

Comleroy Road Public School

Annual Report

Comleroy Road Public School



2018



1604

Introduction

The Annual Report for **2018** is provided to the community of Comleroy Road 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.

Kristen Barglik

Principal

School contact details

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Message from the Principal

Here at Comleroy Road Public School we are cultivating a vibrant and innovative learning culture that is committed to developing excellence. Every student at Comleroy Road Public School is known, valued and cared for. Our school achievements can be attributed to our dedicated staff, supportive parents and our enthusiastic students.

2018 saw changes in staffing with the permanent appointment of two teachers (Miss Chenery and Mrs Coyle), the permanent appointment of an Assistant Principal (Mrs McGregor) and my appointment as Principal. Throughout 2018 the staff continued to work hard to ensure our practices were evidence based and structured to ensure quality teaching was evident in all classrooms, with stronger student engagement in learning. Working collaboratively with our community has ensured stronger partnerships are evident as we strive together to achieve our vision.

This year we undertook external validation where a panel reviewed our school assessment and evidence of practice against the School Excellence Framework. Our school was recognised as sustaining and growing in the areas of Learning (Wellbeing) and Teaching (Effective Classroom Practice). Our school continues to support the Premier's priority of achieving an 8% increase in students achieving in the top two bands in NAPLAN.

Throughout 2018 we continued to offer a range of extra curricula activities including choir, senior and junior dance groups, enrichment programs, debating, public speaking and a range of inter-school sporting competitions. We encourage all students to seize every opportunity, to always do their personal best and to take risks in their learning.

The P&C have continued to provide outstanding support to the school and have actively contributed in decision making to inform school policy. The P&C work tirelessly in supporting our school programs, representing the interests of the parent body and raising financial support for our school. The fundraising efforts of our P&C have contributed to purchasing resources for the school as well as a new synthetic soccer field. The continued support of our parent community is very much appreciated by the students and staff here at Comleroy Road Public School.

Kristen Barglik

School background

School vision statement

Comleroy Road Public School is a vibrant and innovative learning community that is committed to developing excellence within a rich and diverse learning environment. Every student has the opportunity to be engaged in rich, active learning in a safe, respectful and supportive school to achieve their personal best, to be confident and creative individuals who are active and informed citizens of the 21st Century.

We are a school of Safe, Respectful, Learners

School context

Comleroy Road Public School is located in the rolling hills east of Kurrajong in a semi – rural area of the Hawkesbury district. The school has 115 students, accommodated in modern buildings on an eighteen acre bush land site, providing a pleasant, welcoming and aesthetically pleasing learning environment. The school community is very supportive, participating in many aspects of school life.

The incorporation of Positive Behaviour for Learning (PBL), aims at creating an environment that fosters school success and inclusion for all. Our school-wide discipline plan aims at promoting and role modelling positive, resilient and inclusive behaviour amongst all school stakeholders.

Comleroy Road Public School is well resourced and offers a wide range of learning opportunities and extra-curricular programs across all Key Learning Areas to enable students to reach their full potential.

A welcoming and friendly school, we work in close partnership with parents and the wider community. Our staff are constantly seeking professional learning to enhance and develop their teaching practices. Parents are encouraged to be active participants in school activities and to have valued input into their child's learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

Comleroy Road Public School has a positive learning culture and is committed to building high expectations amongst students, staff and parents. As a result of staff turnover the school continues to rebuild trust and the educational aspirations throughout the community.

There is a strong wellbeing culture at the school with the school being known in the community for the relationships we cultivate with our students and parents. Our continued focus on reinvigorating our approaches has created greater consistency and increased student engagement.

There is continued focus on enhancing school practices to ensure a consistent school wide approach to collecting and analysing data to ensure greater impact on student learning. With our focus on evidenced based practices there is an integrated approach to quality teaching, curriculum planning and delivery.

Results of external validation indicate that in the School Excellence Framework domain of Learning, Comleroy Road Public School is sustaining and growing in the wellbeing element and delivering in learning culture, curriculum, assessment, reporting and student performance measures.

Teaching

Comleroy Road Public School is committed to regularly reviewing lesson plans and learning sequences to ensure the

most effective explicit teaching methods and evidence based teaching strategies are embedded in school culture. Collegial relationships with surrounding schools are being cultivated to provide a wider support network for more effective collaboration.

