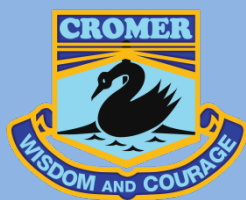
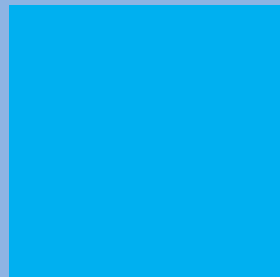
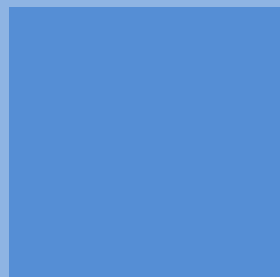


Cromer Public School

Annual School Report 2013



School context

Cromer Public School was established in 1962 and is currently in its fifty-first year of operation. The school is regarded as an integral part of the Cromer local community. It has maintained a proud tradition of *Wisdom and Courage*.

In 2013, it has an enrolment of 820 students K-6 located in 32 mainstream classes and 2 support classes. The students represent a school community of 45 different cultural backgrounds and approximately 575 families.

The school population consists predominantly of students from English speaking backgrounds (82%). Students from non-English speaking backgrounds account for 18% of enrolments.

The staff is comprised of the principal, two deputy principals, six assistant principals, thirty eight teachers, one business manager, one school administration manager, three administrative support staff, seven school learning support officers (including two full time and five part-time) and one general assistant. There is a total of 53 staff comprised of permanent and temporary positions. Some positions are shared.

Cromer Public School's vision is *Excellence in Education at your Local School*. The school community shares the responsibility for ensuring that our students are well-educated, happy and responsible young Australians.

The school's aim is to develop in students a love of learning and a self-managed approach to learning behaviour aligned to the Positive Behaviour Engaging Learners program. It also strives to build strong partnerships with parents and recognises the importance of their contribution to the school's overall purpose.

The school is characterised by the pursuit of academic excellence; a commitment to cater for all students' learning needs and abilities; and the recognition of a wide range of student, staff and community talents and achievements.

In addition, the school also fosters students' cultural, performance, leadership and sporting talents; the promotion of personal growth through the development of confidence and positive self-esteem for all; an innovative technology enabled learning environment; the implementation of Quality Teaching; a planned and negotiated approach to professional learning and commitment to working together with parents in partnership.

Its multi-talented and dedicated staff, work collaboratively with the community to provide innovative and high quality teaching and learning programs that engage and challenge all students. The school has a caring, inclusive, positive culture with a supportive school community. Parents have high expectations of student achievement and are very supportive of school staff.

During the past four years, the school has been one of forty-seven schools involved in a two year Commonwealth project - *47 School Pilot program*. This project looked at ways schools could be more responsive to the needs of their students and the communities they serve, through the school's increased local decision making over staffing, recruitment and budget to improve teaching and learning and student outcomes.

In 2012, the school was in the transition phase of the 47 School Pilot program and 2013 saw Cromer Public School embark up on an *Empowering Local Schools National Partnership*. As one of 229 state schools in NSW, the school has trialed new financial and student management and wellbeing policies and procedures that will eventually be implemented in all government schools leading to enhanced student outcomes.

Student performance in NAPLAN (Years 3 and 5) has been consistent over 2011 – 2013 and is well above the State's average, however slightly below the performance of the Region.

While the achievement of students in the upper bands of testing is pleasing, there are some concerns about the achievement of boys in Reading with regard to decreased scores in the mean in Year 3 and the growth for Year 5.

Principal's message

The Annual School Report is an overview of the school's achievements, programs and activities for 2013. It describes the progress and success of students and the school, brought about by the commitment and dedication of the staff and enhanced by parent support and participation.

Cromer's core values of **Respect**, **Achievement** and **Responsibility** underpin total school life. It has been wonderful to witness the way teaching and learning is truly meaningful, relevant, age appropriate and challenging at Cromer Public School. Boys and girls receive many opportunities to foster their talents.

Students K-6 certainly should be proud of their achievements in academic, social, citizenship, leadership, environmental, aesthetic, cultural, performing arts, public speaking, debating, multicultural, and sporting areas.

Throughout 2013, students have continually displayed true commitment to achieving their personal best and have attained excellence in many fields. Every time I have sat in the audience to see Cromer students take to the stage, I have been incredibly proud of individuals, groups, teams and grades. Their efforts will be highlighted in different parts of the annual school report.

The staff and parents understand the value of building a strong partnership in working together in the best interest of all students. Both hold high expectations of students.

Cromer PS staff provides a wide range of additional support, training and coaching activities to foster and promote the achievement of student potential. The staff is multi-talented, impressive and dedicated. They have been willing to share their expertise for the benefit of students and fellow colleagues. A large number of staff has devoted many additional hours beyond the classroom for the benefit of the school learning community.

Parent helpers assist teachers with a range of learning and extra-curricular programs. Students, staff and parents are learning together in a safe and caring environment. Parent and staff representatives have worked closely together to enhance the school's environment. The parent body has continued its support of the expansion of the school's educational programs, especially in literacy, numeracy and various technologies.

In 2013, the school continued to commit a significant part of its professional learning funds to the ongoing training of Early Career Teachers; Teachers in the Maintenance Phase of Accreditation; Aspiring Leaders and to the investigation of and planning for the implementation of Australian curriculum by Team Leaders and grade colleagues.

Also, five teachers are to be congratulated for their diligent efforts in developing evidence to gain accreditation with the NSW Institute of Teachers. Three temporary teachers throughout 2013 were successful in gaining permanent positions under merit in other local schools.

In completing this message, I must also acknowledge the untold support I have received from Deputy Principals, Julie Johnson and Nicole Herrmann. We have shared the educational leadership of Cromer PS wearing interchangeable hats on a daily basis in a time of significant change in education, administration and management. The Assistant Principals, Grade Coordinators and Project Team Leaders have all worked diligently under the school's distributive leadership model to make a difference on behalf of all students.

It would also be remiss of me not to acknowledge the significant contribution of Business Manager, Donna Warne and School Administration Manager, Jodie Sly for their untold efforts in mastering many of the new financial and student management procedures under the **Learning Business Management Reform** (LMBR) agenda that has been trialed and implemented across the State's 229 schools. Their expertise has been acknowledged by Departmental personnel and we have been very fortunate to have them as integral members of the Executive Team.

Parents, so many of you have also been totally supportive throughout the 2013 school year. You naturally have wanted the best for your children. Many of you have worked with us and helped staff to provide a quality learning experience for students K-6.

To our fantastic Parents & Citizens' Association (P&C) and the various Sub-Committees: Canteen, Uniform Shop, Fundraising and Band & Strings know you certainly make a big difference in the lives of so many members of this school community. Your efforts are truly appreciated by students, staff and parents.

Many of the school's educational programs especially in literacy, numeracy, cutting edge technology and performing arts would not be so well resourced without your ongoing efforts. On behalf of students and staff please accept our thanks for your unstinting support.

School Council also has played an important role in the governance of Cromer PS. Parent and staff representatives together with the appointed community member continue to make a worthwhile contribution to the school's overall planning, growth and development.

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.

Maureen Gray

P & C President's message

The Cromer Public School Parents & Citizens (P&C) Association is a great way to get involved and learn about the direction of the school. The parent community works in partnership with the school's leadership team to ensure all of our students' learning needs are catered for at Cromer.

The P&C meetings provide an excellent source of information about school activities as well as a place to voice parent opinions. We meet eight times a year on Tuesdays of the fourth and eighth weeks of each term.

The P&C provides significant financial support to the school through fundraising and these funds target resources and programs negotiated with the school. The Uniform Shop and Canteen provide a genuine, cost effective service to the school community to meet the needs of students.

Managers are employed by the P&C to ensure the Canteen and Uniform Shop function efficiently. Parent helpers also volunteer their support and time in both venues. Nutritious food and quality school clothing are provided for the school community.

The Band & Strings Committee does an amazing job each year promoting instrumental music for a range of student musical abilities and expertise. Band Camp is always a rewarding experience for student musicians. Parent, teaching staff and tutor support is greatly appreciated throughout the entire year but especially during performance opportunities.

