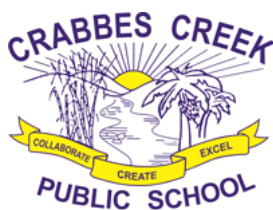


Crabbes Creek Public School

Annual Report



2016



1674

Introduction

The Annual Report for **2016** is provided to the community of **Crabbes Creek** 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.

Deborah Love

Principal

School contact details

Crabbes Creek Public School

Crabbes Creek Rd

Crabbes Creek, 2483

www.crabbescrk-p.schools.nsw.edu.au

crabbescrk-p.School@det.nsw.edu.au

6677 1255

Message from the Principal

Crabbes Creek Public School has continued to have another brilliant year. Every student at CCPS actively engages in challenging and future – focused learning experiences. Students thrive as learners, leaders and responsible, productive citizens. Our aim is to encourage independent learning, self-esteem, tolerance and self-discipline in a safe and harmonious environment. The students at our school are kind, caring, respectful, co – operative and they love coming to our small school.

We establish high expectations for all students and we believe that each student is capable of achieving. There is an expectation that by setting clear learning intentions, supporting students in their learning and encouraging them to become self-motivated, they will achieve. Students are praised, respected and encouraged. They have opportunities to lead school activities and to participate in decision-making.

Our school is a member of the S8 Small Schools' Team and the Murwillumbah Community of Schools group. This has allowed students and staff to work closely with other schools. Staff have been involved in collaborative planning and professional learning, while students have been involved in a number of shared educational experiences, which have positively impacted on student learning.

We have a great school which is at the heart of the community. A school that is welcoming, accepting, honourable, tolerant, fair, sincere, fun, and most importantly, wishing to make a difference in the lives of the children who are our students. Our school is highly regarded internally and externally and it always makes me proud to hear consistently positive feedback from parents and the community. The P&C and community provided support for our school through many fundraising and student engagement activities throughout the year. For these efforts we are very grateful.

Deborah Love

Principal

School background

School vision statement

To develop a strong team working collaboratively to ensure excellence and equity in learning and leadership.

To expand pedagogical opportunities for staff, students and community members by laying the foundations for future learning success.

To nurture engaged global learners to become confident, creative citizens who champion 21st Century learning, strengthening our community for the future.

Our school motto is Collaborate, Create, Excel

School context

Crabbes Creek Public School is a friendly and welcoming school supported by a dedicated and innovative teaching staff and a committed and hard working Parents and Citizens Association.

As a learning community we aim to achieve excellence by supporting and challenging all students within a co-operative, creative and caring environment. Our values are based on equity and excellence and emphasise responsibility, respect, pride and positive relationships. At Crabbes Creek Public School our students engage in their own learning through a wide range of programs and opportunities. Student resilience, self-confidence and success are fostered through specifically targeted initiatives in academic, cultural and sporting areas.

We establish high expectations for all students and provide the support necessary to meet and achieve beyond these expectations. We place a strong emphasis on academic progress and provide students with a clear understanding of the standards we expect from each and every child. The small school environment engenders a sense of belonging where students are caring, supportive and considerate of one another. Students share their learning journey with supportive teachers in a well-resourced school. The teachers' interests and strengths complement one another thus allowing the school to offer a broad range of interesting and diversified experiences for all students. Teachers at our school acknowledge that the quality of teaching that occurs every day in each of our classrooms is the single most important influence on student performance. Teacher professional learning is focused on continually strengthening teaching skills so as to improve student outcomes. Our teachers work with passion and skill to provide the very best learning opportunities for our students. They are the ones who make our educational vision a reality.

A strong partnership continues to exist between Crabbes Creek Public School and its parent body. This partnership reflects shared and common values that we, as parents and teachers, instil and nurture in our students.

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. 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.

In the Learning domain the staff continues to develop a strong and productive learning culture across the school community and an environment of trust and respect catering for all learners. The staff understand that student engagement and learning are related. Positive respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Curriculum provision is enhanced by learning alliances with the S8 schools. The school uses performance data and ongoing assessment strategies to monitor progress and inform planning.

The domain of Teaching has been a focus this year with the school working collaboratively with the S8 schools to improve and enhance classroom practice. Sharing best practice through lesson study observations across the eight schools has been a key factor in identifying and implementing effective teaching practice. This year we employed a literacy coach to work with staff to observe and provide feedback to teachers. Three schools were involved in this process. Teachers reflected deeply on their teaching practice and made efforts to adapt their teaching practice based on feedback to enhance student writing. Professional learning activities have been aligned with the School Plan. Individual teacher needs were identified in Performance and Development Plans. Visible Learning and Future Focused Learning have been major areas of professional learning.

