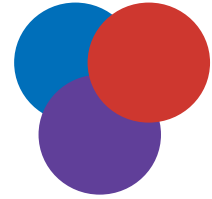
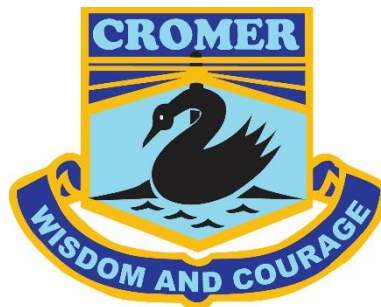


# Cromer Public School Annual Report



2015



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## Introduction

The Annual Report for 2015 is provided to the community of **Cromer Public School** as an account of the school's operations and achievements throughout the year.

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

### Maureen Gray

Principal

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## Message from the Principal

The 2015 school year was very special for students, staff and parents as we shared a milestone in our country's history. Importantly, as Australians, we celebrated **"The Centenary of ANZAC Day: 1915 - 2015"** through the school's participation in three significant community events in the lead-up to and on ANZAC Day.

Year 6 Student Leaders and Student Parliament members volunteered to represent the school at the **Mackellar & Warringah ANZAC Centenary Commemoration** held on Sunday, 19<sup>th</sup> April. Our student representatives were also accompanied by members of staff. Avalon Returned Services League (RSL) played a major role in the organisation of this community event.

Special guests in attendance at the service included the Governor of NSW, the Prime Minister and the Speaker of the House of Representatives, plus other service personnel and their associations, service organisations including the RSL, community groups and school students from the Northern Beaches, with a big contingent from the Peninsula Community of Schools (PCS). Over 5,000 participants marched from Boondah Reserve Warriewood to the Pittwater Rugby Park where the commemorative service was held.

On Saturday, 25<sup>th</sup> April, students also attended the **Dawn Service** at Ted Jackson Reserve Dee Why Beach. The waves crashing on the beach as the sun rose was incredibly moving. Our students had received small commemorative wooden crosses on which they wrote messages of thanks to fallen soldiers buried overseas.

This was the second phase of the Australian War Memorial Commemorative Cross Project. School students placed their crosses on the stage in a very respectful manner. The crosses were to be transferred after the ceremony to Canberra where War Memorial representatives took them to Australian Armed Services' graves in countries such as Turkey, France, Malaysia, Singapore, Greece, South Africa and the Middle East.

During the service special mention was made of the youngest serving ANZAC Private James Charles (Jim) Martin (1901 – 1915). All community members present received a small red paper poppy that they placed on an installation that was taken to Dee Why RSL in commemoration of the centenary. In the spirit of the ANZACs many present wore the medals of their loved ones including parents, grandparents and great grandparents.



Curl Curl Surf Life Saving Club was the major organiser of **100 Years 100 Boats** held at midday on Saturday, 25<sup>th</sup> April. One hundred surf boat crews from Australia, New Zealand, Turkey, Germany and Singapore landed on Collaroy Beach to symbolise the landings at Gallipoli one hundred years ago. School students from one hundred schools were to be involved in presenting wreaths to the crews who then returned to sea, raised their oars and cast the wreaths onto the waves in memory of all those young men who landed at Gallipoli in 1915.

Cromer PS students played a significant role during this colourful service. Two staff members were also on the beach with our representatives. We had the biggest school contingent of 19 students involved in “100 Years 100 Boats”. One representative actually walked with the son of a Digger who had recently passed away. They handed over a wreath and the man’s father’s ashes to a Surf Boat Captain to be cast on the waves at this important Centenary of ANZAC Day event.

Our willingness to step in was greatly appreciated by the organisers. Parents of student representatives were intensely proud of their children as this was a very special memory that would become one of the highlights of the 2015 school year. Pine saplings, genetic descendants from the pine trees destroyed during the battle of Lone Pine, were presented to schools involved in the ceremony.

Without a doubt Cromer PS contributed to the success of these three very special community events that celebrated the Centenary of ANZAC Day 1915 – 2015. Many see those landings by Australian and New Zealand troops at Gallipoli as the time when our young nations came of age.



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 PS. Our students are presented with many varied learning experiences and opportunities to achieve success and develop their abilities, talents and gifts.

Students K-6 can be very proud of their achievements in academic, social, citizenship, leadership, environmental, aesthetic, cultural, performing arts, public speaking, debating, multicultural and sporting areas. Throughout 2015 students have displayed true commitment to achieving their personal best and have attained excellence in many fields. Individuals, groups, teams, grades and stages have had a rewarding year and some of their efforts will be featured in this annual report.

The staff and parents understand the value of working together in partnership in the best interest of all students. Both hold high expectations that all students will learn successfully and achieve their potential whilst being happy and responsible school citizens.

Cromer PS staff is multi-talented, innovative and dynamic. They provide students with a wide range of additional support, training and coaching. Curriculum differentiation is a key feature of teaching practice. Staff members share their expertise for the benefit of students and fellow colleagues. The School Administrative and Support Staff (SASS) have been largely responsible for the effective trialling of new financial procedures implemented under the Learning Management Business Reform (LMBR). Parent helpers assist teachers with a wide range of learning and extra-curricular programs. The support and assistance of parents is greatly appreciated.

The Parents & Citizens Association (P&C) and School Council play a vital role in the school's growth and development. The P&C and its various Sub-Committees: Class Parents, Canteen, Uniform Shop, Fundraising and Band & Strings all contribute to the corporate life of the school. The School Council with its staff, parent and community members are an integral governance body that has contributed significantly to school planning in 2015.

In 2015, the school and its community have developed the **Cromer Public School Plan** that has designed our **vision for the future** and the **three strategic directions** that will be our major focus for 2015 – 2017. The plan is reported against the Schools Excellence Framework and will be detailed in this annual report.

## School background

### School vision statement

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

Our vision is aligned to the principles of the “*Melbourne Declaration on Education Goals for Young Australians*” (December 2008), in which it is acknowledged that schools play a vital role in the promotion of intellectual, physical, social, emotional, spiritual and aesthetic development and wellbeing of young Australians.

With these goals in mind, Cromer Public School shares the responsibility for implementation of our vision with students, parents, carers and the school community.

The school's motto is: *Wisdom and Courage*. Cromer displays the wisdom to value past traditions but has the courage to explore new ways of learning and teaching for the future.

Our vision is also underpinned by the school's core values of: *Respect, Achievement and Responsibility*.

### School context

Cromer Public School is a large, socially advantaged metropolitan primary school located on the northern beaches of Sydney. It has an enrolment of 788 students (569 families) from 45 different cultural backgrounds with 18% of students from a language background other than English and 0.9% of students from Indigenous cultures.

Cromer Public School is a proud partner of the Peninsula Community of Schools (PCS). Cromer has also been part of the 229 NSW public schools' trial funded under the Empowering Local Schools National Partnership that led the implementation of the Local Schools, Local Decisions reform.

Cromer Public School's pursuit of excellence and its positive reputation are founded on high quality, innovative teaching and learning programs delivered by a multi-talented and dedicated staff in stimulating, respectful and safe learning environments. Teaching staff is engaged in on-going professional development aligned to the Australian Professional Standards for Teachers.

Strong partnerships with the school and wider community create valuable support to ensure the achievement of excellence in academic, cultural, performing arts, sporting and leadership areas. Differentiation of the curriculum ensures individual student needs are catered for, resulting in positive learning and wellbeing outcomes for all students.

## Self-assessment and school achievements

This section of the Annual Report outlines the findings from the self-assessment survey using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, Cromer PS became familiar with the elements of the School Excellence Framework as a tool for self - assessment. The Excellence Framework was issued to schools towards the end of the development of the School Plan. The Framework was examined in detail by the School Executive Team and discussed with staff. It will be used to measure areas of excellence and areas for further development within the school especially as we move into the second year of the School Plan 2015 – 2017.

Our self-assessment process will further assist the school to refine the strategic directions and priorities in our School Plan leading to further improvements in the delivery of education to our students. Our vision: *“To prepare students for lifelong learning within a connected community that values focused leadership and strong partnerships”* underpins the key projects developed as focus areas in 2015.