Major fundraisers in 2013 were the Rotary Car Raffle and the Cromer Fair. The sheer hard work and efforts of key members of the Fundraising Committee and the P&C Executive must be acknowledged. P&C also thanks the parent community for your ongoing support in 2013.

Jennifer Webster

School Captains' message

We would like to thank all of the teachers and staff for their ongoing efforts and commitment to Cromer PS. Without them this school wouldn't be as great as it is. One of the highlights of this year for us was attending the Year 6 Excursion to our Nation's Capital, Canberra. The Year 6 Teachers made this a trip that we really enjoyed and one that we will always remember. Many students wrote about the fun we had in Canberra in our Year Book. Other highlights included the Year 6 Play: 'The Next Big Step' and Crazy Cromer Circus.

We also enjoyed participating in the Peninsular Community of Schools' Student Leadership workshops and working with Vice Captains Lauren D and Nick B to develop a project based around the theme: 'Be Active, Be Happy'.

We presented our project to a group of 15 Korean educators from the Gyeonggi Provincial Office of Education, South Korea and to Professor Kurokami from Kansai University and Mr Shimoda from the Panasonic Education Foundation in Japan. We appreciated the way the overseas educators received our presentations.

It has also been truly rewarding to be role models as School Captains this year. Knowing the younger students look up to us has meant a great deal. It has been fantastic to work with the rest of the Student Leadership Team: Vice Captains, House Captains and Ministers and all members of Student Parliament to contribute to the many activities and events that have been organized throughout this year. We have had lots of fun.

We would also like to acknowledge our fellow students in Year 6 for making the last seven years absolutely amazing. They have created many memories that we will never forget. We wish our peers good luck as they move onto their different high schools and hope 2014 will be a rewarding and happy year for everyone in Year 7.

Ella Cook and Gabriel McGuire

Student information

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

Student enrolment profile

Our student enrolment in 2013 was 820 students including 439 boys and 381 girls.

In 2013, we had 32 mainstream classes K-6 including one composite (K/1) and two special education classes. Enrolments for each year at the commencement of 2013 were as follows:

- Kindergarten: 95 in 4.9 classes
- Year 1: 128 in 5.6 classes
- Year 2: 129 in 5.2 classes
- Year 3: 114 in 3.8 classes
- Year 4: 139 in 4.6 classes
- Year 5: 110 in 3.7 classes
- Year 6: 96 in 3.2 classes

Student attendance profile

Student attendance rates remained high and the school continued to encourage full attendance.

Approximately 95.8% of students attended school on average each day in comparison to 96.1% for the Region and 94.7% for State DEC.

Year	2008	2009	2010	2011	2012	2013
K		95.9	95.5	95.9	96.4	96.6
1		94.8	95.1	95.0	95.3	96.5
2		96.0	94.6	94.8	94.8	95.8
3		95.9	95.2	94.3	96.2	96.3
4		95.6	96.2	95.6	94.5	95.9
5		95.7	95.6	94.8	96.0	94.9
6		93.5	95.1	94.1	95.1	94.5
Total	94.9	95.4	95.3	94.9	95.5	95.8

Management of non-attendance

Cromer PS has an excellent attendance rate. We monitor school attendance through an online program – Web Attend. Within two days of the student's absence from school, the teacher follows up the absence with the parent.

Parents are requested to provide a written note when their child is absent from school and complete a DEC exemption form for extended periods of absence.

When the school is concerned about the attendance of a student, parents will be contacted and strategies are put in place to improve the situation. This may lead to referral to the Home School Liaison Officer (HSLO).

Workforce information

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

Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	2.0
Assistant Principal(s)	6.0
Classroom Teacher(s)	31.274
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher of ESL	0.8
School Counsellor	1.0
Business Manager	1.0
School Administration Manager	1.0
School Administration Officers	2.872
School Learning Support Officers	2.0
General Assistant	1.0
Total	52.566

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

At Cromer PS, no member of staff is of Aboriginal or Torres Strait Islander cultural heritage.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	25
NSW Institute of Teachers Accreditation	50

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	30/11/2013
Income	\$
Balance brought forward	564295.84
Global funds	395990.72
Tied funds	142992.27
School & community sources	441262.70
Interest	17971.76
Trust receipts	151919.04
Canteen	0.00
Total income	1714432.33
Expenditure	
Teaching & learning	
Key learning areas	179946.37
Excursions	111660.99
Extracurricular dissections	136988.87
Library	19040.51
Training & development	12914.17
Tied funds	160513.02
Casual relief teachers	95674.90
Administration & office	139728.52
School-operated canteen	0.00
Utilities	84194.17
Maintenance	54146.42
Trust accounts	131107.37
Capital programs	10662.42
Total expenditure	1136577.73
Balance carried forward	577854.60

The Balance carried forward will be used to fund additional teaching positions including the Teacher Mentor (2dpw) and Learning and Support Teacher (1dpw) in support of enhanced student learning outcomes.

Also, available funds will cover unpaid orders, unpaid invoices, unpaid casual salaries, provision for asset replacement, provision for additional assets and general purposes.

It is anticipated that approximately \$90000 will be used for the refurbishment of the School Canteen in early 2014. School Council determined the Canteen had to take precedence over the provision of a Covered Outdoor Learning Area (COLA) above the existing Multi-Purpose Sports Courts.

Cromer PS also manages the combined funds of thirteen local schools - The Peninsula Community of Schools and is holding approximately \$130000 in Trust for a range of educational opportunities and programs for students and staff in 2014.

A full copy of the school's 2013 financial statement is tabled at the annual general meeting of the School Council. Further details concerning the Annual Financial Statement (AFS) are available on request from the school.

School performance 2013

Cromer Public School enjoyed a highly successful year with students being offered a wide range of educational opportunities and experiences.

Our excellent academic achievements can be seen in external tests such as the National Assessment Program Literacy and Numeracy (NAPLAN) and in the overall results from the International Competitions and Assessments for Schools (ICAS) – Educational Assessment Australia.

In 2013, four Year 6 students were successful in gaining placements in Selective High Schools and three Year 4 students accepted Opportunity Class (OC) places. A small number of students in both cohorts were placed on reserve lists for Year 7 and Year 5 respectively in 2014.

Academic achievements

In 2013, NSW students in Years 3, 5, 7 and 9 participated in the National Assessment Program Literacy and Numeracy (NAPLAN). Minimum standards have been established in relation to student performance in Literacy and Numeracy.

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

Literacy – NAPLAN Year 3 and Year 5

Students in Year 3 and Year 5 at Cromer Public School participated in the national assessment program for Literacy. These tests were made up of four components:

- Reading
- Writing
- Spelling
- Grammar & Punctuation

There were 113 students in Year 3 and 108 students in Year 5 tested in May 2013.

The average Literacy results for Year 3 students were above their State counterparts in Reading, Writing, Spelling and Grammar & Punctuation but were slightly below statistically similar schools in the area of Reading.

Year 5 was significantly above State averages for all aspects of Literacy but scored slightly below the average for statistically similar schools in the area of Spelling.

Our Writing results in both Year 3 and Year 5 exceeded attainment levels of statistically similar schools and their State counterparts.

This reflects strong teaching in this area. Success in Writing also draws on student knowledge of Reading, Spelling and Grammar & Punctuation.

Numeracy – NAPLAN Year 3 and Year 5

Students in Year 3 and Year 5 participated in the national assessment program for Numeracy. The tests covered various strands of the Mathematics syllabus.

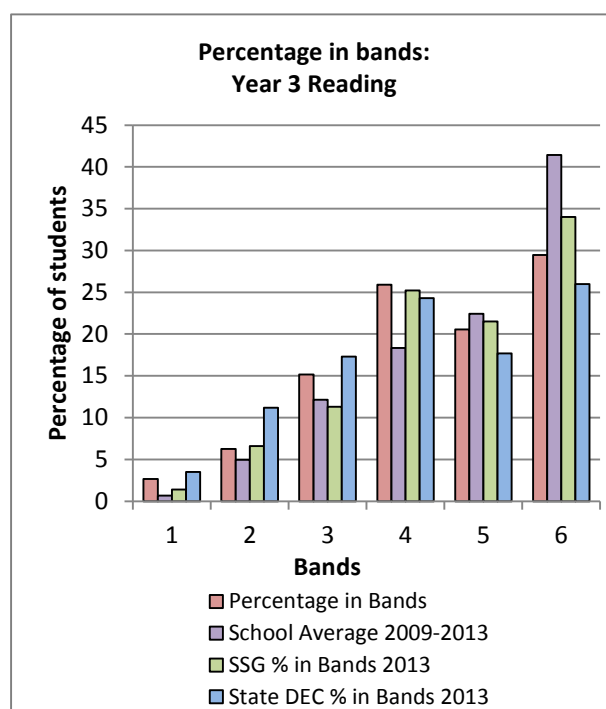
There were 113 students in Year 3 and 108 students in Year 5 tested in May 2013.