High expectations is a common thread with students and teachers. Professional learning on visible learning has seen the introduction of explicit strategies such as learning intentions and success criteria in all classrooms, empowering students to assess their own learning against criteria.

Results of external validation indicate that in the School Excellence Framework domain of Teaching, Comleroy Road Public School is sustaining and growing in the effective classroom practice element and delivering in data skills and use, professional standards and learning and development.

Leading

The school plan continues to drive school improvement measures and is responsive to emerging needs. Our priorities in the leading domain throughout 2018 have been building the leadership capacity across the school and ensuring a collective team approach to teaching and learning.

Revising and refining the organisational structures has enabled systems, processes and structures to be relevant and effective in supporting our strategic priorities. As a school we will continue to use innovative ways to engage community participation and measure their satisfaction with teaching and management practices.

Results of external validation indicate that in the School Excellence Framework domain of Leading, Comleroy Road Public School is delivering in all aspects.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Teaching

Purpose

To increase the deep knowledge and deep understanding of the teaching and learning cycle. This deep knowledge and understanding by staff will be reflected in the development and structure of quality learning environments that underpin the implementation of a highly effective teaching and learning cycle.

Overall summary of progress

Throughout 2018 Comleroy Road Public School implemented a variety of strategies to enhance the quality teaching practices across the school. We continued our pursuit to ensure evidenced based practices were clearly visible in each classroom. Learning intentions and success criteria were embedded in teaching programs and are equipping students to be leaders of their own learning. The quality teaching framework continues to support the quality teaching practices at Comleroy Road Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of teachers have deep understanding and deep knowledge of the teaching and learning cycle• 95% of students K–6 are 'on track' in PLAN data• 100% of staff implement John Hattie evidence based research into their teaching and learning practice BUMP IT UP <ul style="list-style-type: none">• 35% growth of students in the top two bands of NAPLAN (Literacy and Numeracy)• 85% of students in year 5 achieving above expected growth in NAPLAN	<p>Professional learning days (QTSS) assigned for teachers to embed evidence based practices.</p> <p>Professional learning funds \$2 500 – collaborative programming.</p> <p>Professional learning \$1000 progressions.</p> <p>Learning and support teacher allocation used to support students in small groups and individually.</p> <p>SLSO employed to support class programs.</p>	<p>Teams collaboratively developed programs ensuring learning intentions and success criteria were explicit.</p> <p>Whole school program proforma for English developed ensuring greater consistency across the school.</p> <p>Two teachers trained in progressions.</p> <p>Professional learning on progressions delivered to all staff.</p>

Next Steps

Whole school professional learning and commitment to visible learning will drive whole school improvement measures. A school wide commitment to ensuring students know where they are at, how they are progressing and what they need to do to improve. Streamlining school wide processes will ensure there is greater consistency across the school and support students and teachers in innovative practices.

Strategic resourcing will support teachers in the delivery of quality teaching. Scheduled team teaching opportunities and targeted support will ensure a differentiated curriculum supports the educational needs of all students. Classroom observations will continue to ensure quality teaching practices are evident in all classrooms.

Strategic Direction 2

Engaged Learning

Purpose

To provide learning opportunities for students that are engaging, student centred and develop the necessary skills to be successful and engaged members of the community.

Students will be engaged in learning that is innovative, challenging and underpins the ethos of 21st Century Learning and Teaching

Overall summary of progress

Over the course of 2018 the teachers at Comleroy Road Public School undertook professional learning in Positive Behaviour for Learning (PBL) to enhance student engagement in their learning. Throughout the year we implemented strategies to engage students further in their learning and implemented STEM across the school to promote engagement. Through aligning school programs and redesigning student wellbeing programs students have increased engagement and motivation for learning. We continued to undertake classroom observations to ensure effectiveness of goal setting, learning intentions and success criteria and the impact on student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of teachers have deep knowledge and deep understanding of the teaching and learning cycle• 100% of students and staff are able to effectively set clear and effective learning goals.• 95% of students K–6 are 'on track' in PLAN data BUMP IT UP <ul style="list-style-type: none">• 35% growth of students in the top two bands of NAPLAN (Literacy and Numeracy)• 85% of students in year 5 achieving above expected growth in NAPLAN	<p>\$35 000 school funds used to appoint off class AP.</p> <p>Learning and support teacher allocation used to support teachers in classrooms.</p> <p>Professional learning funds and beginning teacher funds used to release teachers to attend professional learning opportunities.</p>	<p>Greater consistency in understanding of school practices and deeper understanding of methods to engage students in learning.</p> <p>Students developing confidence in setting clear and measurable goals.</p> <p>100% of staff confident in using literacy and numeracy continuum to establish learning goals for students.</p> <p>23% students achieving in the top two bands for literacy and numeracy.</p>