In the domain of **Learning**, our focus has been on *Curriculum and Learning, Learning Culture and Wellbeing*. Our efforts to promote a positive learning culture have been enhanced through a deep understanding of and shared commitment to high expectations across the school. Students are provided with well-developed educational programs that cater for various ability levels and special needs through curriculum differentiation.

Student Wellbeing has been nurtured with the implementation of Positive Behaviour Engaging Learners (PBEL), through consistent and explicit teaching which in turn is supporting the attainment of improved student learning outcomes and a culture that promotes success for all. Positive and respectful relationships across the school community underpin the productive learning environment that is obvious on entering the school. High levels of student engagement are also obvious to those visiting Cromer PS. The results of the *Tell Them From Me* survey undertaken by Years 4, 5 and 6 students are recorded in this Annual Report and reflect students’ beliefs about their learning and wellbeing and the learning culture that exists within the school.

Systematic processes have been established by the Learning Support Team to help teachers to identify students with special needs so that adjustments and accommodations can be made to individual learning programs. The work of the Learning and Support Teacher (LaST) must be acknowledged throughout 2015 especially in the training she provided to staff for participation in the National Consistent Collection of Data. The refined planning of individual learning plans is effectively supporting students as they progress through the school. Additional classroom support has been provided through funding to address literacy and numeracy skills development.

In Curriculum and Learning, the school has continued to expand our alliances with other schools and organisations. Strong connections to staff and resources across the Peninsula Community of Schools (PCS) are enhancing opportunities for students in leadership, Science, Aboriginal Education, Performing Arts and the environment and for teachers in professional learning, specific support for Early Careers Teachers and Aspiring Executive and collaborative networks of Technology Coordinators, Deputy Principals and Principals.

In the domain of **Teaching**, our focus has been on *Collaborative Practice and Learning and Development*. Effective teams are in operation for Kindergarten, Year 1, Year 2, Stage 2 (Years 3 & 4), Stage 3 (Years 5 & 6), Specialist and Support Staff. Regular team meetings occur with members of the Executive leading teams in relation to grade and stage planning, teaching with reference to the Quality Teaching Framework (QTF) and reflecting on teaching practice as an entire team. The Executive are a multi-talented supportive team of educators who display strong leadership skills whilst promoting collaboration and innovation. Curriculum delivery and implementation of new syllabus documents for the Australian Curriculum has been an integral component of grade and stage planning. Particular emphasis has been placed on improved teaching methods in literacy and numeracy and the building of teachers’ understandings of effective teaching strategies in these areas.

In 2015, all teaching staff participated in training on the Performance and Development Framework. Teachers in collaboration with their supervisors negotiated a Performance and Development Plan (PDP) at the start of Semester 2. At Cromer PS, all teachers included a personal goal, a team goal based on curriculum delivery and a school goal aligned to the School Plan. PDPs also brought additional focus to *Collaborative Practice and Learning and Development* and this was strongly supported by our school based Teacher Mentor and the Executive.

The Teacher Mentor program at Cromer PS is highly valued and is considered to be an essential component of Teacher Professional Learning (TPL). All teachers have an increased understanding of the Australian Professional Standards for Teachers. Early Careers teachers have been supported to become proficient against the standards. Several teachers are in the maintenance phase of Proficient accreditation. Some senior teachers are working towards achieving Highly Accomplished accreditation and some of the Executive are developing their learning journeys to form the basis of their Lead accreditation applications. Teachers are actively engaged in planning their own professional development to improve their performance.

The delivery model for the Teacher Mentor Program was adjusted in 2015 to better meet the needs of all teachers based on teacher and executive feedback from the previous year. Classroom observations became a focus area with Executive Teachers being released to observe in classrooms to meet the requirements of the new Performance and Development Framework (PDF). Early Career Teachers and teachers returning from leave were also provided with additional classroom support. Continuing on from 2013 and 2014 *'Teachers needing to be Accredited'* at Proficient Level as well as teachers seeking accreditation at Highly Accomplished and Lead Teacher levels were provided with ongoing support to meet their respective accreditation requirements.

In the domain of **Leading**, our focus has been to further refine our *Leadership, School Resources and Management Practices and Processes*. The consistency and effectiveness of implementation of our strategic directions and priorities throughout the year have been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence.

The work and support of both Deputy Principals and the Business Manager must be acknowledged in the way they have fostered a distributive leadership model at Cromer PS. As members of the Senior Executive for the Teaching and Administration Teams they lead by example. Cromer PS has the distinction of accepting leadership challenges as a 47 Pilot School and as a 229 school. We have trialled and implemented both new staffing and financial management procedures that are in the process of state-wide implementation.

Opportunities to develop leadership capacity have resulted in staff being willing to undertake additional responsibilities as part of corporate school life. Teachers are dedicated to providing a range of extra-curricular activities for our students resulting in the achievement of excellence especially in the performing arts.

At Cromer PS, we continually strive to develop leadership that promotes a culture of high expectations and on-going school improvement through informed decision making and quality professional learning. Long term financial planning is integrated with school planning and the management of resources to maximise student learning outcomes.. Strategic financial management is used to maximise resources available to implement the school plan. All this is closely aligned to the accountability procedures introduced by *Local Schools, Local Decisions (LSLD)* with *Learning Management Business Reform (LMBR)*.

The school is held in high regard by the parent community. It is an active member of the Peninsula Community of Schools (PCS) learning community. Cromer has developed strong linkages with local preschools and is building a closer working partnership with Cromer Campus, Northern Beaches Secondary College. We see the importance of creating a better future for all stakeholders by establishing strong, collaborative partnerships within a supportive and inclusive learning community.

The new approach to school planning, supported by the new funding model, is making a major difference to the school's growth and development especially in our efforts to make the school's vision become reality. The achievements and identification of next steps are outlined in the following pages of this report. Future directions evident from the Schools Excellence Framework will be included in our 2016 milestones as a part of the Cromer School Plan to drive further improvements in the development of **Quality Teaching and Learning, Focused Leadership and Strong Partnerships**.

## Strategic Direction 1

**Quality Teaching and Learning:** *To sustain and increase student growth.*

### Purpose

**To engage all students in differentiated learning based on high expectations by integrating quality innovative teaching practices, current research, and technology.**

## Strategic Direction 1

### Overall summary of progress

Teachers in team meetings revisited aspects of the Quality Teaching Framework as the basis for building high expectations of student achievement and success. All class programs reflected differentiated teaching and learning. Quality innovative teaching practice, current research and technology have been integrated as strategies to sustain and increase student growth.

- The Literacy and Numeracy Continuums and PLAN software were used as assessment and tracking mechanisms. The data gathered from PLAN and SMART informed the direction of future teaching and learning especially how to establish effective groups. The results of NAPLAN data were analysed and incorporated into improvement plans. Differentiation of learning, teaching and assessment was fostered.
- The Literacy Project Team supported the ongoing implementation of the new English Syllabus with a number of professional learning workshops.
- The Sound Waves Spelling program was trialled across the entire school K-6 to bring a consistent approach to the teaching of Spelling.
- The explicit teaching of comprehension strategies continued. The LaST and EAL/D Teachers combined to teach identified and targeted groups of Year 2 and Year 3 students requiring additional support in this area.
- The Numeracy Project Team developed a streamlined programming template for the new Mathematics syllabus that linked to the Numeracy Continuum.
- SENA Assessment was completed in Kindergarten, Year 1 and Year 2. Teachers were provided with release to complete this individualised assessment process.
- Trialling of Maths Seeds K-2 to support concept development was undertaken.
- Graded Maths Groups were introduced in Years 1 and 2 for Semester 2. Graded Maths Groups for Year 3 – 6 students continued. This strategy has proved to be beneficial in promoting student growth in numeracy.
- The Learning Support Team refined the school's referral system especially in light of the adjustments required to Individual Learning Plans identified through the National Collection of Consistent Data (NCCD). Teachers were encouraged to reflect on using collected data when making adjustments. The support of the LaST was greatly appreciated by all staff.
- The Technology Project Team ensured increased access to quality hardware and software was a priority for both students and staff in 2015.
- The Technology Class introduced as a pilot study was a resounding success. Class Teacher, mentor and students acted as co-researchers in exploring the direction the school will take with regard to using technology as an enabler of learning. Further information can be found in Other Programs.
- Each teacher was provided with access to iPads for classroom use throughout the year and training and programming support was provided by the leader of the Technology Project Team. Suitable apps for iPads were consolidated.
- Robotics was developed in Years 1, 3, 4 and 5 with a focus on using complex technologies and problem solving skills. This also supported the exploration of the new Science syllabus. TPL on "What is Design Technology and how we can embed it into our Science Units" was presented.
- The new school Science Stage Scope and Sequence (including Primary Connection Units) for teaching and learning was developed.