The average mark for students in Year 3 was higher than for both statistically similar schools and their State counterparts. The Year 5 average score was significantly higher than that of their state counterparts and for statistically similar schools.

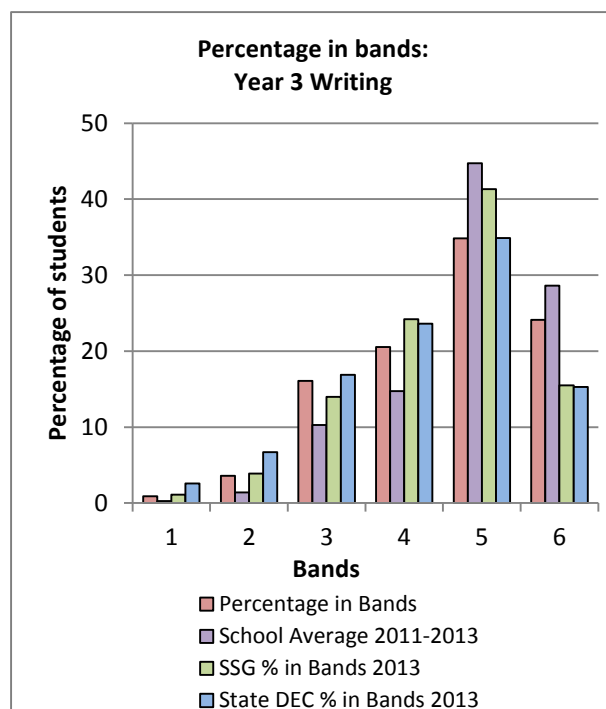
Progress continues to be evident in the area of Working Mathematically. Students in Years 1-6 have been streamed into ability groups to cater for students' conceptual learning needs.

In 2013, additional specialist staff has supported the delivery of the Mathematics program through the reduction of Year 3 Maths group sizes.

NAPLAN Year 3 - Literacy

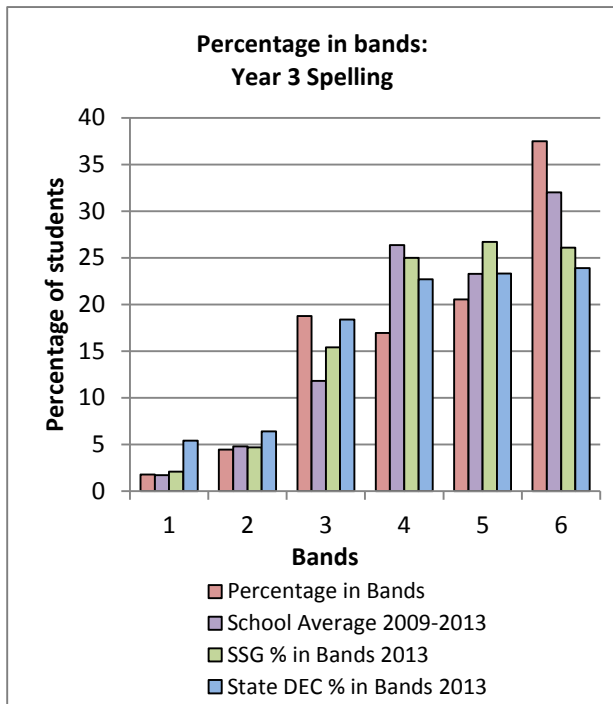


- 75.9% of Cromer's Year 3 students achieved band 4 or higher; compared to
- 68% of the State's Year 3 students.

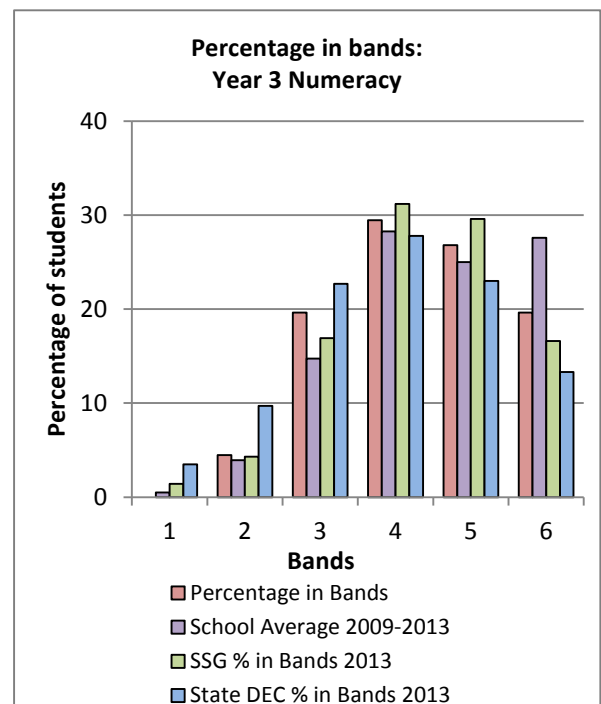


- 79.4% of Cromer's Year 3 students achieved band 4 or higher; compared to
- 73.8% of the State's Year 3 students.

NAPLAN Year 3 – Numeracy

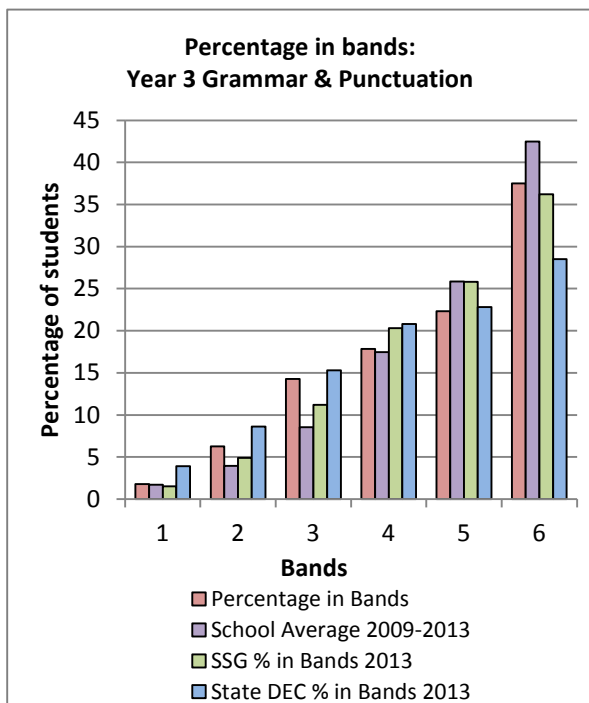


- 75% of Cromer's Year 3 students achieved band 4 or higher; compared to
- 69.9% of the State's Year 3 students.

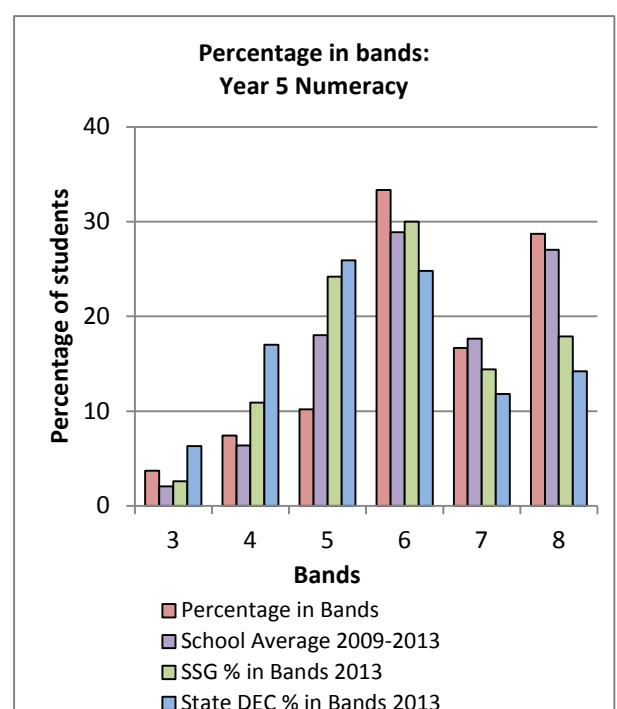


- 75.9% of Cromer's Year 3 students achieved band 4 or higher; compared to
- 64.1% of the State's Year 3 students.

