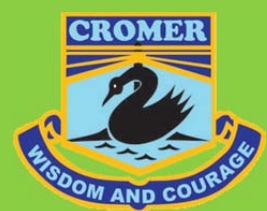


Cromer Public School Annual School Report 2014



School context statement

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

In 2014, 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, five assistant principals, thirty eight teachers, one business manager, one school administration manager, three administrative support staff, five school learning support officers (including three full time and two part-time) and one general assistant.

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 values the importance of their contribution to the school's overall purpose.

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 are significant features of the school's ethos.

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.

In 2013, Cromer Public School embarked up on an Empowering Local Schools National Partnership. This year Cromer as one of 229 state schools in NSW has continued to trial and implement new financial and student management and wellbeing policies and procedures that were refined for future implementation in all government schools to ensure enhanced student outcomes.

Student performance in NAPLAN (Years 3 and 5) has been consistent over 2012 – 2014 and is well above the State's average, however slightly below the performance of the Region.



Principal's message

The Annual School Report is an overview of the school's achievements, programs and activities for 2014. 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. 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.

In 2014, students have continually displayed true commitment to achieving their personal best and have attained excellence in many fields. Individuals, groups, teams and grades have had a rewarding year and their efforts will be featured 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, innovative and dynamic. They share their expertise for the benefit of students and fellow colleagues.

Parent helpers assist teachers with a range of learning and extra-curricular programs. Parents and staff 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 2014, 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.

Deputy Principals, Julie Johnson and Nicole Herrmann must be acknowledged for their expertise and dedication to Cromer and its students, staff and parents. The Assistant Principals, Teacher Mentor, Grade Coordinators and Project Team Leaders have all worked diligently under the school's distributive leadership model to make a value added difference on behalf of students and staff.

The significant contribution of School Administration Manager, Jodie Sly whilst Business Manager, Donna Warne has been seconded by **Local Schools, Local Decisions** throughout the 2014 school year must also be acknowledged. The new procedures under the **Learning Business Management Reform** (LMBR) agenda have been trialed successfully due to the SAM and BM's dedication, perseverance and expertise.

Parents have naturally wanted the best for their children. Many of you have worked with us and helped staff to provide a quality learning experience for students K-6. Your assistance and support is greatly appreciated.

To our fantastic Parents & Citizens' Association (P&C) and the various Sub-Committees: Class Parents, 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. The school is indeed fortunate to have such a hard working parent body.

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 on-going and targeted 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 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

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 2014 was 818 students including 439 boys and 379 girls.

In 2014, we had 32 mainstream classes K-6 including one composite (3/4) and two special education classes. Enrolments for each year at the commencement of 2014 are as follows:

- Kindergarten: 109 in 5.6 classes
- Year 1: 98 in 4.3 classes
- Year 2: 130 in 5.2 classes
- Year 3: 125 in 4.2 classes
- Year 4: 117 in 3.9 classes
- Year 5: 128 in 4.3 classes
- Year 6: 111 in 3.7 classes

Student attendance profile

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

Approximately 95.6% of students attended school on average each day in comparison to 94.8% for State DEC.

Year	2009	2010	2011	2012	2013	2014
K	95.9	95.5	95.9	96.4	96.6	96.7
1	94.8	95.1	95.0	95.3	96.5	96.7
2	96.0	94.6	94.8	94.8	95.8	96.0
3	95.9	95.2	94.3	96.2	96.3	95.6
4	95.6	96.2	95.6	94.5	95.9	95.0
5	95.7	95.6	94.8	96.0	94.9	95.3
6	93.5	95.1	94.1	95.1	94.5	93.6
Total	95.4	95.3	94.9	95.5	95.8	95.6

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)	5.0
Primary Teacher(s)	30.056
Special Education Teacher(s)	3.8
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.4
Teacher of ESL	0.6
School Counsellor	1.0
School Administrative & Support Staff	6.872
Total	52.948

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	25

Professional learning and teacher accreditation

Throughout 2014 fifteen teachers have been involved in the maintenance of their accreditation. Four teachers were supported to gather evidence for accreditation at Proficient Teacher level. Further information is detailed in the Teacher Mentor Program in this report.

Beginning Teachers

During 2014 one teacher was supported by the Great Teaching Inspired Learning initiative supporting her professional development as she commenced her teaching career as a permanent member of staff. The teacher received additional release time that was used for collegial visits and professional dialogue and planning time with her mentor.

Financial summary

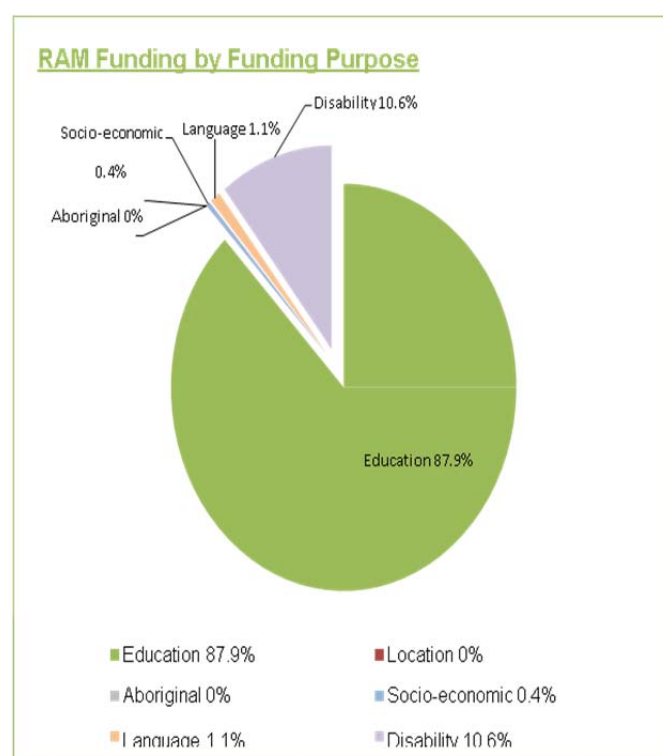
Financial Summary for the year ended 31 December 2014