Strategic Direction 1 has allowed staff to share their expertise beyond the classroom to contribute to quality teaching and learning across the school. Ultimately we want our students to develop the knowledge, skills and attitudes to become successful lifelong learners of the 21<sup>st</sup> century.

## Strategic Direction 1

### Progress towards achieving improvement measures

Resources  
(annual)

Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$26,021 Literacy and Numeracy RAM																																																																						
Student growth from Yr 3 to Yr 5 as evidenced by NAPLAN and standardised data improves.	<table border="1" data-bbox="582 526 1152 860"> <thead> <tr> <th colspan="2">Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>97.6</td> </tr> <tr> <td>Writing</td> <td>98.4</td> </tr> <tr> <td>Spelling</td> <td>96.7</td> </tr> <tr> <td>Grammar &amp; Punctuation</td> <td>98.4</td> </tr> <tr> <td>Numeracy</td> <td>98.4</td> </tr> </tbody> </table> <table border="1" data-bbox="582 929 1152 1249"> <thead> <tr> <th colspan="2">Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>99.1</td> </tr> <tr> <td>Writing</td> <td>95.3</td> </tr> <tr> <td>Spelling</td> <td>98.1</td> </tr> <tr> <td>Grammar &amp; Punctuation</td> <td>95.3</td> </tr> <tr> <td>Numeracy</td> <td>100.0</td> </tr> </tbody> </table>	Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)		Reading	97.6	Writing	98.4	Spelling	96.7	Grammar & Punctuation	98.4	Numeracy	98.4	Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)		Reading	99.1	Writing	95.3	Spelling	98.1	Grammar & Punctuation	95.3	Numeracy	100.0																																															
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The percentage of students in Bands 7 and 8 is equal to or greater than the percentage of students in Bands 5 and 6 for the same cohort.	<ul style="list-style-type: none"> <li>In Reading approximately 57.7% of Yr 3 students at Cromer PS are in the top two bands (5 and 6) in comparison to 43.4% of Yr 5 students being in the top two bands (7 and 8).</li> <li>There is a variance of 14.3% and further work is needed to achieve the improvement goal.</li> <li>In Numeracy approximately 45.9% of Yr 3 students are in the top two bands (5 and 6) in comparison to 37.7% of Yr 5 students being in the top two bands (7 and 8).</li> <li>A variance of 8.2% and further work is needed in this area.</li> </ul> <table border="1" data-bbox="443 1675 1278 2132"> <thead> <tr> <th colspan="7">Year 3 NAPLAN Reading</th> </tr> <tr> <th></th> <th>School</th> <th>SSG</th> <th colspan="4">State DoE</th> </tr> </thead> <tbody> <tr> <td><b>Average score, 2015</b></td> <td>459.0</td> <td>455.6</td> <td colspan="4">422.4</td> </tr> <tr> <td colspan="7"><b>Skill Band Distribution</b></td> </tr> <tr> <td>Band</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Number in Bands</td> <td>3</td> <td>4</td> <td>18</td> <td>27</td> <td>23</td> <td>48</td> </tr> <tr> <td>Percentage in Bands</td> <td>2.4</td> <td>3.3</td> <td>14.6</td> <td>22.0</td> <td>18.7</td> <td>39.0</td> </tr> <tr> <td>School Average 2011-2015</td> <td>2.0</td> <td>4.6</td> <td>12.0</td> <td>18.2</td> <td>22.5</td> <td>40.7</td> </tr> <tr> <td>SSG % in Bands 2015</td> <td>1.9</td> <td>3.1</td> <td>13.2</td> <td>20.0</td> <td>20.8</td> <td>41.0</td> </tr> <tr> <td>State DoE % in Bands 2015</td> <td>5.3</td> <td>6.7</td> <td>20.4</td> <td>21.1</td> <td>18.4</td> <td>27.9</td> </tr> </tbody> </table>	Year 3 NAPLAN Reading								School	SSG	State DoE				<b>Average score, 2015</b>	459.0	455.6	422.4				<b>Skill Band Distribution</b>							Band	1	2	3	4	5	6	Number in Bands	3	4	18	27	23	48	Percentage in Bands	2.4	3.3	14.6	22.0	18.7	39.0	School Average 2011-2015	2.0	4.6	12.0	18.2	22.5	40.7	SSG % in Bands 2015	1.9	3.1	13.2	20.0	20.8	41.0	State DoE % in Bands 2015	5.3	6.7	20.4	21.1	18.4	27.9	
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## Strategic Direction 1

### Year 5 NAPLAN Reading

	School	SSG	State DoE			
<b>Average score, 2015</b>	520.7	523.9	494.3			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	1	13	17	29	18	28
Percentage in Bands	0.9	12.3	16.0	27.4	17.0	26.4
School Average 2011-2015	2.4	6.7	15.4	20.3	28.4	26.9
SSG % in Bands 2015	2.1	9.7	16.9	22.0	25.5	23.7
State DoE % in Bands 2015	5.8	17.3	21.4	20.9	18.7	15.9

### Year 3 NAPLAN Numeracy

	School	SSG	State DoE			
<b>Average score, 2015</b>	417.3	427.5	395.9			
<b>Skill Band Distribution</b>						
Band	1	2	3	4	5	6
Number in Bands	2	13	24	27	29	27
Percentage in Bands	1.6	10.7	19.7	22.1	23.8	22.1
School Average 2011-2015	1.5	5.4	16.3	26.0	24.8	26.0
SSG % in Bands 2015	2.0	7.6	16.1	23.8	23.2	27.2
State DoE % in Bands 2015	5.5	14.3	22.0	22.9	17.9	17.5

### Year 5 NAPLAN Numeracy

	School	SSG	State DoE			
<b>Average score, 2015</b>	514.9	528.6	493.1			
<b>Skill Band Distribution</b>						
Band	3	4	5	6	7	8
Number in Bands	0	12	31	23	19	21
Percentage in Bands	0.0	11.3	29.2	21.7	17.9	19.8
School Average 2011-2015	1.5	6.8	18.6	29.6	17.5	26.1
SSG % in Bands 2015	1.3	8.7	19.5	25.6	20.1	24.8
State DoE % in Bands 2015	3.8	17.6	26.0	23.9	15.0	13.6

Student growth is sustained and subsequently improved in school based assessments by differentiating teaching and learning programs that meet the needs of students.

- Differentiated learning was evident in all class teaching and learning programs with effective grouping of students monitored by Grade /Stage Supervisors. Graded Maths Groups have been extremely beneficial.
- All staff participated in training on how to make adjustments to Individual Learning Programs for students identified through the National Collection of Consistent Data. In 2015, 141 students were identified as requiring adjustments to some aspects of their learning programs.
- The majority of Cromer PS students K-6 have sound attainment levels in Literacy and Numeracy. Additional support is provided to those students experiencing difficulty. On average approximately 50 % of students are achieving in the high to outstanding range of performance.

**\$6,056**  
**NCCD**  
**Allocation**

## Strategic Direction 1

### Next steps

Previously at Cromer PS, we had a combination of Grade and Stage Structures (K, Yr 1, Yr 2, Stage 2 - Yrs 3 & 4 and Stage 3 - Yrs 5 & 6) for supervision. In 2016, teaching teams will operate as Stage and Specialist groups: Early Stage 1; Stage 1; Stage 2; Stage 3; Release and Mentor Programs; and Special Education and Specialist Support Programs. This is in keeping with the design of new syllabus documents. The Northern Beaches Itinerant Hearing Team is also based at Cromer PS. All teams are led by a member of Cromer PS Executive.