NAPLAN Year 5 – Numeracy

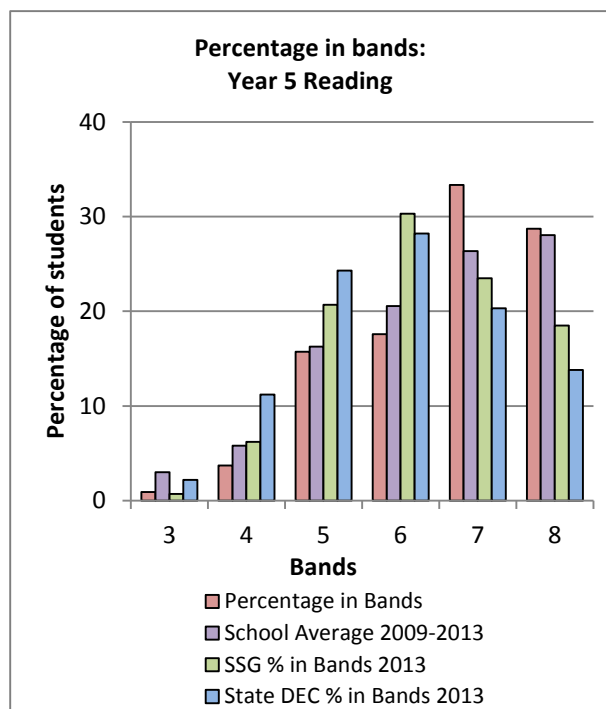


- 77.7% of Cromer's Year 3 students achieved band 4 or higher; compared to
- 69.9% of the State's Year 3 students.

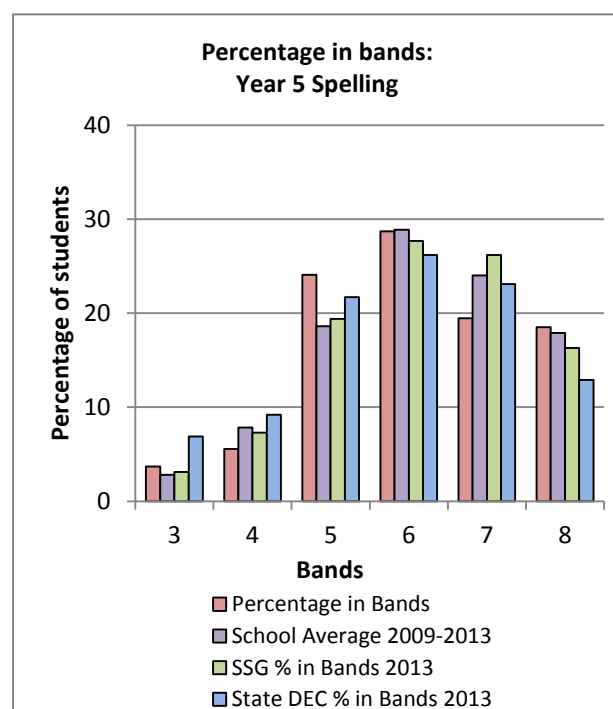


- 78.7% of Cromer's Year 5 students achieved band 4 or higher; compared to
- 50.8% of the State's Year 5 students.

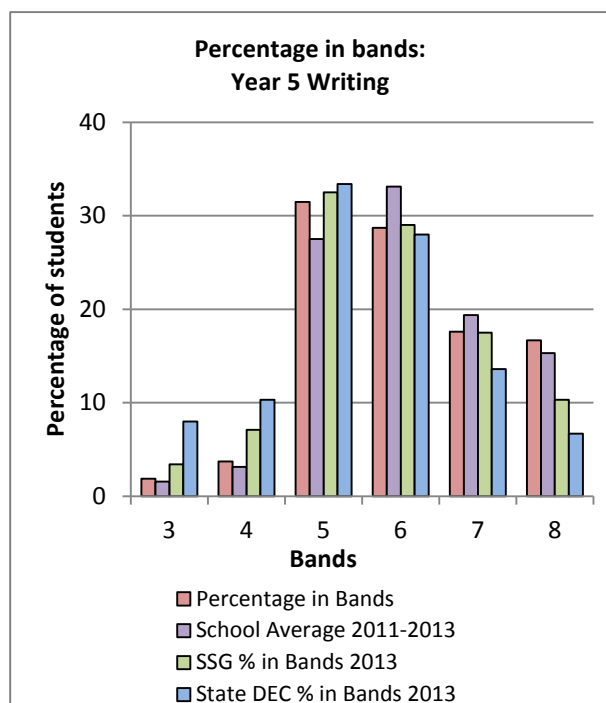
NAPLAN Year 5 – Literacy



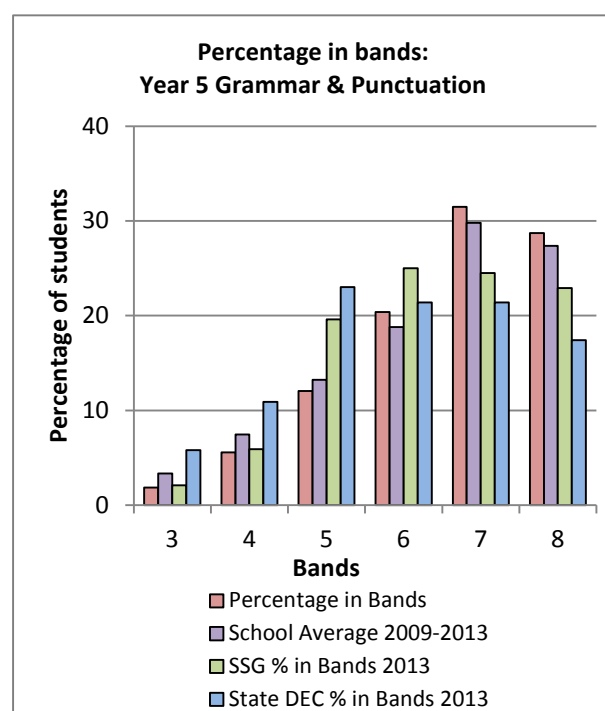
- 79.6% of Cromer's Year 5 students achieved at band 4 or higher; compared to
- 62.3% of the State's Year 5 students.



- 66.6% of Cromer's Year 5 students achieved at band 4 or higher; compared to
- 62.2% of the State's Year 5 students.



- 63% of Cromer's Year 5 students achieved band 4 or higher; compare to
- 48.3% of the State's Year 5 students.



- 80.6% of Cromer's Year 5 students achieved at band 4 or higher; compared to
- 60.2% of the State's Year 5 students.

Minimum Standards data

The tables below report the National Minimum Standards with and without exemptions.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	96.5
Writing	98.2
Spelling	97.3
Grammar & Punctuation	97.3
Numeracy	99.1

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	97.3
Writing	96.4
Spelling	94.5
Grammar & Punctuation	96.4
Numeracy	94.5

As an indication, the number of students exempt for Year 3 Reading is 1. The number of students exempt for Year 5 Reading is 2.

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	97.3
Writing	99.1
Spelling	98.2
Grammar & Punctuation	98.2
Numeracy	100.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	99.1
Writing	98.1
Spelling	96.3
Grammar & Punctuation	98.1
Numeracy	96.3

ICAS assessments

Cromer Public School had students from Years 3-6 participate in the International Competitions and Assessment for Schools tests devised by Educational Assessment Australia in six areas:

- English
- Writing
- Spelling
- Mathematics
- Science
- Computer Skills

Some students sat for all the tests and some had varying number combinations depending on their subject interests or areas of expertise.