	DEC 2014 Actuals	Actuals Previous Year
Opening Balance	(398,841)	
Revenue	(6,564,833)	(603,356)
(2a) Appropriation	(5,993,474)	(579,825)
(2b) Sale of Goods and	(3,902)	
(2c) Grants and	(561,133)	(23,532)
(2d) Investment Income	(6,324)	
(2e) Gain and Loss		
(2f) Other Revenue		
Expenses	6,558,396	204,515
Recurrent Expenses	6,558,396	204,515
(3a) Employee Related	5,695,724	106,832
(3b) Operating Expenses	862,673	97,683
Capital Expenses		
(3c) Employee Related		
(3d) Operating Expenses		
SURPLUS / DEFICIT FOR THE	(6,437)	(398,841)
Balance Carried Forward	(405,278)	(398,841)

The information provided in the Financial Summary is current at the date shown. The summary includes reporting from 1 January 2014 to 31 December 2014.

A full copy of the school's 2014 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.

COMPONENT	RAM
Base	4,789,627
Equity	191,146
Location	-
Aboriginal	1,235
Socio-economic	20,596
Language	59,517
Disability	112,798
Targeted	358,873
Other	271,696
Total	5,612,342





School performance 2014

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 National Assessment Program Literacy and Numeracy (NAPLAN) and overall International Competitions and Assessments for Schools (ICAS) – Educational Assessment Australia results.

In 2014, five Year 6 students were successful in gaining placements in Selective High Schools and three Year 4 students accepted Opportunity Class (OC) places. Seven Year 6 students were placed on reserve lists for Year 7 and two students on Year 5's reserve list respectively for the 2015 school year.



Academic achievements

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)

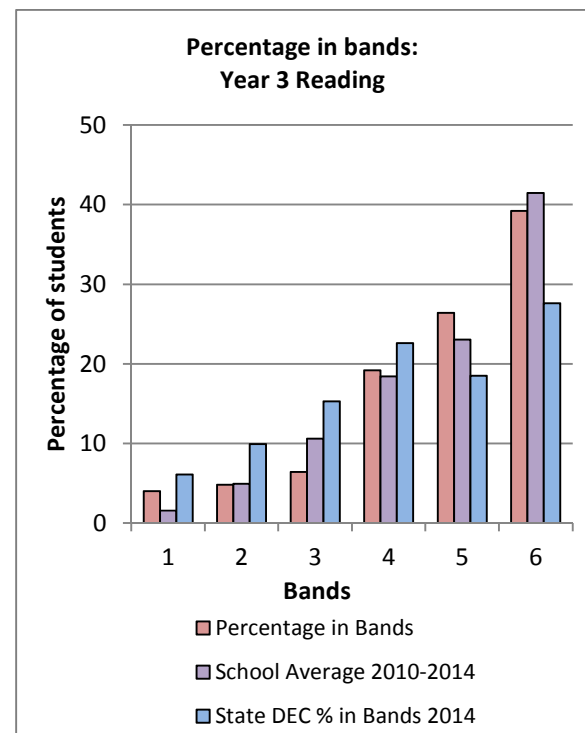
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