Next Steps

The schools commitment to classroom observations will continue to promote student engagement in their learning and ensure learning is visible to all students. We will continue to build on our PBL practices to enhance our school wide commitment to developing a learning culture that is conducive to learning. Peer support will be redesigned to support our current wellbeing practices and drive student leadership across the school. Regular consultation with students, staff and parents will inform future priorities.

Strategic Direction 3

Positive Partnerships

Purpose

To have a strong united school community that is working towards having committed high expectations for all students.

Overall summary of progress

Throughout 2018 Comleroy Road worked tirelessly in establishing strong wellbeing programs and effective partnerships with the community. Greater consistency in approaches and the development of whole school programs has ensured collective ownership over initiatives and increased commitment from the entire school community to enhance our collective impact. Parents are more engaged in school programs and regularly consulted and informed of school policies and practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Greater links with the Colo Learning Community established to maximise resource sharing• Increase in school satisfaction from all key stakeholders.• All key stakeholders have a clear and unified vision for the school.• 100% of teaching and learning programs reflect the successful implementation of wellbeing practices and high expectations of students.	Professional learning funds to release teachers to attend professional learning.	Think blast established with schools in learning community. Improved community satisfaction. Clearly defined and collaboratively developed wellbeing practices evident. Greater consistency and understanding of approaches by all key stakeholders. Greater consistency in teaching and learning programs and greater consistency in teaching approaches.

Next Steps

Building on our partnerships with the wider school community will continue to be a focus for 2019. Regular workshops will inform parents and engage them further in their child's learning. Students will be actively involved in learning conferences and become more active participants in their learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1 600	Development of English units of work K–6. Increased understanding about Aboriginal history and culture.
Low level adjustment for disability	\$70 000 – SLSO's employed to support student learning.	Targeted intervention for identified students to build students skills in reading and writing.
Quality Teaching, Successful Students (QTSS)	\$21 447 to appoint off class AP.	Team teaching opportunities K–6, improved student outcomes and improved teaching practices in all Key Learning Areas.
Socio–economic background	\$14 743 to appoint off class AP	Team teaching opportunities K–6, improved student outcomes and improved teaching practices in all Key Learning Areas.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	78	73	66	71
Girls	68	63	51	50

Comleroy Road Public School commenced the 2018 school year with an enrolment size of 120. Throughout the year families moved out of the area resulting in a finishing enrolment size of 112 students. The 2019 school year will see a slight increase in enrolment size with predicted student numbers being 116. This will enable the school to keep the current class structure of 5 classes.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.3	95.4	92.9	92.2
1	93.8	95	91.3	95
2	93.8	93.5	95.6	95.6
3	96.3	93.6	90	96.3
4	95.2	93.5	94	91.4
5	93.5	92.2	91	95.5
6	94.7	93.3	93.9	89.6
All Years	94.7	93.7	92.5	93.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Comleroy Road Public School is proactive in managing student non-attendance. Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of concern.

- Teachers monitor rolls each week to identify risk or patterns of absence. This is discussed regularly at communication meetings.
- For those students who are absent for two full days in a row or within a week the parent / carer is contacted by the classroom teacher.
- Attendance letters are sent home to those students with concerning full day and partial attendance. If absences are unjustified or justified and causing concern the case is referred to the Principal and HSLO.
- Meetings between the Principal, Assistant Principal, parents and student are conducted to discuss areas of concern and ways the school can support improved attendance. Attendance plans are then implemented and monitored as a method of improving attendance.

As a result of our targeted interventions and regularly updating our attendance policy, Comleroy Road Public School has maintained a 93.5% attendance rate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.62
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.81

*Full Time Equivalent

There are currently no teachers or support teachers at Comleroy Road Public School who identify as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Professional learning concentrated on evidenced based approaches to teaching and learning which supported a school wide cultural shift in pedagogy and understanding of best practice. Staff undertook significant professional learning in literacy and numeracy that supported the whole school implementation of 'Bump it Up' as well as the literacy and numeracy progressions.