Students were awarded 11 high distinctions (HD), 56 distinctions (D), 109 credits (C) and 98 participation (P) certificates. This is an outstanding result for the 274 participants.

Significant programs and initiatives

Creative and Performing Arts Program

The school has continued to provide a range of Creative and Performing Arts opportunities and experiences for students K-6. Students who wish to pursue these activities at a higher level are given the opportunity to further their skill level by joining a band, ensemble, choir, club or group.

The Creative and Performing Arts programs offered at the school are outstanding. Students have the opportunity to shine as individuals, to be part of a group or ensemble, to work collaboratively and to develop important presentation and performance skills that are of a high quality. Students strive to achieve excellence as well as increase their self-confidence and esteem.

Music

The school community places a strong emphasis on developing and nurturing a love of music in its many forms. As part of the 'Release from Face to Face' teaching (RFF) program, the school employs a specialist music teacher to work with its already talented staff.

The music specialist teaches all classes K-6 and has actively supported students to develop their skills to participate successfully in Cromer's annual Creative and Performing Arts Evenings held in Term 3 each year.

Band

The school's Band program runs for students in Years 3 - 6 and has approximately 85 members. Cromer runs a Training Band, Intermediate Band and Senior Band as well as a Senior Chamber Ensemble for students who display talent in the area of instrumental music. A number of students play more than one instrument.

The Band program is co-coordinated by the P & C Band Committee and Assistant Principal, Nancy Chaffer. Kelvin Anderson is employed as the Band Director. His far ranging expertise is certainly appreciated by students, staff and parents.

In 2013, all three bands attended the Music Camp at Camp Kedron, Ingleside in Term 1. The three bands' performances at the conclusion of the camp were certainly enjoyed by the very supportive audience of proud mums and dads.

Each band participated in the annual **University of NSW School Band Festival** held in August at Kensington. The Senior Band received a Silver Medal this year for their wonderful showcase of pieces whilst both the Training and Intermediate Bands were awarded Bronze Medals.

The bands' performances were well received throughout the year and they displayed a fantastic sound at the CAPA Evenings – **'Shine like a Diamond.'**

Strings

All Year 1 students receive violin tuition during the RFF Music program. Students then have the option of joining the Training String Ensemble in Year 2. Students from Years 3 - 6 then form the Intermediate and Senior String Ensembles. These ensembles have approximately 80 members in total. The ensembles are trained by Cromer's Strings Director and accomplished violinist, Katherine Crossing and supervised by the school's relieving Deputy Principal, Nicole Herrmann.

In 2013, Cromer was fortunate enough to have 18 talented Strings players join the Combined Public Schools String Ensemble in the NSW based **Festival of Instrumental Music Jacaranda Concert** held at the Sydney Opera House in August. Students were ably supported by Jill Bradford and Katherine Crossing. The presentation of 'The Hunter's Funeral', 'Dooverlackie Blues' and 'Bushwaker Stomp' was superb as was the Ensemble's role in the finale with 'Rocky Hammond – Private Investigator'.

Choir

In 2013, the Choir program included the Junior (Years 1 - 3) and Senior (Years 4 - 6) Choirs. The Junior Choir was taught by Suzie Witts and the Senior Choir by Jill Bradford. The choirs met weekly to develop their repertoire of songs.

The Junior Choir performed alongside nine other primary schools at the **Peninsula Community of School Music Festival** at Pittwater High School. The festival was held during Education Week and our students really loved the repertoire of songs associated with the theme 'Animal Crackers'.

The Senior Choir of twenty five students performed in the **Australis Concert of the NSW Public Schools Concert Series** at the Sydney Opera House. Our students were part of the 700 strong Combined Choirs and it was magical to see and hear the performance.

Sixteen members of the Senior Choir were fortunate to be selected to perform as part of the Schools Spectacular Combined Choir at the Sydney Entertainment Centre in November. This was a fantastic experience to be part of the **30th Anniversary of the Schools Spectacular.**

Both Junior and Senior Choirs performed to acclaim on several occasions throughout the school year and both were stars at the CAPA Evenings. Choral music is outstanding at Cromer PS.

Dance

In 2013, the Junior Dance Group had students from Years 1 - 3 and was taught by Leah Wood and Denise Jeffery. The Senior Dance Group was made up of 16 talented dancers from Years 4 - 6 and was taught by Glynis Cochrane with support from Alison Quinn.

Both the Senior and Junior Dance groups delighted audiences at the **Sydney North Dance Festival** held at the Glen Street Theatre. The Junior Dance Group presented 'The Enchanted Garden' with young dancers bringing a magical garden to life. The Senior Dance Group took to the stage in a blaze of sophisticated colour and highly executed dancing to present 'Mimefulness'.

The Senior Dance group also performed at the **State Dance Festival** at the Seymour Centre. They were also chosen to perform at the **2013 Schools Spectacular** one of the most colourful and inspiring entertainment events staged in Australia with 3600 students from 400 public schools.

Drama

Drama is an integral part of the school's Creative and Performing Arts program. There is a Junior Drama Group taught by Deborah Haddrick and Mary Brissenden with enthusiastic students from Years 1 – 3. The Senior Drama Group of Years 4 – 6 students is taught by Judy Geeves.

Drama groups performed in the school's CAPA evenings with students managing costumes and props efficiently. Juniors presented 'The Foolish Little Rabbits' and the seniors really had the audience enthralled throughout 'The Pied DJs'.

Year 6 students also presented their play 'The Next Big Step' to families and friends at the end of Term 3. As the students from classes 6M, 6S, 6G, 6K and K-6B wove the various acts of the play together there was a great deal of laughter from the audience as you could appreciate the content from both the students and staff's perspectives.

At the end of the play Year 6 came together to sing 'We'll Shine' which was very moving as the majority of students had been together since Kindergarten. This was also a time to reflect that they only had one term left before taking the next big step into their secondary schooling.

Visual Arts

Visual Arts remains a strong priority as a means of creative expression for our students. In 2013, the school continued to employ a specialist Art teacher Kylie Nixon as part of the 'Release from Face to Face' teaching (RFF) program.

In 2013, the school learning community was able to access the Visual Arts Blog on the Cromer PS website <http://intheartroomblog.blogspot.com.au> Parents can stay up to date and informed of current Visual Arts lessons and staff can access new teaching and artistic practices.

The In the Art Blog is an excellent communication tool that highlights the school's Visual Arts program, as well as CAPA and ICT.

The Visual Arts program ensures all students K-6 use a variety of media such as oil pastels, water colours, clay, charcoal, pens and pencils. Students are taught the correct techniques for media usage. They also experience non-traditional art techniques such as printing, photography, collaborative artworks and recycled materials. As well as experiencing practical art activities students produce quality artworks.

Sport Program

Physical education and sport is a highly valued component of the curriculum at Cromer PS. Students' awareness of and involvement in an active and healthy lifestyle has been promoted through a wide range of sporting and leisure opportunities available at the school.

Over the past four years the school has employed a specialist Personal Development, Health and Physical Education teacher. Sarah Riddington has been outstanding in this role. She has helped to strengthen Physical Education across the school and encouraged students to participate in a healthy active lifestyle. The specialist program has been enthusiastically received by everyone.

Cromer places a strong emphasis on the development of a range of skills in many and varied sporting activities. Our focus includes: school-wide fitness and gross motor programs, tennis, school sport, interschool sport (PSSA), participation in a variety of knockout competitions, and athletics, swimming and cross-country carnivals.

Towards the end of Term 1, the 2013 Sports Captains and selected Years 5 and 6 students attended a Sports Leadership Day held at Freshwater Senior Campus, Northern Beaches Secondary College. This was part of the Premiers Sports Challenge concept of getting more children, more active, more often. High school students coached and mentored primary students in a variety of games and activities including AFL, soccer, circuits, hockey, netball and softball.

Students participated in a number of PSSA Sports Knockout Competitions as well as Gala Games for various sports achieving creditable results. Boys and girls teams showed excellent sportsmanship and were supportive of their team members both on and off the field.

Many students represented the school at zone level in swimming, cross country and athletics. A number moved onto regional and some to state carnivals. Our sports people have done us proud.

A Year 6 student, Nicholas J continued to make a 'big splash' at the State Swimming titles held at Homebush and qualified to swim in a number of events at Nationals. This was an outstanding individual achievement.