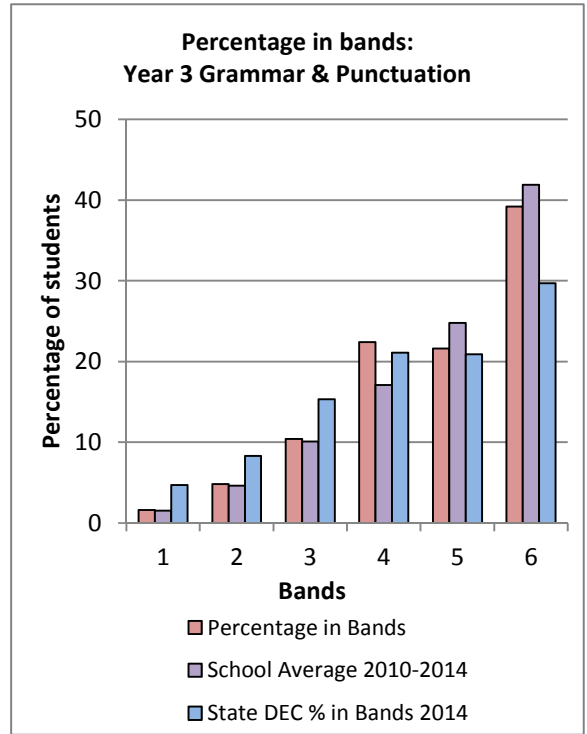
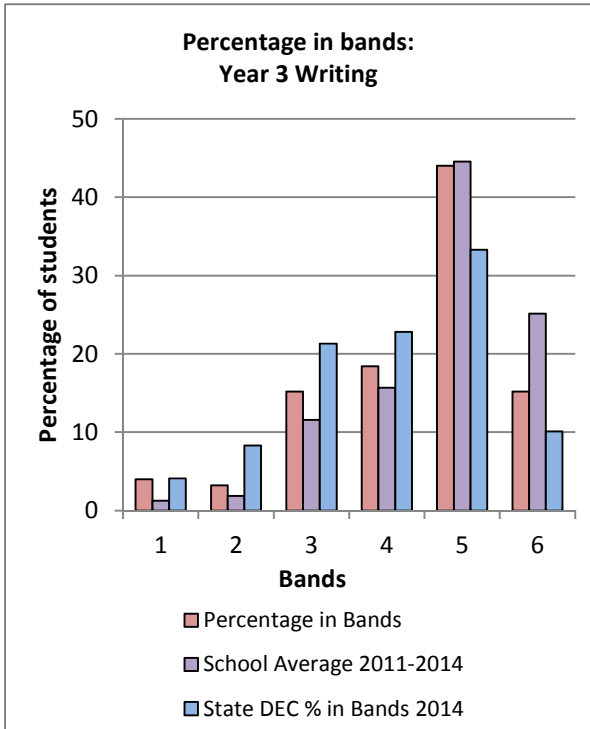
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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.

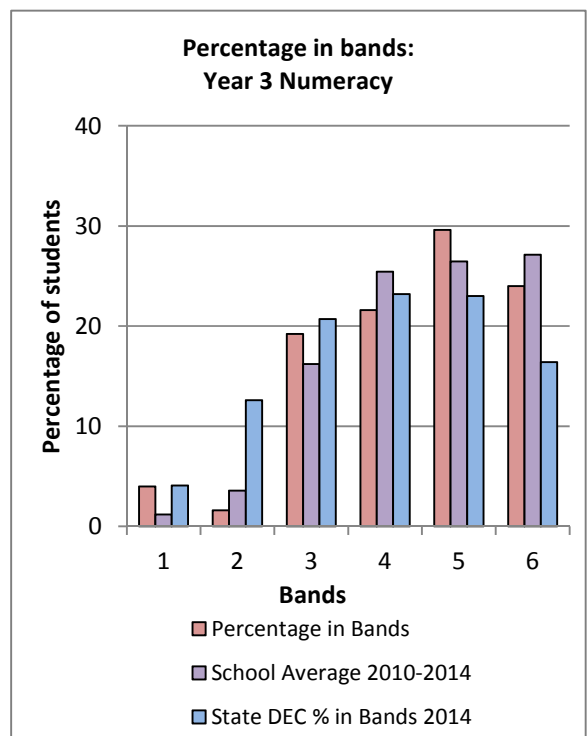
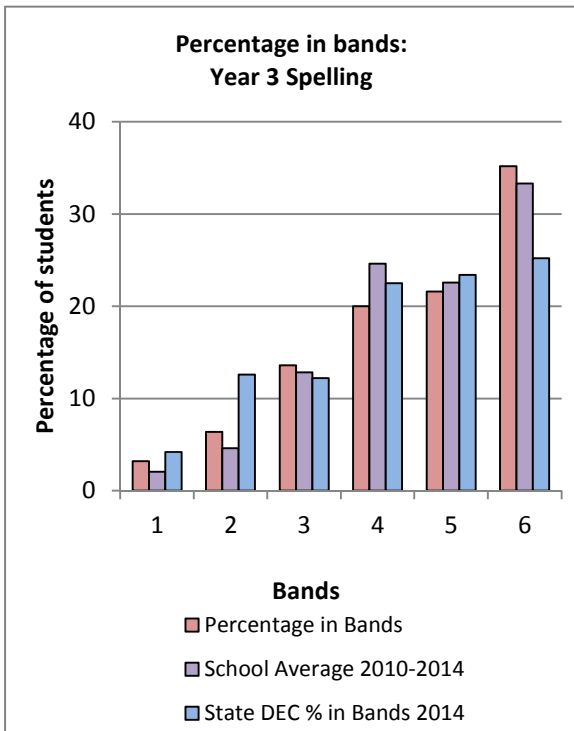
Alternatively:

NAPLAN Year 3 - Literacy

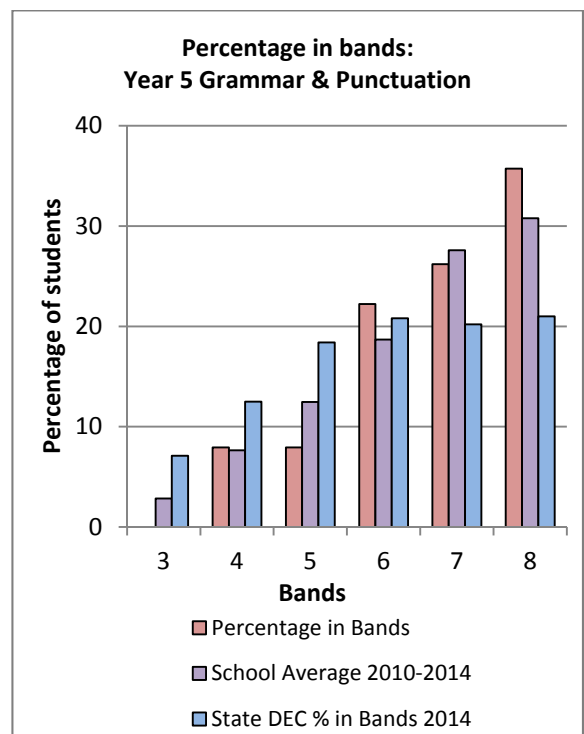
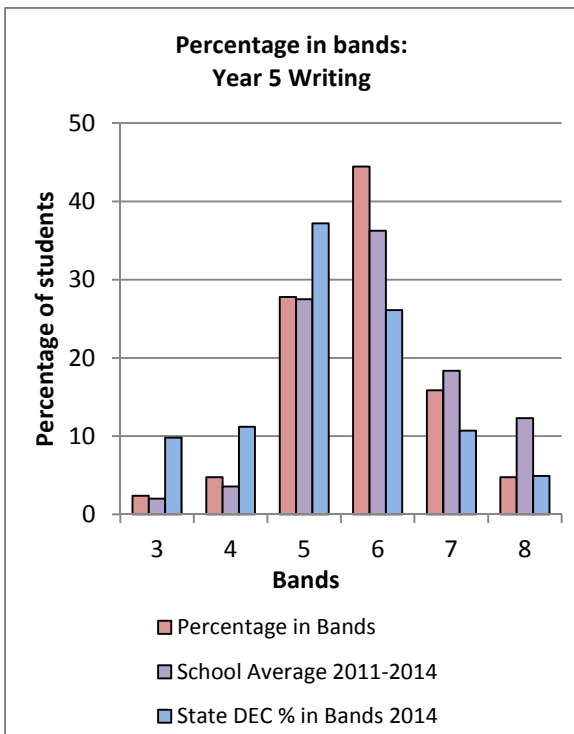
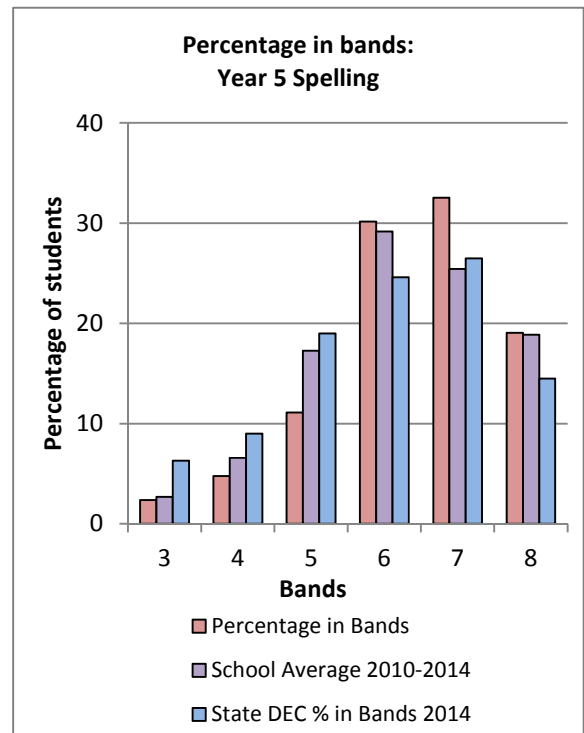
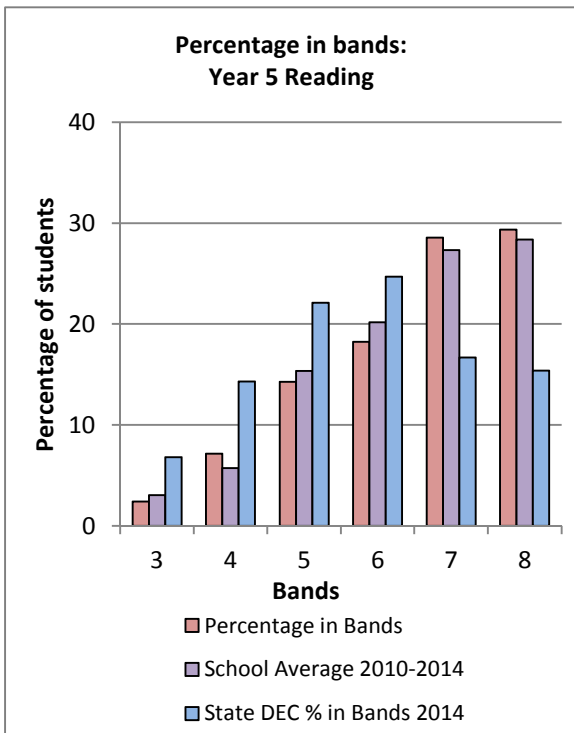