The review of Quality Teaching and Learning at Cromer PS with particular emphasis on the analysis of 2015 NAPLAN data, Executive conversations and Stage discussions highlighted that the major focus for school improvement in 2016 would be: ***“To enhance the quality of writing across the stage, by improving Vocabulary, Sentence Structure and Punctuation.”*** This became a school goal recorded in Performance and Development Plans for all teaching staff.

We will:

- Conduct a Curriculum Audit of Writing based on the collection of K-6 Writing Samples – identifying Stage strengths and weaknesses. (Use Best Start Writing Assessment for Kindergarten and Pobble 365 for Yrs 1-6 students: ‘The Weather Tree’)
- Develop an action plan for improvement ensuring Modelled, Guided and Independent Writing practices are included in class and stage programs. (Look at the growth of PLAN data)
- Analyse student work samples – not only in small groups but the larger group utilising Consistent Teacher Judgement (CTJ) strategies and promoting professional dialogue and collegial discussion.
- Present Teacher Professional Learning on the authorial and secretarial roles of the writer and observation strategies.
- Set learning intentions that are understood by all stakeholders.
- Share best practice: ‘How to…….’ in stage and group meetings.
- Explore the use of feedback and how to give quality feedback to students. (Include use of ‘Stile’)
- Adopt a consistent approach K-6 and expand the use of Bump It Up walls including Learning Goal, Success Criteria, Rubric and Modelled Response.
- Investigate the organisation and implementation of a quality English block.
- Make use of a Reflection Journal, professional readings and stage discussions to develop rich tasks, devise improved assessment procedures, update knowledge of and use of continuums.
- Release staff to watch other colleagues teach writing. (Use Teacher Mentor)

In addition:

- Continue the implementation of the Sound Waves Spelling program and Comprehension strategies, purchasing resources to support decoding and fluency.
- Support to be provided for low achievers in literacy and numeracy.
- Provide Teacher Professional Learning in relation to Student Performance Measures and Data Analysis.
- Develop Maths lessons around the Quality Teaching Framework that focus on Significance.
- Participate in PCS Professional Teacher Learning on “Using Technology (ICT) to improve Teaching and Learning, demonstrating strategies that enrich learning outcomes for students”.
- Support staff and teams in improving writing, critical thinking skills and creativity.
- Provide quality ICT teaching and learning environments for all students and staff including the implementation of the new Library system OLIVER.
- Establish two Technology classes sharing new knowledge across the school.
- Implement the new Science and introduce the new History syllabus documents.

## Strategic Direction 2

**Focussed Leadership:** *To enhance leadership capacity, innovation and school improvement.*

### Purpose

**To develop leadership that promotes a culture of high expectations and ongoing school improvement through informed decision-making and quality professional learning.**

### Overall summary of progress

All teaching staff members were introduced to the Performance and Development Framework via presentations from the Principal and Teachers Federation Representative. Plans were based on Departmental policy.

School leadership promoted a culture of high expectations supported by informed decision making. The importance of quality professional learning was recognised as a vehicle to support change and school improvement. The school's positive learning culture was enhanced by its ongoing commitment to a distributive leadership model.

- The Executive Team explored its own leadership development throughout 2015 with increased professional dialogue and collegial discussion at executive planning meetings.
- Leadership opportunities were promoted and offered to students, staff and parents.
- In class responsibilities and student roles were rotated throughout the year.
- School Captains and Vice Captains participated in the PCS Student Leadership training. Student Parliament at Cromer PS gave rise to student voice on issues raised by students for consideration and adoption by the school community. For example, Year 6 girls presented ideas gathered at Student Parliament on the senior girls' uniform proposal to the Parents & Citizens Association.
- Accreditation at all levels was supported by the Teacher Mentor (TM). The TM guided staff in the preparation of their documentation for Proficient and Maintenance of Proficient Accreditation. The Principal reviewed all documentation and signed off as the Teacher Accreditation Authority (TAA).
- Regular meetings were conducted by the Teacher Mentor with both individuals and groups. All staff has raised awareness of the Australian Professional Standards for Teachers.
- Teachers and Executive lead initiatives around the school to improve student outcomes e.g. Technology Class – Pilot Study, Cultural Immersion Program with Kansai University Elementary School, Science Fair, Performing Arts etc.
- Teachers participated in the PCS Aspiring Leaders Program.
- Grade Co-ordinator's roles were shared and rotated each term amongst the staff.
- Project Team Leaders for Literacy, Numeracy, ICT and Student Welfare set goals with team members, planned and monitored budgets for project implementation in consultation with the Business Manager and finalised evaluation of progress in readiness for 2016. Project Teams conducted professional learning and regularly reported their progress to staff.
- Teacher Professional Learning was fostered at all levels with individuals and small groups attending online courses, training workshops, conferences and PCS network meetings for Early Careers, Aspiring Leaders, Technology, Aboriginal Education, Science, Deputy Principals and Principals.
- Senior Executive (Principal and Deputy Principals) provided support, mentorship and development to new teachers, existing staff, aspiring leaders and the Assistant Principals.
- The Principal provided ongoing support to the Parents & Citizens Association's Executive and worked closely and collaboratively with School Council members with regard to school governance.

Strategic Direction 2 has built leadership capacity throughout the entire school community. Goal setting, the introduction of quality performance development and accreditation processes, and the strengthening of community engagement support a dynamic leadership and learning culture.

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## Strategic Direction 2

Progress towards achieving improvement measures		Resources (annual)
<b>Improvement measure</b> (to be achieved over 3 years)	<b>Progress achieved this year</b>	<b>\$28,684</b> <b>Teacher Professional Learning</b>
Negotiated Professional Learning Plans for all staff as part of the Performance and Development Plan.	<ul style="list-style-type: none"> <li>Executive, permanent, temporary and casual teachers developed personal plans that were negotiated with their supervisors.</li> <li>Cromer PS adopted a framework that included a Personal Goal set by the individual, a Team Goal set by the grade or stage based on curriculum delivery and a School Goal linked to the School Plan for the introduction of initial PDF plans in the second half of 2015.</li> <li>The School Goal related to our participation in the National Collection of Consistent Data.</li> </ul>	
Reflective practice based on the Professional Standards for Teachers/Principals is demonstrated by staff.	<ul style="list-style-type: none"> <li>Professional dialogue in relation to the Australian Professional Standards for Teachers has been incorporated into discussions between teachers and supervising Executive Team members.</li> <li>Reflection on current classroom practice is being encouraged at all levels. Peer observation has been explored by some staff in the initial phase of Performance and Development Plans.</li> </ul>	
Improved leadership capacity through the collection of accreditation data to promote high expectations for learning, teaching and leading.	<ul style="list-style-type: none"> <li>Senior Executive mentored the Junior Executive in their roles. Opportunities were provided for relieving in higher positions.</li> <li>Assistant Principals shared their Coaching Course knowledge with all Executive Team members.</li> <li>The Teacher Mentor constantly updated staff via the shared teacher drive with the latest accreditation information from BOSTES and lead Executive through these and AITSIL resource materials e.g. Classroom Practice Continuum.</li> </ul>	

## Next steps

Focused Leadership for students, staff, leaders and the community remains a high priority at Cromer PS as we move into the second year of the School Plan 2015 – 2017. Aligning leadership development to the Schools Excellence and Performance and Development Frameworks will require further investigation and exploration.

## Strategic Direction 2

We will:

- Continue to provide varied learning opportunities for students to develop their leadership skills.
- Conduct a Year 5 Student Leadership program in preparation for the election of the 2017 Student Leadership Team.
- Change the delivery mode of support by the Teacher Mentor for teachers who are interested in achieving Highly Accomplished and Lead teacher status. Tuesday afternoon school assembly times to be used followed by a session after school. This model to be trialled in Term 1, 2016 to assess the effectiveness of a longer session of professional learning, mentorship and support.
- Encourage the adoption of the 2015 Stage 2 model of classroom observations in peers' classrooms as well as the team leader conducting observations in all classrooms across the stage by all Stage Teams in 2016.
- Continue the use of the Wiki to track observations in Stage 2 and Stage 3 and expand its use by Early Stage 1 and Stage 1 Teams.
- Introduce teachers to the range of Classroom Observation Strategies that are available on the AITSIL website.
- Develop a Classroom Observations 2016 proforma for use by teachers.
- Conduct further professional learning on Performance and Development Plans. This to be led by the Principal and Teachers Federation Representative.
- Refine Performance and Development Plans for all teaching staff.
- Adopt a whole school approach to improve the teaching of writing and achieve enhanced student learning outcomes across all stages: *"To enhance the quality of writing across the stage, by improving Vocabulary, Sentence structure and Punctuation"*.
- Unpack the Schools Excellence Framework to a greater degree and use this to reflect on aspects of curriculum delivery, teaching practice, leadership development and assessment and reporting.
- Review staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.
- Reflect upon assessment and reporting processes as well as student feedback to further plan learning.
- Develop a whole school assessment strategy underpinned by accurate evaluation and reporting of student performance data.
- Prepare for external validation to be conducted in Semester 2, 2016.
- Work closely with the Parents & Citizens Association's Executive Team supporting them to achieve the goals of the parent body for 2016.