Aboriginal education

Cromer has a proud tradition of teaching Aboriginal perspectives across the curriculum. Aboriginal education has become a focus for awareness-raising activities.

The school ensures that Aboriginal perspectives are included in appropriate units of work across all key learning areas, promoting a greater understanding of Aboriginal culture, history and contemporary life.

Aboriginal students who attend the school have a personal learning plan (PLP). Together home and school have set some realistic goals to support student learning attainments in 2013.

As part of NAIDOC Week and in celebration of our land's Aboriginal heritage and in recognition of both Aboriginal and non-Aboriginal people, each class K-6 created an animal picture using a range of paper textures. Several of the pictures were selected to form the basis of some fabulous collages of unique Australian creatures of the land.

The three large collages titled the **Cromer Collectives K-6** were created to be displayed with Peninsula Community of Schools (PCS) artworks in the 'UNITY in our CommUNITY' Art Exhibition held at Wheeler Heights PS.

This was part of the **Guringai Festival**. The collection of artworks reflected the festival theme - 'Live Life Loudly', the Reconciliation theme - 'Say Something' and the 2013 NAIDOC theme - 'Yirrakala Bark Petitions 1963'. Students also enjoyed an Aboriginal performance as they learned more about Aboriginal culture and heritage.

The PCS NAIDOC Committee helped set up the Art Exhibition and organized the workshops offered to Aboriginal students and their non-Indigenous friends as part of the afternoon, evening and sleepover activities of **Melaleuca Moonlight** hosted at Wheeler Heights PS.

It was wonderful to see our students Chloe and Blair H, Michael V, Hannah H, Jackson D and Jett W enjoying the Aboriginal art, dancing, bush tucker and weaving workshops and listening to stories from the Dreamtime. They were ably supported by Sarah Riddington, Leah Wood and Nikki Stretton.

Once again we collected the Coles Sports for Schools vouchers. We donated half of our dockets to Ian Thorpe's Fountain for Youth to purchase sports equipment for the Katherine Community of Schools in the Northern Territory.

PCS families collected 230,000 Coles' vouchers. Principals and School Captains attended a special ceremony at Bilgola Plateau PS to advise Coles' Ambassadors Cathy Freeman and Preston Campbell of the success of our drive to support Katherine students. A small group of PCS educators visited the Katherine schools in the middle of the year to present the sports equipment donated by PCS students K-12 and their families.

Multicultural education

Cromer's number of students from backgrounds other than English is continually expanding. In 2013, the school has 18% of students from a non-English speaking background. Of this 18%, 75% were born in here and 25% were born elsewhere.

Cromer PS continues to be proud of its inclusive nature. All students are encouraged to recognise and celebrate individual differences through class and whole school activities.

The school teaches multi-cultural perspectives across the curriculum with a focus on developing respect and tolerance for the many cultures that make up our diverse Australian society.

The ESL (English as a Second Language) program continued to assist all students whose first language is not English. A specialist ESL teacher implements the program and worked 4dpw in 2013. Interpreter services were also available for parents from non-English speaking backgrounds, when discussing matters concerning their child.

Student Parliament helped to organise Harmony Day celebrations with buddy classes spending time completing activities together and enjoying a picnic lunch. Students K-6 focused on celebrating the key message **Everybody Belongs**. In 2013, the theme was: **Many Stories – One Australia**.

Years 3 - 6 students entered the annual Multicultural Public Speaking Competition and four students represented the school and participated in the zone finals: Isabella E (3W), Keeghan M (4W), Felix C (5L) and Ella C (6K).

Participants prepared a speech based on a multicultural theme as well as delivering an impromptu speech. All our students were wonderful representatives of our school, displaying a great deal of confidence in their public speaking presentations. Ella won the senior division and Keeghan received the highly commended award. Ella went on to represent the school in the Regional Finals.

National partnerships

Cromer PS received Commonwealth Initiative funding in 2012/2013 under the **Empowering Local Schools National Partnership**. This allowed the school to continue to employ a specialist PE teacher (established under the 47 School Pilot program) to work with all students K-6 and to extend the employment of the school's Business Manager to oversee the administration of the school and the financial management of the Peninsula Community of Schools.

Both these roles have certainly enhanced the target areas in which the personnel worked – student learning and skill development and finance and student management. Cromer became one of the 229 schools in NSW trialing new financial and student management policies, procedures and systems that will eventually be implemented in all NSW state schools. The **Learning Management Business Reform** (LMBR) agenda has not been without its challenges.

A **Teacher Mentor** program was also funded from this initiative. This role has been shared by two of the Assistant Principals and then in the second half of 2013 a retired educator with extensive leadership experience was employed 3dpw.

The Teacher Mentor has supported colleagues with Quality Teaching methodologies to improve student engagement and enhance student learning outcomes.

Early Career teachers have also been supported to develop their documentation for accreditation with the NSW Institute of Teachers at the level of Professional Competence. More experienced teachers have been supported with the maintenance phase of their accreditation. Executive Team members have discussed aspects of their report writing with the Teacher Mentor. This program will be evaluated as part of the school's 2013 self-evaluation process as Commonwealth funding will not continue in 2014.

Cultural Exchange

Cromer Public School is in its fourth year of a cultural exchange with **Kansai University Elementary School** (KUES), Osaka Japan. The cultural exchange receives the support of the **Panasonic Education Foundation**.

The Panasonic Education Foundation supported both schools to develop a language and cultural immersion program through a High Definition Connected Classroom. Cromer has been the first school in Australia to trial next generation HD conferencing solutions.

The Principal whilst in Japan visited Kansai UES to develop a greater understanding of the program. It was interesting to see the design of the school, learn about the curriculum offerings and observe the different teaching methodologies in place prior to the live video crosses commencing in Term 2 with Year 4 classes from both schools.

The benefits of the exchange can be seen as:

- Appreciation of another language, culture and arts;
- Sharing of cultural differences and similarities;
- Development of our own cultural understanding through the participation and exposure to another culture;
- Collaborative writing and discussion on a common theme;
- Development of experience in the area of video conferencing and other various forms of digital media; and
- Using a high quality video conferencing system thus making this project a 'real life' experience for participants.

In August, Cromer PS hosted a two day visit from Professor Kurokami, Kansai University and Mr Shimoda, Executive Officer of Panasonic Education Foundation. Sharyn Lawler coordinated the visit.

The Japanese educators observed innovative, quality teaching in practice K-6 over the two days. They were very impressed with the teachers who presented a range of lessons with a strong focus on curriculum differentiation and the higher order thinking and problem solving skills displayed by our students.

There is a strong commitment from both Kansai and Cromer for this project to continue. The benefits for students and teachers cannot be over-estimated in today's every changing world.

Peninsula Community of Schools

The Peninsula Community of Schools (PCS) was established in 2007 and is comprised of three high schools and ten primary schools. Cromer is a proud learning partner within the PCS.

The PCS has developed a collaborative learning community that pools the school resources to partner with each other and Macquarie University to provide students with new and unique learning opportunities K – 12.

PCS initiatives for 2013 – 2015 include:

- Technology enabled schooling;
- Science;
- Literacy and social digital literacy;
- Professional learning;
- Innovative practice; and
- Building social cohesion and participation.

These initiatives will be addressed through strategic partnerships, shared governance and quality communication structures.

Year 5 students were excited to participate in the PCS' first Science Fair in 2013. This was held at Narrabeen Sports High School.

Tamzin C, Nicholas C, Aidan M, Robert E, Taj G and Kate M presented a display on 'Marvellous Micro-Organisms'. They explained to other participants the role of fungi and bacteria in foods and medicine including the discovery of penicillin.

Students found other displays really interesting – volcanoes by Wheeler heights PS, chickens and snakes by Pittwater High School and Forensic Science by Barrenjoey High School.

The Science Fair concluded with the Fizz-Ed Show that explained different aspects of Science such as fast and slow air, sound waves, friction, positive and negative charges.

The school acknowledges the work of our Business Manager, Donna Warne for her management of PCS accounts and compilation of the PCS Newsletter that was issued was term in 2013.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

Cromer Public School has developed a three year Strategic Plan designed to promote growth and implement change. In preparing the plan emphasis is given to the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department's planning documents.