In the domain of Leading, our focus has been on providing leadership opportunities for teachers and students. The staff are committed to each Strategic Direction in the School Plan and enhance their leadership capacity through active involvement in the Strategic Direction teams with the S8 schools. We have exceptionally strong links with the S8 schools and the Murwillumbah Community of Schools. The consistency and effectiveness of the implementation of our Strategic Directions throughout the year has 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. Two teachers have acquired leadership roles in the STEM team and one teacher has gained a position as an Assistant Principal Instructional leader two days a week in 2017. Student leadership is developed and supported through leadership training courses. This year, Year 6 attended 'The Grip' Leadership Conference at Coolangatta.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Develop strong foundations in curriculum and assessment.

Purpose

To develop consistent, quality educational practices and student achievement driven by assessment evidence in line with the NSW syllabus for the Australian Curriculum.

To ensure that learning and assessment are personalised and differentiated for every student. Students will exhibit the characteristics of assessment – capable visible learners.

Overall summary of progress

Students are able to articulate what they know, where they are going and what to do next in their learning. Visible evidence is written into programs and plans and visible evidence can be seen in student work samples and work presented around the classroom. There is an increased number of students achieving at or beyond appropriate cluster level for year group using PLAN data. All students are able to discuss the characteristics of an effective learner. Most lessons use the format and language of Learning Intentions and Success Criteria. All staff are accessing professional support from a variety of sources, including formal and informal collegial relationships. S8 review the implementation of PDP. Students are able to articulate their learning needs. Parents are informed about new Syllabus, Visible Learning, STEM and Robotics

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased number of students are achieving at or beyond appropriate cluster level for their year group using PLAN data.	Analysis of student assessment and data using the numeracy continuum shows that 83% of students have achieved appropriate cluster levels in PLAN. Analysis of student assessment and data in the literacy continuum shows that 87% of students have achieved appropriate cluster levels in PLAN.	Human resources used, no dollar amount allocated, time allocations instead.
100% of teaching programs and practices show professional growth as evidenced through Performance and Development Framework.	Built teacher and leadership capacity through the development and implementation of professional learning plans. Teachers have actively sought out and engaged in formal and informal professional learning opportunities and applied that learning in their daily classroom practices. Teachers have developed teaching and learning programs and practices that clearly reflect the implementation of personal professional learning plan.	Human resources used, no dollar amount allocated, time allocations instead.

Next Steps

In 2017 teachers will consolidate the skills developed in curriculum and assessment during 2016. In 2017 teachers in the S8 CoS will engage in ongoing effective professional dialogue and reflection with school leaders.

The leadership team will review milestones against the school plan once a term.

Teachers will collaboratively work on outcomes based units and implement the Geography and History Syllabus.

Teachers will facilitate Project Based Learning in the afternoons. They will need to plan and program in different ways. Time will be needed to reflect on their practice to ensure success in this new way of teaching.

Strategic Direction 2

Create a high-performing and dynamic future focused learning environment.

Purpose

To develop deep thinking, innovative, resourceful and creative life-long learners who ably make sense of their world.

Through collaboration, communication and the ability to plan activities independently, students will be equipped to achieve their personal goals and lead successful lives in the 21st Century.

Overall summary of progress

Teachers are incorporating 21st century practices in their classrooms with increasing confidence and competence as evidenced in their teaching and learning programs and practices. Students engaged in collaborative, project based learning on native bees. Students gave a presentation of their study of bees to parents and the State's Curriculum Advisors. Following this Mrs Eadsforth and the 3–6 were invited to be the Key Note Speakers at the State STEM Conference in Sydney. They were well received. Computer Coding has begun in classes and new robotic kits have been purchased to implement in 2017. Class programs show evidence of changed approaches to classroom pedagogy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students participating in weekly lessons that use future focused practices.	All students K–6 engaged in a unit of learning which embedded 21st Century Fluencies within a Project Based Learning Framework. Schools existing ICT capability was used to support 21st Century learning.	\$2500 donation for Robotics from P&C \$1300 from Myer Grant
Teachers are incorporating 21st century practices in their classrooms with increasing confidence and competence as evidenced in teaching and learning programs and teaching practices.	Mrs Eadsforth and Mr Hollis attended a STEM Conference in Sydney early in the year as part of the S8 STEM team Staff have participated in professional learning communities that have enabled them to collaborate, share best practices and integrate 21st century skills into classroom practice.	STEM Grant held at Stoker Siding PS

Next Steps

Project Based Learning will be a big focus in 2017. Teachers will be working on a Young Innovators' unit of work across the S8 schools. This will culminate in an inter-school Market Day.

Teachers will continue to be provided with professional learning around Project Based Learning and they will share their knowledge across stage groups.

Teachers will continue to implement robotics in their classrooms and students will develop their ability to write programs of increasing complexity.

Strategic Direction 3

Strengthen teaching and leadership capacity.

Purpose

To lead learning by guiding self– reflection, self–improvement and development of quality teaching and leadership practices.

To create an innovative culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to life –long learning.