The successful implementation of the Performance and Development Framework (PDF) is seen to be absolutely crucial as NSW schools prepare for all teachers to be accredited by 2018. The introduction of the PDF has led to staff engaging in a much deeper reflective process to guide their professional development at both an individual and collective level.

Strategic Direction 2 has established a foundation to enhance leadership capacity, innovation and school improvement at Cromer PS and this will be expanded as we move into 2016.

## Strategic Direction 3

**Strong Partnerships:** *To maintain a strong culture of collaboration between key stakeholders.*

### Purpose

**To create a better future for all founded on excellence by establishing strong, collaborative and sustainable partnerships within a supportive and inclusive learning community.**

### Overall summary of progress

Establishing and maintaining Strong Partnerships supports the school's positive culture. It is believed that when all stakeholders work together for the common goal of improving student learning outcomes a significant range of benefits result for all members of the school community.

Cromer PS sees communication and collaboration as key strategies in creating a better future for all stakeholders. We constantly promote the home-school partnership and respect the role parents play in their children's education. We also see value in establishing other strong partnerships that will help to connect families, learning communities, local businesses and community organisations ultimately developing and promoting excellence at Cromer PS.

- In 2015, the Student Welfare (Wellbeing) Project Team took responsibility for the co-ordination and implementation of the Positive Behaviour Engaging Learners program at Cromer PS. The school's core values of Respect, Achievement and Responsibility underpin all aspects of school life.
- The original leaders of the PBEL Implementation Team visited Lindfield East PS to see PBEL in operation as a basis for review of Cromer's stage of implementation and catch-up training occurred for additional team members at Terry Hills PS. PBEL trainer Catherine Walker met with the Principal and part of the PBEL Team as a means of providing ongoing support to Cromer PS.
- School wide and Playground PBEL implementation has been effective over the last four years. Positive reward systems are communicated regularly to parents who enjoy attending Special Awards Assemblies to see students acknowledged with the presentation of Certificates of Excellence, Cromer Banners and Cromer Medallions. Student success is also acknowledged in school newsletter each week.
- The 'Tell Them From Me' survey involved 328 students from Years 4, 5 and 6 providing advice against 20 indicators based on the most recent research on school and classroom effectiveness that centred on Social-Emotional Outcomes, the Drivers of Social Outcomes, Demographic Factors and a series of general multiple choice questions. The results are reported in greater detail under the heading of *Parent/caregiver, student, teacher satisfaction* towards the end of this Annual Report.
- Cromer PS is a strong partner within the Peninsula Community of Schools (PCS) learning community. Members of staff are actively engaged in all networks (Principals, Deputy Principals, Management Committee, Technology, Musical Performance, Aboriginal Education, Science, Green Sea Turtle Project, Student Leadership, Early Careers, Aspiring Leaders and School Administration Managers) run by the PCS and all staff regularly participate in planned professional learning via afternoon workshops, group meetings and school development days. The PCS plans and offers a range of activities for students, staff and parents. The school is proud to belong to the PCS.
- In 2015, we have established a closer working relationship and partnership with Cromer Campus of Northern Beaches Secondary College. We certainly appreciated the support offered in the area of multimedia training for the Technology Class – Pilot Study. This was also reinforced by a visit to the Headquarters of Adobe in the city where students received an inspiring range of experiences with Dr Tim Kitchen and other Adobe Staff. We also maintained our close ties to Kansai University Elementary School with live video crosses for Year 4 as part of our Cultural Immersion Program.

Strategic Direction 3 is actively supported by Cromer PS staff and the School Council in the promotion of an inclusive community that nurtures our students to become confident and successful global citizens. Stronger family and community engagement will rely on communication, collaboration and consultation.

## Strategic Direction 3

### Progress towards achieving improvement measures

Resources  
(annual)

Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Improved playground and classroom PBEL data.	<ul style="list-style-type: none"> <li>• PBEL was linked in with the School Plan.</li> <li>• Survey of PBEL conducted with the Student Welfare Team. Highlighted achievement of some school wide and classroom systems but further consistency was recommended.</li> <li>• Communication of data to students via in-class displays and assemblies.</li> <li>• Communication of data to staff via Admin. Meetings and Project Team presentations.</li> <li>• Communication of data to parents given at Class Parents Sub-committee Meeting and liaison with the P&amp;C Association.</li> <li>• Planning commenced for the creation of a Sensory Garden for all members of the school community to enjoy. A grant was received for its initial establishment.</li> <li>• Students from Years 4, 5 and 6 completed the 'Tell Them From Me' survey.</li> <li>• High levels of student satisfaction were recorded with the vast majority of students experiencing positive relationships and behaviour at school, student effort in work related tasks, positive teacher – student relationships and expectations for success.</li> <li>• The survey highlighted that students did not understand the term "Bullying" as data collected did not reflect the same level of reported incidents or concerns.</li> </ul>	<b>\$5,000</b>
Improved engagement and effective communication aligned to the School Excellence Framework.	<ul style="list-style-type: none"> <li>• The school has forged a close working relationship with Cromer PS Parents &amp; Citizens Association in the best interest of students K-6 and their education.</li> <li>• The school maintains an open door policy and employs a wide range of communication mechanisms including regular meetings with stakeholders, the school newsletter, the school app, the school website, open days, transition programs, parent and teacher information evenings and reporting of student progress to keep parents informed of its undertakings, policies and procedures.</li> <li>• The School Council commenced investigating ways to enhance family and community engagement at Cromer PS by expanding information on the school's website.</li> </ul>	<b>\$21,072</b>

### Strategic Direction 3

- |  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"><li>• Strong partnerships were established with the Peninsula Community of Schools; Cromer Campus of NBSC; Kansai University Elementary School; Adobe and local businesses.</li><li>• Links were continued and made to local pre-schools; schools in the Northern Beaches Learning Alliance and other support agencies e.g. Chatswood Family and Community Services, Dalwood Children's Services, <i>kidsfirst</i> Children's Services and Warringah Council etc.</li></ul> |  |
|--|---|--|

### Next steps

Strong Partnerships are essential if we are to maintain and grow effective organisational, administrative and communication practices as part of our journey towards the achievement of excellence in all aspects of the school's operation.

We will:

- Continue to raise awareness of our core values: Respect, Achievement and Responsibility with the placement of new signage around the school and in classrooms.
- Highlight expectations of behaviour at the Canteen, in Assemblies and when using the Toilets.
- Refine classroom approaches to behaviour management so expectations are understood by students when moving into different learning groups e.g. for Mathematics, Sport etc.
- Finalise the Sensory Garden and open for use in Term 2, 2016.
- Revisit PBEL philosophy with all members of staff as there have been changes to staffing since the original introduction of the program.
- Establish collaboration between the PBEL team and the Executive to clearly differentiate between what constitutes minor and major incidents, reviewing documentation processes for stakeholders.
- Communicate school expectations to the community regularly through the Cromer weekly, phone system to classrooms during eating time and using a PBEL board/viewer in the Administration foyer.
- Revamp the teaching matrix, updating existing notebooks for each Stage. Integrate PBEL into Personal Development using buddy classes. Proposed to implement two lessons per term in Weeks 4 and 8.
- Communicate 'Student Wellbeing' issues, concerns and data from SENTRAL to staff at Admin. Meetings.
- Explore ways to engage boys with homework completion and improve their interest and motivation in their learning.
- Implement strategies identified from 'Communicating and engaging with your Community' training attended by the Deputy Principals.
- Support Cromer Parents & Citizens Association to explore new ways of engaging with the parent community.
- Finalise website information identified by School Council in support of strengthening family and community engagement.
- Continue to enhance professional partnerships and linkages in the best interest of the school's learning community with particular emphasis on improvement in learning, teaching and leading.