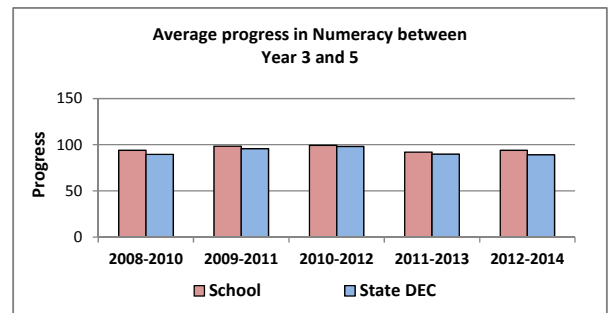
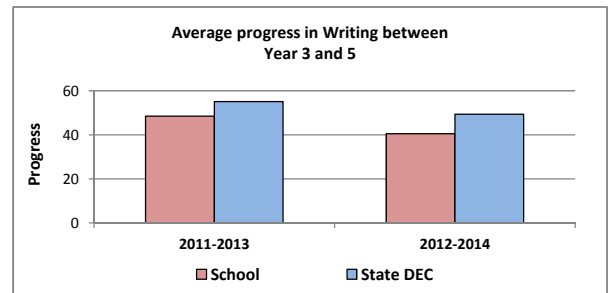
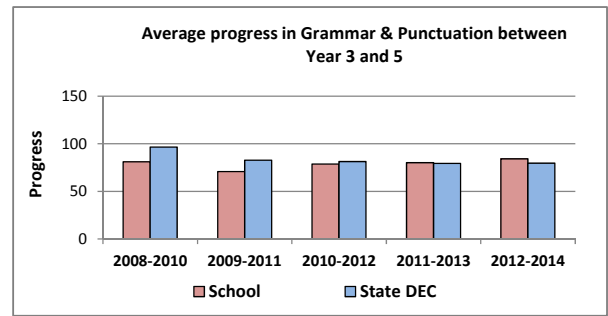
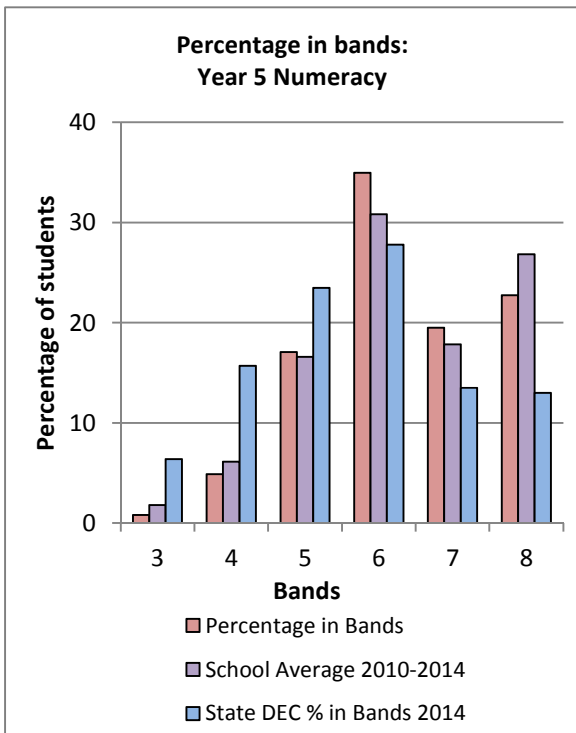
NAPLAN Year 3 - Numeracy



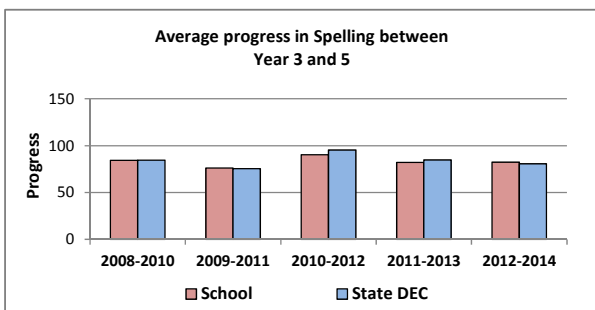
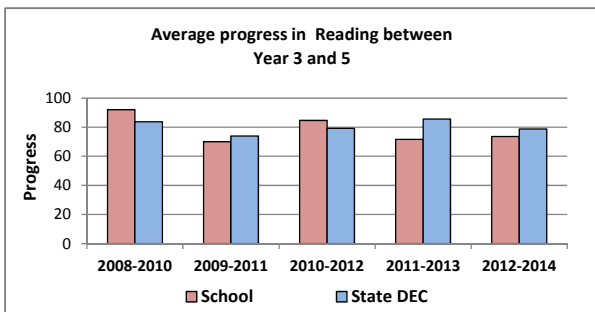
NAPLAN Year 5 - Literacy



NAPLAN Year 5 – Numeracy



Average Progress between Year 3 and Year 5



Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	95.2
Writing	95.2
Spelling	96.0
Grammar & Punctuation	97.6
Numeracy	95.2

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	96.1
Writing	96.1
Spelling	96.1
Grammar & Punctuation	98.4
Numeracy	97.6

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	96.0
Writing	96.0
Spelling	96.8
Grammar & Punctuation	98.4
Numeracy	96.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	97.6
Writing	97.6
Spelling	97.6
Grammar & Punctuation	100.0
Numeracy	99.2

Other achievements

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 7 high distinctions (HD), 41 distinctions (D), 70 credits (C), 27 merits (M) and 69 participation (P) certificates. This is an outstanding result for the 214 participants across the six tests.

Assistant Principal, Karen Mitchell was responsible for test organisation and administration. This was conducted outside school hours.