Classroom observations reveal a significant change to classroom practice demonstrating increased understanding of evidenced based practices that improve student learning.

All teachers maintained accreditation at Proficient level.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	166,128
Revenue	1,335,112
Appropriation	1,271,216
Sale of Goods and Services	2,723
Grants and Contributions	59,370
Gain and Loss	0
Other Revenue	0
Investment Income	1,803
Expenses	-1,314,463
Recurrent Expenses	-1,314,463
Employee Related	-1,176,823
Operating Expenses	-137,640
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	20,649
Balance Carried Forward	186,776

The schools finance committee consists of the Principal, the Assistant Principal and the School Administration Manager (SAM). The school budget is aligned with the School Plan and is monitored through detailed reports. The daily accounting processes are

undertaken largely by the school administration staff however the responsibility of the school's financial management rests with the Principal.

In a joint funding venture with the Department of Education and the P&C a large amount of funds were invested in upgrading the school grounds by installing a synthetic soccer field.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
Base Total	1,035,227
Base Per Capita	22,624
Base Location	2,655
Other Base	1,009,948
Equity Total	85,957
Equity Aboriginal	1,558
Equity Socio economic	14,734
Equity Language	0
Equity Disability	69,664
Targeted Total	77,499
Other Total	45,432
Grand Total	1,244,114

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

NAPLAN

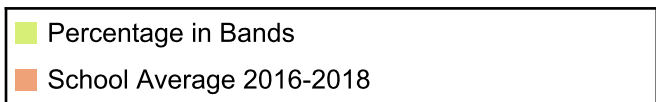
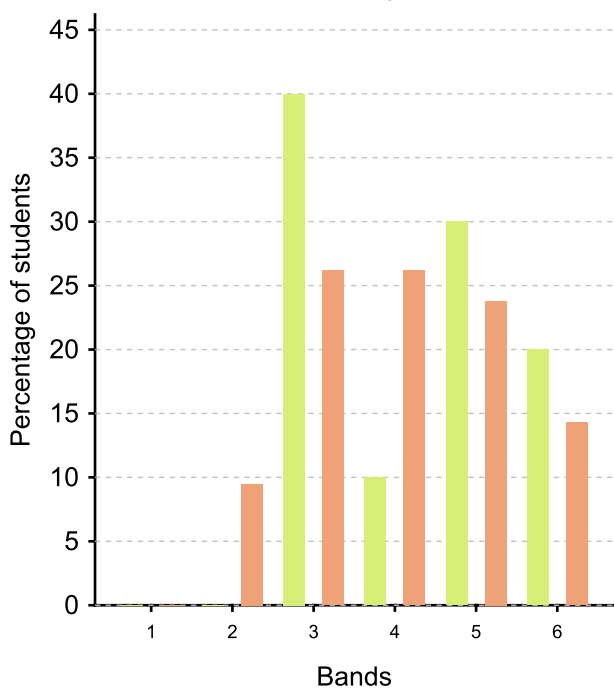
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Comleroy Road had 26 students across years 3 and 5 sit NAPLAN in 2018.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

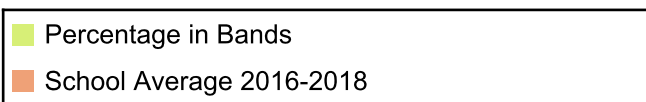
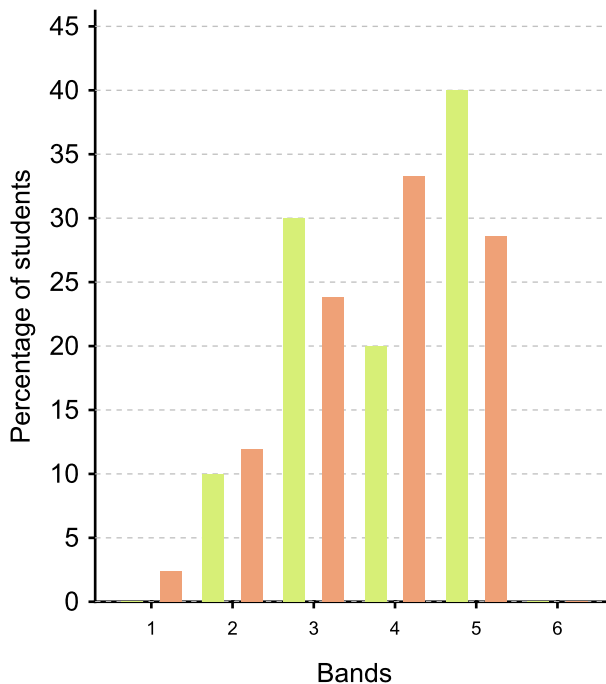
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The school's 2018 NAPLAN results demonstrate 23.8% of students are achieving in the top two bands in literacy and numeracy. The writing results indicate 37.5% of students are achieving at or above expected growth. There was a 22% increase in growth for spelling from 2017 to 2018.