Reflection on current practice combined with a willingness to explore new ways of doing business will support the realisation of Strategic Direction 3 as we enter the second year of the School Plan.



## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<p><b>Aboriginal background funding</b></p> <p>This funding is provided to support a very small number of Aboriginal students at our school.</p>	<p>Aboriginal students have a Personal Learning Plan (PLP) and are making progress across the literacy and numeracy continuums. Plans have involved the student where possible, parent/caregiver and the Class Teacher.</p> <p>Students participated in the PCS NAIDOC Week activities and a dance workshop. In 2015, Aboriginal students proudly participated in the illustration of “The White Headed Dolphin” which was published and printed professionally for distribution throughout PCS schools.</p>	\$1, 822
<p><b>English language proficiency funding</b></p> <p>This funding is provided to support students from non-English speaking backgrounds to acquire proficiency in their second language.</p>	<p>The EALD Teacher also worked closely with Class Teachers and delivered comprehensive teaching programs to K-6 students. Team teaching was an integral component of this support. The EALD Teacher also worked with the LaST Teacher to deliver targeted Literacy programs for Yrs 3 &amp; 5 in Semester 1 and Yrs 2 &amp; 4 in Semester 2.</p> <p>Additional in-class support has been implemented for Kindergarten students with the EALD Teacher developing literacy programs for targeted groups of students that were delivered by an SLSO.</p>	\$72, 503
<p><b>Socio-economic funding</b></p> <p>This funding is provided to enhance students’ access to a wider range of curriculum learning experiences, and educational and community services.</p>	<p>Additional SLSO allocations to classes with students requiring extra learning support. This was overviewed by the Learning and Support Teacher (LaST) and Cromer PS Learning Support Team (LST). Class teachers made referrals to the LST after consultation with parents.</p>	\$24, 480
<p><b>Disability funding</b></p> <p>The funding is provided to support students who have additional learning and support needs.</p>	<p>All students requiring adjustments and accommodations to their learning are catered for throughout the school. The LaST trained all staff in the National Collection of Consistent Data (NCCD) procedures and assisted teachers to refine Individual Learning Plans. In 2015, 141 students required adjustments to their learning programs in Cognitive, Physical, Sensory and Social/Emotional areas.</p>	\$143, 776

<p><b>Support for beginning teachers</b></p> <p>This funding (over a two year period) is provided for each permanent beginning teacher to assist the teacher's induction, professional development and accreditation.</p>	<p>Two teachers - one Class Teacher and one Itinerant Teacher Hearing based at Cromer PS received additional release from face to face teaching, Mentor support and professional learning opportunities in 2015. Another Class Teacher entered her second year of support.</p>	<p>\$13, 127 per teacher in the first year of funding.</p>
Other school focus areas	Impact achieved this year	Resources (annual)
<p><b>Pilot Study of Technology Class</b></p> <p>This funding is provided from School Generated Revenue.</p>	<p>A Technology Class was introduced which comprised a total of 24 students from Years 3, 4 and 5 with sound literacy skills. The school injected funds to purchase hardware and software for use by students. Further details about this research project can be found towards the end of this Annual Report.</p> <p>Explicit teaching to groups within the class and the utilisation of laptops and iPads as tools to enable learning were utilised. The trialling of 'Stile' to provide feedback on tasks including homework, visits to Adobe and mentoring from Cromer Campus, NBSC brought about change in pedagogy and how students approached learning tasks, projects and activities. The level of responsibility students took for their own learning was enhanced. Parent feedback was overwhelmingly positive.</p>	<p>\$14, 909</p>
<p><b>Teacher Mentor</b></p> <p>This funding is provided from School Generated Revenue.</p>	<p>The Teacher Mentor program continues to be considered a vital component of Teacher Professional Learning at Cromer PS. A retired principal is employed 2dpw and brings a level of expertise in learning, teaching and leading to staff that must be acknowledged. The Teacher Mentor brings fresh eyes to both classroom practice and leadership capability and is included as a member of the Executive Team.</p> <p>The Teacher Mentor in 2015 supported 7 teachers working towards Proficient aligned to the National Professional Standards for Teachers, 14 in the Maintenance Phase of Accreditation, 6 staff exploring Highly Accomplished and 3 Executive developing their learning journeys for Lead accreditation.</p> <p>Further details on the work of the Teacher Mentor can be found in this Annual Report.</p>	<p>\$40,808</p>

## Student information

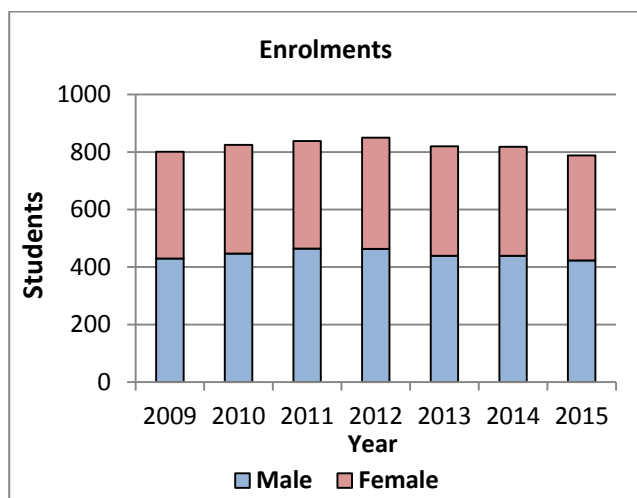
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

### Student enrolment profile

Our student enrolment in 2015 was 788 students K-6 including 423 boys and 365 girls.

In 2015, we had 31 classes comprised of 30 mainstream classes K-6 and one special education class (K-6B).

There were 4 straight mainstream classes per year level (total of 28) and two multi-stage classes (K/1L and 3/4/5M). Cromer has had many composite classes over the years with two year groups but introduced three year groups in a multi-stage primary class to undertake a Pilot Study in technology enabled learning.



### Student attendance profile

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

Approximately 94.8% of students attended school on average each day in comparison to 94.0% of State DoE schools.

Cromer has an excellent attendance rate. We monitor school attendance through an online program called Web Attend SENTRAL.

Within two days of a student's absence from school, we follow up the absence with the parents and request a written note.

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.

If improvement does not result this may lead to a referral from the school to the Home School Liaison Officer.

## Workforce information

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
Head Teacher(s)	24.0
Classroom Teacher(s)	2.8
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.2
Teacher of ESL	0.6
School Counsellor	1.0
School Administrative & Support Staff	6.872
Other positions	4.464
Total	50.158

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2015, no member of staff identified as Aboriginal or Torres Strait Islander.

### Teacher qualifications (mandatory)

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	25%

### Professional learning and teacher accreditation

Significant Teacher Professional Learning was undertaken by Cromer PS staff in 2015. A focus area continued to be the implementation of new syllabus documents for the Australian curriculum in English, Mathematics, Science and History. Also, professional learning was aligned to the School Plan, Project Team delivery and the Performance and Development Framework. Staff also participated in PCS workshops on Quality Teaching organised by PCS Deputy Principals.

Three Early Careers teachers gained Proficient accreditation, four teachers submitted their Maintenance of Accreditation reports and six senior teachers' commenced working with the Teacher Mentor on Highly Accomplished and three Executive Team members started to explore Lead levels of accreditation.

## Financial information

The Financial Summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

This summary covers funds for operating costs and expenditure areas such as staff salaries, building and major maintenance.