Cromer PS has just completed the second year of its strategic plan with a major focus on literacy, numeracy, organizational effectiveness and student engagement & welfare. Annual priority targets for the school were identified from whole school analysis of student achievement levels using both school based and national assessment data.

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

To improve Literacy skills of all students in the areas of grammar and punctuation by teachers developing enhanced skills in the use of data to inform programming and planning for the teaching of grammar.

Evidence of progress towards outcomes in 2013:

- Analysis of NAPLAN results for 2013 show consistent trends over the last four years for both Years 3 and 5.
- Identified strengths in Year 3 include: adverbs, speech marks and pronouns.
- Grammar and punctuation strengths for Year 5 include: adverbs, tense, connectives, capital letters, sequencing and contractions.
- Year 5 relative performance has been slightly above the PCS since 2010.
- Year 5 Girls' results were slightly above Region in 2013.

- Year 5 Boys' results have shown an upward trend since 2010. They are tracking half way between the State and Region.
- Teacher Professional Learning has focused on preparation for the introduction of the new English Syllabus in 2014.

Target for 2014:

To reduce the percentage of students especially boys in the bottom two bands of Literacy in NAPLAN by 20% through the explicit teaching of reading and spelling.

Strategies to achieve these outcomes in 2014

- Analysing recent **NAPLAN and Best Start results in literacy** to highlight strengths and areas for improvement.
- Implementing continued intensive **Teacher Professional Learning** (TPL) for all Cromer staff in literacy – especially in the areas of explicit teaching in **comprehension** and **spelling** and the use of **records of reading** through the **Literacy Project Team**.
- Developing a **whole school plan** to ensure staff have a solid understanding of best practice in administering and analysing individual '**records of reading**' and using the data to inform future program choices.
- Focusing on the **explicit teaching** of reading, comprehension and spelling in all K-6 classrooms which will be reflected in quality literacy programs.
- Supporting all staff by **stage executives**, **DPs** and the **teacher mentor** program through team teaching, classroom visits, sharing of best practice and mentoring in literacy.
- Continuing the whole school focus on **boys education** and learning strategies in literacy.
- Further strategic **implementation** of the **new NSW English Syllabus** by all staff in regards to the teaching of reading and spelling aspects.
- Reviewing our current K-6 **Spelling Scope and Sequence**, its effectiveness and results.
- Continuing to up-skill all K-2 staff in the implementation, data analysis and superior program delivery of current **Best Start** theories and pedagogy.
- Developing of a new Cromer Public School K-6 **Spelling Scope and Sequence**.

- Unpacking the clusters in the literacy continuum K-10 to be utilised in school wide assessment and reporting student progress.
- Guiding staff through the use of the DEC **PLAN Software and data tracking** processes to scope individual students literacy levels/clusters from K-6.

School priority 2

Numeracy

Outcomes from 2012–2014

To increase levels of overall numeracy achievements for all students by teachers developing enhanced skills in the use of data to inform programming and planning in the area of Numeracy, with emphasis on Working Mathematically.

Evidence of progress towards outcomes in 2013:

- Student performance for Years 3 and 5 in NAPLAN results are below the Region in Number and Algebra but above the State.
- Data, Measurement, Space and Geometry results for both Years 3 and 5 and within the Region and above the State.
- Relative performance tracked against the PCS shows a drop off in Year 3 yet Year 5 remains slightly above.
- Consolidation and further development of technology enabled learning and graded Maths groups to address the needs of underachieving students.
- Year 3 boys are performing better than girls in numeracy whereas in Year 5 there is positive growth for girls who are stronger in numeracy.
- Teachers implemented the whole school scope and sequence for problem solving.
- Math Boxes were supplied in K-2 and proved popular with students and staff. The boxes were restocked with many resources.

Target for 2014:

To increase student performance growth by 10% in Numeracy NAPLAN results to match or exceed that of State results.

Strategies to achieve these outcomes in 2014:

- Analysing recent **NAPLAN results** in **Numeracy** to highlight strengths and areas for improvement.
- Facilitating **Teacher Professional Learning** (TPL) for all Cromer staff in using the Numeracy Continuum – in the areas of explicit teaching of working mathematically and embedding it into everyday mathematical practice through the **Numeracy Project Team**.
- Improving student **higher order thinking processing skills** with mathematical word problems and transferring appropriate knowledge and processes.
- Continuing to ensure that **multi-step mathematical word problems** are explicitly taught with multiple pathways to a solution being encouraged.
- Using **problem solving** as a basis for quality learning in Mathematics.
- Developing **open ended grade assessment** tasks aligned to numeracy continuum K-10.
- Increasing use of **task differentiation, group work to allow discussion and quality feedback** when problem solving.

School priority 3

Organisational Effectiveness

Outcomes from 2012–2014

To increase the effectiveness of programs and initiatives to engage learners, enrich learning and support innovation.

Evidence of progress towards outcomes in 2013:

- The school website was completely overhauled under the management of Pat Tizard. Her expertise in ICT must be acknowledged. She provides wonderful support to the entire school community at all levels.
- The weekly newsletter was uploaded onto the school website for parent information.
- The school also introduced an App to smart phones allowing another mechanism to enhance communication processes between the school and its parents.
- Teacher Librarian, Deborah Haddrick and Visual Arts Teacher, Kylie Nixon added informative blogs to the website.

- The 'Library' and 'In the Art Room' blogs provide detailed information to parents. Both blogs are outstanding and are widely accessed.
- Fifteen Korean (1 day) from Gyeonggi Provincial Office of Education, South Korea and two Japanese (2 days) educators from Kansai University and Panasonic Education Foundation, Japan visited Cromer PS and observed a number of innovative lessons K-6 and presentations aligned to the Quality Teaching Framework.
- Year 4 students from Cromer PS and Kansai Elementary School actively participated in a cultural immersion program via live video crosses utilising high definition technology.
- Asian educators have been particularly impressed with the higher order thinking skills displayed by Cromer students and the way teachers differentiate the curriculum.
- The Teacher Mentor program has provided timely support to Early Career teachers and those in the maintenance phase of their accreditation.
- Two different teachers: Nancy Chaffer (Semester 1) and Sharon McEvoy (Semester 2) fulfilled the Teacher Mentor role in 2013. All staff appreciated the guidance and support they received.
- The School Administration Support Staff Team and Senior Executive were involved in 2013 trialing new financial and student wellbeing and management processes as part of the Learning Business Management Reform agenda. Roll marking, gathering attendance data, timetabling and centralized reporting are features of LMBR.

Target for 2014:

To continue to expand the use of quality teaching Information and Communication Technology (ICT) practices within K-6 pedagogy leading to improved student engagement and learning outcomes.

Strategies to achieve these outcomes in 2014:

- Supporting staff and grade teams in improving literacy and numeracy performance school wide through the **ICT Project Team** members on each grade, individual mentoring and small group ICT activities.

- Increasing access to **quality technologies**, both hardware and software, to all teachers and students to help support a quality ICT learning environment.
- Developing **a whole school plan** to ensure all staff has a solid understanding of best practice in new and basic ICT practices in everyday teaching through *the ICT Project Team* during **Teacher Professional Learning** sessions and external courses.
- Strategic implementation of **iPads in Years 2, 4 and 6** with teacher training and support – focussing on literacy, numeracy and challenge-based learning. Initially trialling this project on Year 4.
- Implementation of **Robotics/Beebots to Years 3 and 5** with a focus on using complex technologies and problem solving skills. Initially this project will commence its focus on Year 5.
- Continuing focus on **CyberSafety** for all students, with Year 6 participating in the online LIVE CyberSafety activity/tool (**CyberSmart Detectives**) to assess their deep knowledge of the internet and its social concerns.
- Continuing our school link with **Kansai University** including Year 4 live crosses to Kansai Elementary Primary School in Japan immersing our students in Japanese culture and customs.
- Implementation of **Wi-Fi** throughout the school in a staged plan.

School priority 4

Student Engagement and Welfare

Outcomes from 2012–2014

To increase teaching and learning strategies and programs to support all students' learning needs.

Evidence of progress towards outcomes in 2013:

- **Positive Behaviour Engaging Learning** – Classroom systems in place: SET (classroom), Staff Appreciation Day implemented, data analysis of referrals undertaken and signage installed around the school.
- An Environment Club was established with a well maintained vegetable garden.
- **Set, Play, See** strategy introduced in the school.