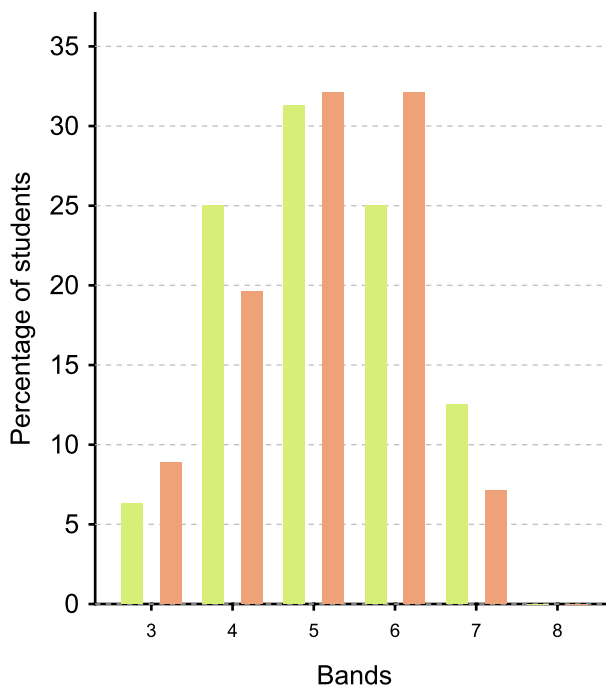
Percentage in bands:
Year 3 Reading



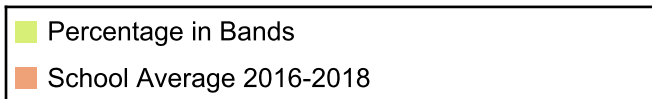
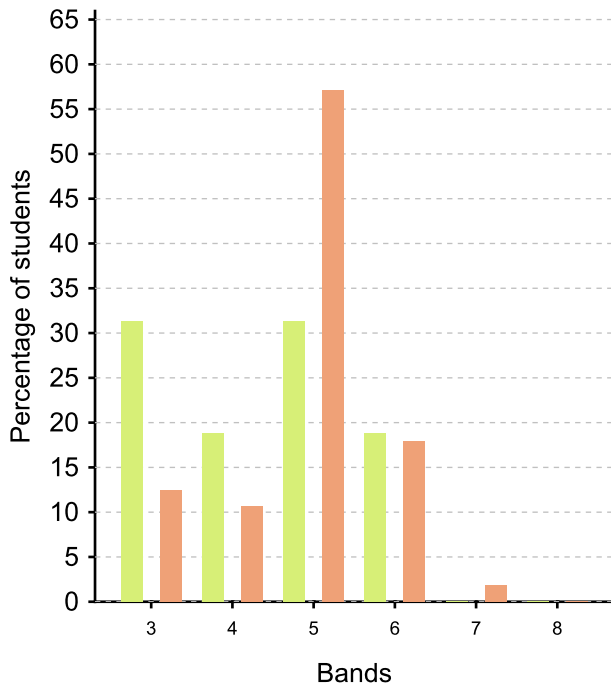
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Spelling