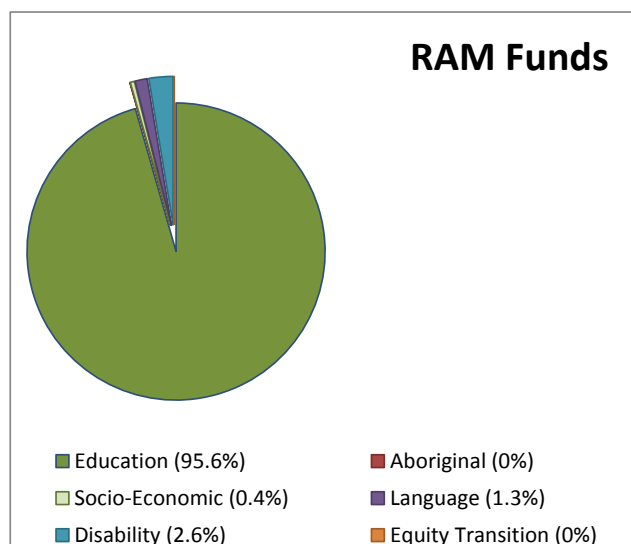
### Financial Summary Table for the year ended 31 December 2015 at Cromer PS.

	2015 Actual (\$)
Opening Balance	405,278
<b>Revenue</b>	<b>6,086,237</b>
Appropriation	5,589,034
Sale of Goods and Services	6,248
Grants and Contributions	483,250
Investment Income	7,705
Gain and loss	-
Other Revenue	-
<b>Expenses</b>	<b>(5,958,486)</b>
Recurrent Expenses	
Employee Related	(5,326,325)
Operating Expenses	(632,161)
Capital Expenses	
Employee Related	-
Operating Expenses	-
<b>Surplus/Deficit for the Year</b>	<b>127,751</b>
<b>Balance Carried Forward</b>	<b>533,029</b>

The information provided in the Financial Summary is current at the date shown. This summary includes reporting from 1 January 2015 to 31 December 2015.

Funds received through the Resource Allocation Model (Cromer PS)

Component	RAM
<b>Base</b>	<b>4,602,798</b>
Location	-
Other Base	4,602,798
<b>Equity</b>	<b>242,582</b>
Aboriginal	1,822
Socio-Economic	24,480
Language	72,503
Disability	143,776
Equity Transition	-
<b>Targeted Total</b>	<b>202,201</b>
<b>Other Total</b>	<b>456,366</b>
<b>Total</b>	<b>5,503,948</b>



## School performance

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link [My School](#) and insert the school name in the *Find a school* and select *GO* to access the school data.

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.

**NAPLAN - Literacy** (including Reading, Writing, Spelling and Grammar and Punctuation)

Average progress in Reading between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	70.0	84.7	71.6	73.6	91.4
SSG	72.5	80.0	78.8	82.7	78.0
State DoE	74.0	79.2	85.7	78.8	76.4

Average progress in Spelling between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	76.1	90.4	82.1	82.3	83.3
SSG	72.1	94.3	83.0	82.0	79.3
State DoE	75.4	95.4	84.9	80.6	83.9

Average progress in Grammar & Punctuation between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	70.8	78.8	80.2	84.2	68.9
SSG	80.9	82.0	77.3	78.9	73.4
State DoE	82.7	81.3	79.4	79.5	71.2

## NAPLAN - Numeracy

Average progress in Numeracy between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	98.5	99.4	92.0	93.9	98.1
SSG	95.1	101.1	91.3	87.6	97.3
State DoE	95.8	98.2	89.7	89.1	94.1

The school's academic performance continues to be strengthened due to the literacy and numeracy programs that are being implemented across the entire school. Of particular note is the school's performance against the minimum standards for literacy and numeracy in Years 3 and 5.

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	97.6
Writing	98.4
Spelling	96.7
Grammar & Punctuation	98.4
Numeracy	98.4

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	99.1
Writing	95.3
Spelling	98.1
Grammar & Punctuation	95.3
Numeracy	100.0

## Parent/caregiver, student, teacher satisfaction

In 2015, 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 were consulted regularly with regard to the school's operations. Feedback on the whole highlighted that the school places its students at the forefront of all its undertakings. The school is held in high regard by its stakeholders.

Each Teaching Team (Kindergarten, Year 1, Year 2, Years 3 & 4, Years 5 & 6, Special Education and Support) was led by a member of the Executive. Team members shared the responsibility of being the Grade Coordinator.

Each term a different member of the team undertook this role building their leadership capacity. Professional dialogue and collegial discussion were promoted on a regular basis with regard to Learning, Teaching and Leadership aligned to the school's Strategic Directions of Quality Teaching and Learning, Focussed Leadership and Strong Partnerships. Feedback on progress was discussed at Executive Team meetings and with School Council.

For the first time, the school used the "Tell Them From Me" (TTFM) survey with students. This was offered by the Department of Education and is administered by the Learning Bar Inc. The TTFM survey measures 20 indicators based on the most recent research on school and classroom effectiveness. School results were compared to NSW Government norms.

A total of 328 students from Years 4 (117), 5 (105) and 6 (106) completed the online survey that sought input relating to a variety of questions centred on Social-Emotional Outcomes, the Drivers of Student Outcomes, Demographic Factors and a series of general multiple choice questions.

Areas where high levels of student satisfaction were recorded included experiencing positive relationships (88%) and behaviour (91%) at school, student effort (92%) in work related tasks, positive teacher – student relationships and expectations for success.

Interestingly student participation rates in school sports increased from Year 4 to Year 6 whereas student participation in extracurricular activities declined from Year 4 to Year 6. However, rates of participation in both areas were higher at Cromer PS than for the NSW Government norms.

Students at this school feel accepted and valued by their peers (84%) and others. They have friends at school that they can trust and who encourage them to make positive choices. This reflects the school's Positive Behaviour Engaging Learners (PBEL) Welfare and Wellbeing System.

Students (95%) believe that education will benefit them personally and economically, and will have a strong bearing on their future.

Approximately 70% of respondents indicated that they strongly agreed or agreed that "When I finish high school, I expect to go to University".

Homework emerged as an issue with 82% of the girls and 52% of boys in Years 4, 5 and 6 at Cromer having a positive attitude towards homework and its completion. There were also similar results in relation to being interested and motivated in their learning. Both total school percentages were below the NSW Government norm for these years.

Students' understanding of the term 'bullying' needs further exploration as our data records for incidents involving bullying do not align with student responses in this area. However, student responses were lower than their State counterparts.

Drivers of Student Outcomes included effective learning time with concepts being taught well and class time being used efficiently. Students found classroom instruction relevant to their everyday lives and that it was well organised, had a clear purpose and that feedback helps them to learn.

The majority of students feel they have someone at school consistently providing encouragement and can be turned to for advice. They also feel teachers are responsive to their needs and encourage them to become responsible, independent learners.

The results of the TTFM survey will be presented to students, staff and parents via meetings with Student Parliament, the Executive, the Staff, the Parents and Citizens Association and School Council.

### **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.

All students enjoyed a performance by Aboriginal dancer and artist Fred Reid which coincided with our NAIDOC celebrations.

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 2015.

As part of NAIDOC Week celebrations we participated in the PCS Art Festival **One Community, Many Stories** held at Avalon Public School.

The artworks submitted by our grades were striking as each class created a rainbow serpent

with the panels of the snake's body detailing each class member's interpretation of the many stories in the community. They were proudly displayed in the Administration Block on their return from the travelling art show.

Each Aboriginal student and a non-Indigenous friend participated in the PCS NAIDOC Celebrations also held at Avalon PS with a visit to West Head and Palmgrove Reserve, where local indigenous people worked with students. School based activities and workshops back at Avalon focused on storytelling and students used a range of media to illustrate the story of the **White Headed Dolphin** to be included in a publication of the story.

The story was held by traditional custodian Dennis Foley of the Gai-maraigal community who allowed the story to be shared and used by the PCS learning community. Liz Thompson from the Sharing Stories Foundation assisted students to create drawings for the three versions of the book to be published in early 2016. All students involved in this moving and inspiring workshop received a copy of the White Headed Dolphin as a treasured memento of their participation in this meaningful event.

### **Multicultural Education and Anti-racism**

At Cromer PS, we ensure that the Department of Education's Multicultural and Anti-Racism policies are implemented as appropriate across curriculum areas. School practices and procedures are consistent with policy.

We facilitate the accurate completion of the English as an Additional Language/Dialect (EAL/D) and new Arrivals Program surveys. We provide appropriate support to students who are learning English as an Additional language/Dialect.