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.

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, a music specialist's expertise enhances the school's commitment to music education.

The music specialist Jillian Bradford 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 Evening held in 2014 at Pittwater High School.

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 and member of staff Caroline Coram trains the Chamber Ensemble. Their far ranging expertise is certainly appreciated by students, staff and parents.

In 2014, two bands (Training and Intermediate) attended the Music Camp at Camp Kedron, Ingleside in April. Their performances at the conclusion of the camp were certainly enjoyed by the very supportive audience of proud mums, dads and other family members.

The Senior Band and Strings for the first time went on tour to the Central Coast. They participated in a full day workshop at Narara Valley High School with students from Kanwal PS, Chittaway Bay PS, Niagara Park PS and Narara Valley HS. They gave concerts at Niagara Park PS and Valley View PS. Our students really enjoyed this experience and were acknowledged for their dedication and skill level by schools with band programs from the Central Coast.

Each band performed successfully in the **Pittwater Festival** and in the annual **University of NSW School Band Festival** held in August at Kensington. Our bands were awarded two Gold Medals and one Silver Medal. This was an outstanding achievement.

The bands' performances were well received throughout the year and they displayed a fantastic sound at the 2014 CAPA Evening – '**A Sky Full of Stars.**' The wonderful support of parent organiser extraordinaire, Fi Maurer is acknowledged by the Band Committee.

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 Deputy Principal, Nicole Herrmann.

In 2014, Cromer was fortunate enough to have 20 talented Strings players join the Combined Public Schools String Ensemble of thirty-five schools in the NSW based **Festival of Instrumental Music Mimosas Concert** held at the Sydney Opera House in August. Students were ably supported by Jill Bradford and Katherine Crossing. The finale of this concert 'Prince Ivan and the Grey Wolf' was a magical experience to witness especially when 1,000 musicians came together to perform. Strings also performed to acclaim in both the PCS Music Festival and the school's CAPA Evening.

Choir

In 2014, 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 Schools 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 '**Giggle and Grin.**'

The Senior Choir of twenty five students performed in the **Arygle Concert of the NSW Public Schools Concert Series** at the Sydney Opera House. Our students were part of the 700 strong Combined Choir and it was wonderful 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 "**31st Schools Spectacular: This is Australia.**"

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

Dance

In 2014, the Junior Dance Group had students from Years 1 - 3 and was taught by Leah Wood and Louise Jacob. The Senior Dance Group was made up of 16 talented dancers from Years 4 - 6 and was taught by 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 'Happiness' which certainly showcased lots of energy and wonderful smiles. The Senior Dance Group took to the stage in a striking manner and presented 'The Struggle for Gallifrey.'

A talented Year 6 dancer was a member of the Sydney North Junior Dance Ensemble. She performed at several prestigious Dance Festivals and the Schools Spectacular.

Our Hip Hop Group was trained by Claudia Pereyra as jovial clowns in the routine they performed at the **PCS Music Festival**. This item was very well received by the large audience.

Kym Trevena and Sharon Lawson ably supported Miss Vicki as 52 very enthusiastic boys ran on to the stage as Cromer Boys Jazz Dance Troupe at the **Extreme Eisteddfod** at UTS, Lindfield. This was a first for Cromer. Way to go, boys!

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 evening. Students managed costumes and props efficiently. Juniors presented 'The Foolish Little Rabbits' and seniors had the audience enthralled throughout 'Goldilocks vs The Three Bears'.

Year 6 students also presented their play 'Let Loose' to families and friends in early Term 4. As the students from classes 6C, 6G, 6R, 6S and K-6B wove the various acts of the play together there was a great deal of laughter from the audience as you were let into a few of the escapades that occurred at the Year 6 Camp from both the students and staff's perspectives.

At the end of the play Year 6 came together to sing 'Forever Your Friend' 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 six weeks 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 2014, the school continued to employ a specialist Art teacher Kylie Nixon as part of the 'Release from Face to Face' teaching (RFF) program.

The school learning community continued to access the Visual Arts Blog on our website <http://intheartroomblog.blogspot.com.au> Parents are informed of current Visual Arts lessons, staff access new teaching and artistic practices and the In the Art Blog is excellent communication tool that highlights the school's Visual Arts program, as well as CAPA and ICT.

In 2014, Kylie Nixon, the CAPA Ministers, the Art Show Committee of staff and parents and 830 young artists displayed a wide range of colourful artworks at the **Cromer Art Safari**.

The standard of quality artworks was certainly appreciated by admiring parents and grandparents. The Chamber Ensemble and the Staff Catering Team helped to make the Art Show Opening a memorable community event that created a great deal of interest amongst visitors.

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.

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 2014 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 **Premier's Sports Challenge** concept of getting more children, more active, more often.

Students participated in a number of **PSSA Sports Knockout Competitions** as well as **Gala Gays** 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. A large group of dedicated staff trained and coached our Summer and Winter PSSA Sports Teams before and after school. Sarah Riddington once again acted as the overall Sports Co-ordinator.

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.

Chess

Chess Club is held at lunch time. Chess as a game of strategic thinking is enjoyed by Infants, Junior and Senior boys and girls. Students have had a number of experiences at school and have played in three competitions this year: the **Inter-schools Chess Challenge**, our own **Cromer Tournament** and the **Regional Chess Tournament**.

