learning Assistance & Early Stage 1 Teachers

- **Partnership between the home and school to be strengthened through the provision of information via newsletters and parent information sessions**

- Parent meetings related to learning styles, home activities, reading and learning together
- Survey parents'/carers' areas of interest and use of regional personnel in 2 year timeframe for parent learning

- **Digital classroom to improve student engagement and lead to enhanced narrative development**

- Differentiation of curriculum to assist students reach their full potential

- **Integration of technology and Connected Classroom strategies into writing and numeracy initiatives**

- Shared school development days
- Develop data base of useful sites

- **Digi Ed program for stage 2/3 students to assist with development of narratives for NAPLAN testing**

- **Structured connection between "email buddy" program and writing/literacy strategies, particularly narrative**

- Investigate then establish opportunities for families to use school internet facilities and facilitate regular student/parent shared e-days and e-experiences

- **Ensure monitoring and evaluation processes are in place**

- Implement School Transition Enterprise Management System (STEMS) tracking for K-6
- Implement class tracking card

Our success will be measured by:

- Targeted groups to show growth at least commensurate with school population
- Classroom practice demonstrates Quality Teaching elements embedded in programs and delivery
- Across Network Literacy assessments in place and in-class term and semester assessments indicate growth for every student
- Parent surveys indicate high satisfaction with home reading
- Aboriginal students showing improved results
- Increased NAPLAN Performance

## Target 2

### 90% of students achieve stage outcomes in Numeracy

- School-based data will show each student achieving individual learning goals in relation to Stage outcomes for Numeracy
- Teachers utilise Quality Teaching Framework as key instrument to improve student outcomes
- Innovative Technology usage enhances learning in every classroom. Increased competency levels will be demonstrated by staff and students
- Improving tracking of student numeracy outcomes by the development of stage appropriate assessing, teaching and learning activities to deepen understanding of strands in mathematics at stage levels  
Diminished gap in Numeracy achievements between Aboriginal and non-Aboriginal students

Strategies to achieve this target include:

- **Professional learning for teaching staff in analysis techniques and establishment of specific student goals**
  - District 'Self Selection'
  - Establishing Positive Professional Links with local schools
  - Participation in professional learning opportunities that develop numeracy expertise
  - Use Best Start analysis to inform individual student learning needs in kindergarten

- Targeted support for individual learning needs determined by analysis of NAP numeracy and school based data
- **Identification of staff professional learning needs and planned individual programs to ensure implementation of Quality Teaching framework in classrooms**
  - Quality teaching elements to be incorporated into all aspects of teaching numeracy with focus on significance and higher order thinking
- All students working at their stage appropriate level groupings within their classroom. Demonstration of flexibility within the curriculum to cater for individual needs
  - Engagement of Regional personnel to optimise staff learning
  - Individual programs developed for particular students including Aboriginal students, groups of high achieving students and students experiencing difficulties
  - Resource development – an audit to be conducted and resources purchased. Central resource area to be established.
  - Further strengthen and develop hands on activities through the implementation of Maths Tracks activities
- **Structured opportunities for staff and parents to participate in P5 Schools Network to facilitate improved student engagement and learning**
  - Work with staff from the P5 Schools Network to ensure consistency in teacher judgement of work samples to measure achievement
  - Collaborative programming to be encouraged and to reflect scope and sequence.
- **Digital Classroom to assist with online differentiation of curriculum**
- **Initiatives to increase parent involvement in learning process**
  - Continuation and increase of days for Kindergarten transition playgroup
  - Appropriate mathematics material given for homework and completed by all students
  - Providing parents with information through regular numeracy articles in newsletter and information evenings

## **Ensure monitoring and evaluation processes are in place**

- Improved tracking of all student achievement through School Transition Enterprise Management System (STEMS)
- All students tested on Sena1 and Sena 2 to determine stage grouping by end of term 1
- Testing of stage 1-3 students using Mathematics Diagnostic Test

Our success will be measured by:

- Parent surveys report greater understanding and ability to assist their children at home
- Term assessments indicate 100% students demonstrate progress towards individual goals
- Targeted groups to show growth commensurate with school population as outlined in above targets
- Staff programs reflect best practice in teaching. Students have a deeper understanding and knowledge of specific stage appropriate mathematical strands
- Improved NAPLAN Results

## **Target 3**

### **100% students improve their behaviour levels and engagement in learning**

- School-based data will show each student achieving individual learning goals in relation to stage outcomes
- Teachers utilise Quality Teaching framework as key instrument to improve student outcomes
- Improved student outcomes by addressing and supporting students with special needs through the implementation of specific programs which promote student well being and resilience

Strategies to achieve this target include:

- Implementation of buddies program for new students
- Peer Support training and groups implemented.
- Identifying needs of specific students through testing and assessment

- Inserviceing of staff by counsellor on autism and Downes syndrome. Staff attend regional courses
- Evaluation of initiative programs
- Resilience training for students particularly stage 3 in readiness for High School
- Establishment of Philosophy Classes K – 6 in Semester 2
- **Professional learning for teaching staff in analysis techniques and establishment of specific student goals**
  - Risk assessments and management plans for students with challenging behaviour
- **Parent Inservice Courses**
- **Identification of staff professional learning needs and planned individual programs to ensure implementation of Quality Teaching framework in classrooms**
  - All students working at their stage appropriate level groupings within their classroom. Demonstration of flexibility within the curriculum to cater for individual needs
  - Engagement of regional personnel to optimise staff learning
  - Individual programs developed for particular students including Aboriginal students, groups of high achieving students and students experiencing difficulties
- **Initiatives to increase parent involvement in learning process**
- **Ensure monitoring and evaluation processes are in place**
  - Improved tracking of all student achievement through School Transition Enterprise Management System (STEMS)
  - SMS system integrated into school culture to assist parents with organisation and ultimately monitoring of absences



Our success will be measured by:

- Parent surveys report greater understanding and ability to assist their children at home
- New initiative programs are strengthened for future implementation
- Term assessments indicate 100% students demonstrate progress towards individual goals
- Targeted groups to show growth commensurate with school population as outlined in above target
- Successful transition of kindergarten students
- Weekly peer support lessons and buddies program
- Specific students identified and tracked including those with physical, cognitive, behaviour and social issues
- Individual Education Programs will address curriculum, social skills, communication, personal care and safety
- Staff programs reflect best practice in teaching
- Programs to support students with specific needs based on the changing needs of the school

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Peter Banks - Principal  
 Susan Ross - Assistant Principal  
 Dianne Yates - Teacher  
 Sue Dunand - Teacher  
 Linda Denman - Teacher  
 Mark Holden - Teacher  
 Melinda Dillon - Parent Representative

## School contact information

Cronulla Public School  
 18-24 Burraneer Bay Road  
 Cronulla  
 Ph: 9523 5098  
 Fax: 9523 0931  
 Email: [cronulla-p.school@det.nsw.edu.au](mailto:cronulla-p.school@det.nsw.edu.au)  
 Web: [www.cronulla-p.schools.nsw.edu.au](http://www.cronulla-p.schools.nsw.edu.au)  
 School Code: 1682

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>