Programs enable all students to identify as Australians within a democratic, multicultural and inclusive society and promote tolerance, understanding and acceptance of all cultural backgrounds.

Harmony Day was held at Cromer with buddy classes coming together to celebrate community participation, inclusiveness, respect and a sense of belonging for everyone.

Students and staff always enjoy Harmony Day but continue to 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 represented the school and participated in the zone finals.

## Other school programs

### Pilot Study – Technology Class

In 2015, Cromer Public School established a Technology Class as a pilot study to explore the direction the school would take with regard to using technology as an enabler of learning and if Bring Your Own Device (BYOD) was a consideration for future years. The school's Technology Project Team had completed a staged introduction of WiFi throughout the school and believed the use of iPads and laptops as technology tools needed further investigation.

Assistant Principal, Mrs Karen Mitchell was asked to teach the multi-stage class of 24 students with 8 students each from Years 3, 4 and 5 to be offered placement in Class 3/4/5M. Gender balance was maintained with equal numbers of males and females.

Parents could nominate their child for placement based on the achievement of sound literacy attainments coupled with an interest in utilising technology in its many forms as a tool for learning. Interested students signed their nomination forms. Class Teachers then met to provide their knowledge of the nominees' suitability for placement based on their observations and assessments throughout 2014.

A parent meeting was held to explain what the school intended to do in the Pilot Study and that the students would be considered as co-researchers with their teacher. This was also the first time the school would have three year groups in the one class so it was important for parents to realise their children would still cover the curriculum assigned to each year level. Highly skilled teaching was considered to be at the heart of success for the Technology Class Pilot Study.

Miss Pat Tizard, leader of the Technology Project Team worked closely with Mrs Karen Mitchell sharing her expertise, acting as a mentor and trialling some new teaching and learning strategies. Mrs Mitchell is to be admired for the many hours of research she undertook in the Christmas school holidays in preparation for the start of the 2015 school year. As a multi-talented and highly skilled teacher it did not take long for Mrs Mitchell to establish a rewarding class learning environment. This environment fostered and supported high levels of student engagement, explicit group teaching as a

core focus and emphasis on the provision of quality feedback.

The 2015 school year saw 3/4/5M come together as a multi-age group that developed strong teamwork skills and genuine care and support for each other.

Enthusiasm for learning and exploring new ways to use technology for class work, project based learning and homework was obvious to visitors to the class.

Parents were equally enthusiastic and thrilled with the learning progress of their children throughout the year.

Mrs Mitchell also undertook several sessions of Teacher Professional Learning with fellow colleagues who benefited from the research she was undertaking. She has so willingly shared her own and her students' learning journeys for the benefit of all students, all classes and all teachers at Cromer PS.

The overwhelming success of the Pilot Study in 2015 ensured the school adopted the recommendation to expand the program with the introduction of two Technology classes in 2016.

Some of the exciting learning opportunities and experiences offered to the Technology Class - 3/4/5M are detailed under the following headings:

#### **Augmented Reality**

Students used Augmented Reality in the technology based literacy classroom to unlock and create layers of multimodal texts to their work. This deepened the students' understandings of concepts through creating and composing interactive texts.

Augmented Reality (AR) allowed the students to manipulate and combine elements from their iPads to create interactive texts. Students enjoyed creating interactive word walls, artworks and book reviews. AR is an exciting tool to further the students' ability to communicate and interact with an audience within and outside our classroom walls.

#### **Mystery Skypes & Expert Skypes**

The Technology Class connected with classes from around the world to become global citizens. We paired up with classes from America, Australia, Japan and New Zealand. Mystery Skypes is an engaging program to teach geography and mapping skills to 21<sup>st</sup> century learners.

Using a variety of geography based questions, students tried to find the location of another class. They used Google Maps and atlases to give students the opportunity to study many countries, states and landmarks of the world. It was an amazing team building exercise with the students taking on different jobs and working together as a team to discover the final location of the mystery school.

We also used Skype to connect with experts from around Australia and the world. The students participated in writing workshops with authors from America and South America and participated in a Skype call with Australia's very own scientist – Dr Karl Kruszelnicki.

### **Documentary-Making**

Students undertook a documentary making program to complete a Visual Literacy Unit. The students had to research one aspect of our local catchment area, the Narrabeen Lagoon.

Some of the topics the students selected to research included animal evidence, flora and fauna and how people interacted with one another in their local environment.

The students learnt how to create storyboards and the importance of using different camera angles to make engaging documentaries.

Students went on an excursion to Narrabeen Catchment area to take location shots including still and moving footage. They learned the importance of using different camera angles, lighting and interviewing skills to create professional looking documentaries. Using an iPad between three, students worked as filmmakers to create their own professional looking multimedia digital texts.

### **Robotics**

Students used Probots, WeDo Lego and EV3 robotics to build and program robots. These programs provided the stepping stones for teaching science, technology, mathematics and literacy.

The programs allow the students to design and make different characters. The students were encouraged to find creative and alternative solutions to problems. They learned to communicate, share ideas and work together.

The programming side of robotics encouraged narrative and journalistic writing, storytelling, explanations, interviewing and interpreting thinking. Robotics combined Science and Mathematics concepts with skills, such as creative thinking, problem solving, team work and communication skills, boosting 21st century learning skills.

### **Coding**

Students learned how to write computer codes using html, block programming and java script. Coding taught the students computational thinking and logical problem solving skills.

### **Adobe Products**

The Technology Class was very fortunate to be able to spend a day with Dr Tim Kitchen at the Headquarters of Adobe. They were given a tour of the innovative office spaces and were able to interact with the Adobe Staff.

The students used professional industry standard movie cameras and recording equipment to film a news bulletin script that they had written in class. The students were dressed in character and filmed each segment individually.

Then they learned how to edit the footage and add sound effects, still and moving footage to their news bulletin to create professional looking films.

The students were introduced to Adobe Premier Elements and Photoshop which are industry standard editing software packages.

### **Video Conferences with Kansai University**

All of the Year 4 students participated in video conferences with our partnership school in Japan. Students were able to connect with students from Kansai University Elementary School in Osaka, Japan.

These connections are valuable as they provide students with the opportunity to become global citizens via having real time experiences to learn about a unique culture and language.

In 2015, Cromer entered its fifth year of partnership with Kansai. Both schools value the Cultural Immersion Program that was originally sponsored by the Panasonic Education Foundation and we have subsequently maintained it without such funding.



## **Partnership with Northern Beaches Secondary College – Cromer Campus**

The Technology Class forged a special bond with students studying Multimedia at Cromer Campus. A number of workshops were held at Cromer Campus for our students to learn video editing using Adobe After Effects and robotic skills.

Students also learned how to film using a green screen, which allows the students to import a clip or still shot behind their camera shot to superimpose the person in the camera “on location”. Hence students were able to create authentic videos of one another climbing Uluru, diving on the Great Barrier Reef and walking in Kakadu as they explored different Australian environments to complement their Geography lessons.

### **Websites**

Students created a class website where they wrote and published articles, work samples and included blogs of daily events happening in the classroom.

The students also created and published personal interest websites. They included pictures of projects, announcements and the impact of the learning experiences on their own knowledge. The students were required to be readers, writers, editors and publishers and above all work collaboratively and cooperatively with their peers.

### **Digital Portfolio (Stile & Google Classroom)**

Students in the Technology Class present their work in a digital portfolio called Stile. Students were able to showcase their learning by uploading videos, creating presentations, participating in online discussions with their peers, working collaboratively on documents, demonstrating their learning via mind maps, creating live polls and annotating on their work.

Teachers are now able to give effective automated and real time feedback to students allowing the students to reflect on their work in real time. The digital portfolio allowed students to share their learning with their parents at home each day.

A strong three way partnership of shared learning between the student, parent and teacher was developed.

## **Classroom Movies**

The Technology Class was featured in the NSW Department of Education Classroom Movies Program. The purpose of the film was to showcase how technology is used by students at Cromer to showcase 21<sup>st</sup> century teaching skills of creating, critical, creative and collaborative learners. The film may be viewed on [Class Movies](#). The movie also received a special mention in a news article written by a journalist for the Sydney Morning Herald relating to Cromer Public School’s use of a green screen to superimpose their image onto abstract environments.