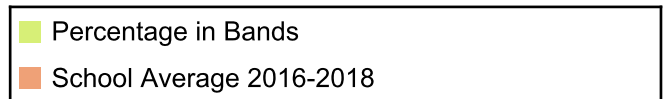
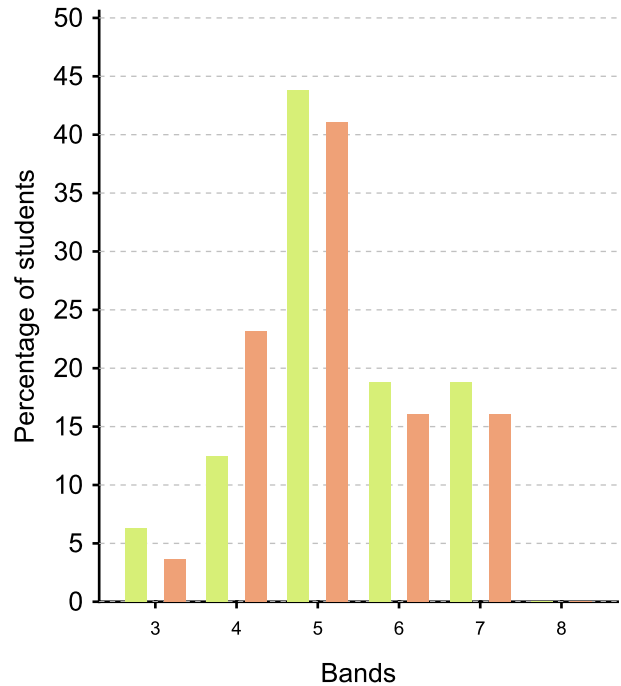


Percentage in bands:
Year 5 Writing



The school's 2018 NAPLAN results demonstrate 23.8% of students are achieving in the top two bands in literacy and numeracy. Year 3 results demonstrate there was a 26% decrease of students in the lower two bands with a 6% increase of students in Year 5 in the top two bands. 37.5% of students are achieving at or expected growth in numeracy.

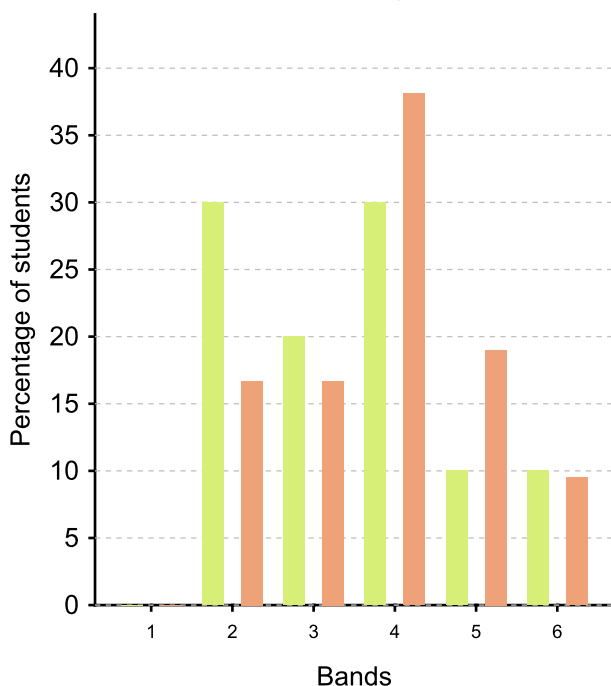
Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Comleroy Road is part of the "Bump It Up" initiative. This initiative requires the school to make a 35% increase of students performing in the top two bands of NAPLAN over a three year period. 23% of students achieved in the top 2 bands for reading and numeracy in 2018.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

At the end of the 2018 school year students, staff and parents were surveyed on school directions, wellbeing and school communication.

On average 80% of the student population report being engaged in their learning.. Students indicated that quality instruction was evident throughout the school and that there were high expectations for success. The majority of students indicated that they had positive relationships with their teachers and peers.

Parent survey results reveal that parents feel welcomed at the school and confident to approach their child's teacher about their learning. There is a strong sense that the school support positive behaviour and that clear expectations for school behaviour are communicated.

Policy requirements

Aboriginal education

During 2018 Aboriginal Education was addressed through the implementation of the syllabus, and learning across the curriculum areas that addressed Aboriginal and Torres Strait Islander perspectives in all Key Learning Areas. All students participated in NAIDOC day celebrations as well as engaged in units of work that increased their understanding of Aboriginal and Torres Strait Islander culture and history. All Aboriginal students along with staff and family members participated in the development of Personalised Learning Pathways.

Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school expectations. Throughout the school year there were no reported cases of racism amongst students. During the school year the students also participated in Harmony Day to promote multiculturalism. Learning across the curriculum areas that focus on multiculturalism were also embedded into all teaching and learning programs.