Lauren Peisley and Karen Whiley have had the assistance of parents in providing supervision during the various competitions. Chess continues to thrive at Cromer.

Significant programs and initiatives – policy

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 2014.

As part of NAIDOC Week celebrations we participated in the PCS Art Festival *Land Beyond the Sand* held at Mona Vale PS. The artworks submitted by our grades were striking. They have been proudly displayed in the Administration Block on their return from the travelling art show.

Sarah Riddington, Nicola Stratton and Leah Wood helped to plan the PCS workshops and sleep over conducted at Mona Vale as part of PCS NAIDOC Celebrations. Indigenous students rotated through the following activities and workshops: dance, didg playing for boys, weaving for girls, clapping sticks, stone painting and bush tucker garden. Students and staff in attendance really enjoyed the performance from Fred Reid *“Let’s Bridge the Gap”*.

Multicultural education and anti-racism

Cromer’s number of students from backgrounds other than English is continually expanding. In 2014, the school has 18% of students from non-English speaking backgrounds. Of this 18%, 75% were born here and 25% were born overseas.

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.

Student Parliament organised Harmony Day at Cromer with help from Leah Wood and Nicola Stratton. Buddy classes spent time completing activities together and enjoying a picnic lunch. Students K-6 focused on celebrating the key message *Everybody Belongs*.

Harmony Day helps to celebrate community participation, inclusiveness, respect and a sense of belonging for everyone. Students and staff always enjoy Harmony Day but work hard to ensure every day is harmonious at Cromer.

Years 3 - 6 students entered the annual Multicultural Perspectives Public Speaking Competition and four students (3 girls and 1 boy) represented the school and participated in the zone finals held at Belrose PS.

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. A Year 6 boy went on to represent the school in the Regional Finals.

Significant programs and initiatives – equity funding

Aboriginal background

In 2014, our school received funds from the Resource Allocation Model (RAM) to support students with an Aboriginal background. These funds were used to support them, their parents and teachers in their Personalised Learning Plans (PLPs).

Socio-economic background

A RAM allocation was provided for students identified through the Family Occupation and Education Index and enrolment data from low socio-economic backgrounds. Students gained access to additional reading resources in classrooms and received assistance to participate in some excursions and camps.

English language proficiency and Learning and Support

A team approach was adopted for the delivery of additional learning support by the highly skilled EALD and LAST staff in the area of Literacy acquisition for targeted grade groups. Additional in-class assistance was also provided K-6.

Literacy resource materials were purchased in support of visual literacy, language and comprehension development. Wi Fi was installed across the school to allow further access to stimulating and engaging resources aligned to new Australian curriculum.

Other significant programs and initiatives

Teacher Mentor Program

In 2014, the Mentor Teacher provided support, guidance and advice to 27 permanent, temporary and casual teachers who are either maintaining or working towards meeting the *Australian Professional Standards for Teachers at Proficient Teacher* level. It provided additional support for 13 teachers recognised as highly effective, skilled classroom practitioners and/or executive staff who have shown an interest in undertaking the voluntary accreditation process to be recognised as *Highly Accomplished Teacher or Lead Teacher*.

The collaborative support was executed in a consultative capacity providing input and feedback in order to strengthen the quality and degree of engagement in the accreditation process. The process supported teachers to examine their current practices and embark on a journey of self-reflection in order to maximise the learning opportunities of their students. This included supporting teachers to map their current practice against the Standards to ensure they are embedded in every day practice.

The accreditation process also involved supporting 4 *Teachers Who Are Required to Be Accredited* to gather their supporting evidence and compile documentation for submission in 2014 in order to demonstrate achievement of the Standards at *Proficient Teacher* level. A further 2 casual and 5 temporary teachers are currently working towards seeking achievement at *Proficient Teacher* level.

The Mentor Teacher also assisted 15 teachers to engage in relevant high quality professional learning opportunities to enable them to meet the mandatory requirements to maintain their accreditation. This support has helped teachers to develop individual professional learning plans aligned to the Standards.

The Mentor position has also been instrumental in ensuring that all teachers across K-6 are equipped to deliver quality teaching programs by supporting executive staff in their supervisory

role as observers within classrooms and as expert practitioners modelling best practice to their teams. Teachers aspiring to leadership positions and those aspiring to gain permanency were also supported with individualised mentoring throughout the year.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys
- Focus Groups
- Evaluation of data

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 final year of its strategic plan with a major focus on literacy, numeracy, organisational 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.

At the end of 2014 the Trial of the Sound Waves Spelling Program was evaluated. This will lead to K-6 implementation in 2015 with adjustments associated with grade expectations in the teaching of Spelling.

A comprehensive evaluation was conducted amongst staff with regard to Quality Teaching and Learning to assist in the development planning of this area as a strategic direction in the School Plan 2015 - 2017. The purpose will be to engage all students in differentiated learning based on high expectations by integrating quality innovative teaching practices, current research and technology. This will involve:

- Differentiated Teaching and Learning; &
- Internal Quality Rounds.

School planning 2012-2014:

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.