- Student Leadership training was undertaken by Captains and Vice Captains with PCS schools, Sports Captains through Premier's Sport Network and Year 5 students in preparation for 2014 student leadership elections.
- Special education classes and their students have been successfully integrated into the school's inclusive community.

Target for 2014:

To further reduce behavior referrals to executive staff by 20% in support of improved student engagement and learning outcomes.

Strategies to achieve these outcomes in 2014:

- Cromer Public School's expectations of **Respect, Achievement and Responsibility** are to be implemented within the individual **classroom** setting as well as the K-6 **playground**.
- Tracking **'hot spots'** throughout the playground areas through data entered onto Sentral/Student Wellbeing via Incident Cards written by staff on playground duty.
- **Units of work** continued to be developed for each stage to reinforce the three core values as part of our Personal Development, Health & Physical Education programs.
- **Consistent use of the Cromer Courtesy** program throughout K-6.
- Consistency in the distribution and recording of **positive behaviour** awards is to be maintained by classroom teachers e.g. Merit & Principal Awards, Certificate of Excellence, Cromer Banner and Cromer Medallion.
- Increased **PBEL-based signage** is to be displayed throughout the school in the K-2 and 3-6 areas.
- Positive and consistent **K-6 Buddy program, as well as trialling 'Bounce Back' and 'Resilience' Programs in Stage 2**. This will assist in reducing the number of bullying complaints to staff by 50% within the fourth year of implementing the PBEL.

Professional learning

Professional learning for staff at Cromer Public School was aligned to the school's management plan, our 2013 targets and mandatory training required by the Department of Education and Communities.

Cromer PS actively encourages, promotes and values active participation in professional learning. The impact of ongoing quality teacher professional learning upon student learning outcomes can never be over-estimated. The flow on effect to school improvement is recognized widely.

In 2013, a significant proportion of teacher professional learning time was devoted to preparation for implementing the new English K-10 syllabus in 2014.

Staff participated in a range of modules developed by DEC, North Sydney Region and the PCS. All year groups of teachers trialed various English units of work, aspects of visual literacy and some trialed 'Program Builder'. Sharing opportunities were provided at dedicated Monday afternoon TPL sessions and at Thursday morning Administration meetings.

Professional learning took place both inside and outside the school and covered:

- Grade planning meetings to develop consistency in curriculum delivery, syllabus implementation and student assessment;
- Executive team meetings covering leadership, administration and management;
- Project Team meetings for Literacy, Numeracy, Organisational Effectiveness and Student Engagement & Welfare;
- PCS network and committee meetings for planned events, training and opportunities for students and staff;
- PCS workshops for Early Career Teachers and Aspiring Leaders and professional learning associated with the Term 2 School Development Day with presenter Michael McQueen and additional afternoon workshops in Term 3 covering a diverse range of subject areas; and
- Mandatory DEC Training for all staff e.g. Child Protection update, Anaphylaxis training, Code of Conduct, CPR etc.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school's culture.

Surveys were given to the following focus groups – The Year 6 Student Leadership Team; the Staff and a random group of parents attending a school function that had representation from K-2, Years 3-6 ; parent volunteers, and paid P&C employees.

Students, staff and parents' opinions were closely aligned and there was a strong belief that Cromer Public School was an excellent school and one that offered an extensive range of learning opportunities for its students. All stakeholders were proud to be associated with the school.

The following comments from students tell a great deal about how they regard their school and make relevant reading:

- *"CPS is a great school because we have a choice of many options and teachers encourage students to strive for their goals in life";*
- *"I think the school is great because they focus on the kids more than anything";*
- *"Cromer Public School is a great school. It has encouraged me to do the things I like and teaches me to do them in a responsible and respectful manner";*
- *"I think Cromer is a great school because of all the extra curricula activities";*
- *"This is a good school because it supports everyone to be involved and to try their best";*
- *"We are a great school! We are multi-cultural and respect everyone";*
- *"Cromer is a good school because it encourages kids to do their best whilst having fun";*
- *"In my opinion, I think Cromer is a good school because it allows boys and girls to learn together";*
- *"Cromer is a fantastic school because it caters for all learning needs and is a happy place to be in"; and*
- *"Our school caters for various learning styles and it is an enjoyable and safe place."*

Program evaluations

NSW public schools are encouraged to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2013, our school carried out evaluations of **School Culture** and the **Teacher Mentor Program**.

School Culture Background

DEC SchoolMap Best Practice Statements for school culture were reviewed to gather student, staff and parent opinions about the school's existing culture.

Findings and conclusions

Surveys were issued to three focus groups comprised of key stakeholders including the student leadership team, teaching staff K-6 and parent visitors, class parents and Canteen staff on site during a school function. This provided information from a cross section of the Cromer school community.

Surveys contained 13 questions for each focus group. Participants gave their opinions using a four point scale ranging from Almost Always to Rarely.

Triangulation of the participants' survey results highlighted that Cromer Public School is held in high regard by **all stakeholders** with survey participants being **proud of it**. The school's culture **fosters a sense of belonging and collective responsibility**.

Equally they believed that **students were the school's main concern**. A shared expectation exists that all **students will achieve their best**. The school encourages and supports everyone to learn and achieve their best.

Approximately 95% of all responses fell in the 'Almost Always' and 'Usually' ratings. Not one response was rated against 'Rarely'.

Stakeholders believed **the school is continually finding ways to improve what it does**. Self-evaluation and review processes are positive and integral elements of school improvement. When necessary, **the school will make changes to what it does**. There is a belief that fundamental change will result in improved student learning outcomes.

Both student and parent focus groups believed that there was room for improvement in the way their cohorts supported what was happening in the school.

Future directions

- Refine communication mechanisms to ensure all stakeholders understand and share in the school's purpose.
- Ensure key groups within the school are involved in the development of the school's plans and policies.

Teacher Mentor Program Background

The Teacher Mentor Program was a school initiative under the Empowering Local Schools National Partnership.

The program has provided individual planning sessions and in-class support via team teaching to support beginning and early career teachers as they seek accreditation with the NSW Institute of Teachers.

Teachers in the maintenance phase of accreditation and those seeking permanency or promotion through merit selection have also received targeted support.

Findings and conclusions

The Teacher Mentor Program during 2013 has delivered a commitment to supporting 23 New Scheme Teachers working at Cromer PS in permanent, temporary or casual employment. This support was executed by the Teacher Mentor collaboratively and in a consultative capacity providing input and feedback in order to strengthen the quality and degree of engagement in the accreditation process.

The process included surveying teachers to gather relevant data, establishing an efficient and consistent school based system and supporting teachers to become more self-regulating so a school culture of mapping practice against standards is embedded in every day practice.

This commitment has seen 8 New Scheme Teachers complete documentation to submit for accreditation by the end of 2013 to the NSW Institute of Teachers at the career stage of Professional Competence with a further 6 on track to gain accreditation on 2014.

Additional support has been provided to 9 teachers on the maintenance phase, through the provision of relevant high quality professional learning aligned to the Standards and by ensuring these are embedded in their individual professional learning plans.

The Teacher Mentor position has been instrumental in ensuring that all teachers throughout K-6 are equipped to deliver quality classroom teaching programs by supporting executive staff in their supervisory role as observers within classrooms and as expert classroom practitioners modeling best practice to their teams

Teachers aspiring to leadership positions and those aspiring to permanency were also supported through mentoring programs and professional learning sessions. Three temporary teachers gained permanent teaching positions and two executive gained promotion positions under merit in 2013.

Enhanced professional dialogue was obvious amongst staff who all greatly appreciated having access to the teaching, welfare, leadership and administrative expertise of the Teacher Mentor. The overwhelming response of staff was for this program to be continued in 2014.

Future directions

- Ensure all staff develops an understanding of the National Standards for Teachers.
- Continue to provide quality support with accreditation and maintenance processes.

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.

Nicole Herrmann	Deputy Principal
Julie Johnson	Deputy Principal
Karen Mitchell	Assistant Principal
Nancy Chaffer	Assistant Principal
Sue Battaglene	Rel. Assistant Principal
Sharon McEvoy	Teacher Mentor
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>