Progress towards outcomes in 2014:

- **NAPLAN and Best Start results in literacy** used to highlight strengths and areas for improvement.
- **Teacher Professional Learning (TPL)** for all Cromer staff presented in literacy – especially in the areas of explicit teaching of **comprehension** and **spelling**.
- **Explicit teaching** of comprehension, grammar & punctuation and spelling in all K-6 classrooms reflected in quality literacy programs.
- **Stage executives, DPs** and the **teacher mentor** supported staff through team teaching, classroom visits, sharing of best practice and mentoring in literacy.
- **Implementation** of the **NSW English Syllabus** by all staff with grade units of work developed.
- **Spelling Scope and Sequence K-6** aligned to the Sound Waves Spelling Program
- **Clusters in the literacy continuum K-10** utilised in school wide assessment and reporting of student progress.
- **PLAN Software and data tracking** processes used to scope individual students literacy levels/clusters from K-6.
- **Approximately 60% of Year 3 students** in Bands 5 & 6 of NAPLAN for Literacy.
- **Approximately 55% of Year 5 students** in Bands 7 & 8 of NAPLAN for Reading, Spelling and Grammar and Punctuation.
- **NAPLAN Writing results for Year 5** disappointing and needs further investigation.

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.

Progress towards outcomes in 2014:

- **NAPLAN results in Numeracy** analysed to highlight strengths and areas for improvement.
- **Teacher Professional Learning (TPL)** facilitated 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.
- Student **higher order thinking processing skills** with mathematical word problems and transferring appropriate knowledge and processes received attention K-6.
- **Multi-step mathematical word problems** are explicitly taught with multiple pathways to a solution being encouraged.
- **Problem solving** used as a basis for quality learning in Mathematics.
- **Open ended grade assessment** tasks aligned to numeracy continuum K-10.
- Increased use of **task differentiation and group work to allow discussion and quality feedback** when problem solving.
- **54% of Year 3 students** achieving in Bands 5 & 6 for NAPLAN Numeracy.
- **42% of Year 5 students** achieving in Bands 7 & 8 for NAPLAN Numeracy.
- **Numeracy Project Team** presented quality Teacher Professional Learning in relation to the new Mathematics syllabus

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 through quality Information and Communication Technology practice.

Progress towards outcomes in 2014:

- Staff and grade teams supported in improving literacy and numeracy performance school wide through the **ICT Project Team** members on each grade, individual mentoring and small group ICT activities.
- Increased access to **quality technologies**, both hardware and software, to all teachers and students to help support a quality ICT learning environment.
- **Whole school plan** developed 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. The project focus commenced with 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.
- Our school link with **Kansai University** continued 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 has been achieved ahead of the anticipated timeframe.

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.

Progress towards outcomes in 2014:

- **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.
- **Environment Club** membership increased and students were proud of their well - maintained vegetable garden.
- **Student Leadership** training undertaken by Captains and Vice Captains with PCS schools, Sports Captains through Premier's Sport Network and Year 5 students in preparation for 2015 student leadership elections.
- **Special education classes** and their students have been successfully integrated into the school's inclusive community.
- Consistent use of the Cromer Courtesy program implemented throughout K-6.
- Consistency in the distribution and recording of **positive behaviour** awards maintained by classroom teachers e.g. Merit & Principal Awards, Certificate of Excellence, Cromer Banner and Cromer Medallion.
- Increased **PBEL-based signage** displayed throughout the school in the K-2 and 3-6 areas.
- Positive and consistent **K-6 Buddy program** implemented successfully.
- Trial of 'Bounce Back' and 'Resilience' Programs undertaken by Stage 2.
- The core values of **Respect, Achievement and Responsibility** underpin excellent student behaviour when representing the school in the wider community.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Focus Groups including: Student Parliament, the Student Leadership Team, Stage Teams, the Executive, the Parents & Citizens Association and School Council are consulted regularly with regard the school's programs and operation.

Feedback on the whole highlights that the school places its students at the forefront of all its undertakings. Key stakeholders played an integral role in developing the school's vision:

'To prepare students for lifelong learning within a connected community that values focused leadership and strong partnerships'.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2, 2015.

The **2015-2017 School Plan** will be driven by three strategic directions:

- Strategic Direction 1: **Quality Teaching and Learning**
- Strategic Direction 2: **Focused Leadership**
- Strategic Direction 3: **Strong Partnerships**

The following processes were used to develop the plan:

School Council input about where the school should be in five to ten years' time; analysis of school data from a range of sources e.g. Best Start, PLAN, NAPLAN results, Teaching and Learning Survey; evaluation of the 2014 School Plan by Project Teams; synthesis of data gathered and input from Focus Groups to develop Strategic Directions; consultation with the Principal School Leadership and attendance at a range of school planning workshops; extensive executive dialogue, discussion, writing and planning of Draft documents for dissemination to staff and parents for discussion; and presentation of the 2015 -2017 Strategic Plan to Staff, School Council and Parents & Citizens Association.

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
Sharon Mc Evoy	Teacher Mentor
Patricia Tizard	Technology Team Leader
Channon Bruce	Secretary School Council
Donna Warne	Business Manager
Maureen Gray	Principal

School contact information

Cromer Public School

Caroola Road Cromer 2099

Ph: (02) 9971 0499

Fax: (02) 9971 4635

Email: cromer-p.schools@det.nsw.edu.au

Web: www.cromer-p.schools.nsw.edu.au

School Code: 4241

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:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