Overall summary of progress

Strategic direction teams are working collaboratively and providing opportunities for all staff to actively contribute to the professional learning of colleagues. All staff are accessing professional support from a variety of sources, including formal and informal collegial relationships. 100% of teachers completed the Performance and Development Framework with evidence of goal attainment. All staff are accessing professional support from a variety of sources, including formal and informal collegial relationships. Mrs Eadsforth and Mr Hollis were successful applicants to be leaders of the STEM Team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
S8 group collectively meet on a regular basis to collegially strengthen and enhance pedagogical practices.	School leaders meet each term to strengthen and enhance pedagogical practices. Principals have set up school leaders to work with stage teams to plan programs that assist teachers to work collaboratively towards common goals.	Principal's Release
100% of staff share their expertise and best practice across KLA's and within the S8 group and the broader learning community.	All staff involved in the S8 Community of Schools have worked together in stage teams to share expertise and best practice. Teams from different schools were given opportunities to watch each other teach. Teachers collaborated on writing tasks and shared responses via Videoconference. An interschool S8 STEM Day was organised to provide unique learning opportunities for students.	\$2365 – Teacher Release
Staff indicate a positive impact on their leadership through a variety of opportunities to develop leadership skills.	Principal attended a leadership course with Steve Francis. Mrs Eadsforth and Mr Hollis were successful applicants to be leaders of the STEM Team. All staff are accessing professional support from a variety of sources, including formal and informal collegial relationships.	\$950 – Principal's Course \$1932 – Teacher Release

Next Steps

Our school will now have clear processes in place for teachers' performance and development. Systems for collaboration, classroom observations and modelling effective feedback and practice will drive ongoing school wide improvement. To sustain and grow towards excellence, our teachers need to plan their own professional development and actively share their learning from identified and targeted professional learning with others. Teachers will continue to regularly review and revise their teaching and learning programs. Regular use of student performance data to evaluate the effectiveness of teaching practices. These evidence based practices will be promoted and modelled by school leaders. Teachers will have meetings each term with their Principal to discuss their PDP ensuring they set goals and are working toward self – improvement. Teachers will annotate their discussions and outline short and medium term goals in order to achieve their long term goals.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	Provision of additional learning support was provided for identified students. Teachers report students with low level support needs have increased their engagement in the classroom.	\$1400
Socio-economic background	<p>Provision of additional support in literacy and numeracy in K-2 class.</p> <p>All students have moved to higher clusters on the literacy and numeracy continuums.</p>	\$10,050 Teachers allocation only



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	17	19	23	22
Girls	17	19	13	16

Student attendance profile

School				
Year	2013	2014	2015	2016
K	91.4	94.7	95.6	89.4
1	92.5	93.2	88.9	89.5
2	93.3	93.5	78.2	91.4
3	89.9	91.8	99.1	91.8
4	89.7	90	97.6	92.2
5	89.7	94.9	95.1	93.8
6	43.8	92.2	88.5	85.8
All Years	88.5	92.8	90.7	90.4
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K/1/2	17
3/4/5/6	20

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.11

*Full Time Equivalent

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

Crabbes Creek Public School has no Indigenous staff on the workforce.

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	20

Professional learning and teacher accreditation

Teacher professional learning is vital to ensure that teachers are kept up to date with current pedagogy and curriculum content. DoE gives the school funding to support teacher professional learning. The school supplements this from the school's global budget.

All teachers participated in professional learning activities throughout the year. The school's priorities included: Future Focused Learning, Leadership and New Curriculums.

Teachers have worked as part of the S8 Community of Schools to access professional learning around the new History Syllabus and Future Focused Learning.

On Staff Development Days teachers have come together to learn about Robotics and to complete mandatory training in Child Protection, CPR, Anaphylaxis and the Code of Conduct.

Professional learning for staff was presented in-school, on School Development Days, in Strategic Direction Team workshops, and as a part of the S8 Small

Staff are progressing to a model of personal responsibility for maintaining and developing their professional standards for accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	27 528.00
Global funds	69 168.00
Tied funds	51 111.00
School & community sources	33 028.00
Interest	753.00
Trust receipts	132.00
Canteen	0.00
Total income	181 720.00
Expenditure	
Teaching & learning	
Key learning areas	7 598.00
Excursions	18 586.00
Extracurricular dissections	9 361.00
Library	2 116.00
Training & development	1 235.00
Tied funds	55 339.00
Short term relief	10 720.00
Administration & office	19 921.00
School-operated canteen	0.00
Utilities	7 208.00
Maintenance	6 669.00
Trust accounts	205.00
Capital programs	0.00
Total expenditure	138 958.00
Balance carried forward	42 762.00

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

<You may choose to use this text box to comment on other assessment data including:

- Best Start
- Literacy and numeracy achievement against the literacy and numeracy continuums>

Delete text not required.

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.

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.

<Use this text box to comment on literacy NAPLAN data>

Delete text not required.

<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

<You may choose to use this text box and statement to refer readers to the *My School* website:

The *My School* website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the *Find a school* and select *GO* to access the school data.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

Parent/caregiver, student, teacher satisfaction

Parents were asked to respond to the following question: ***Imagine you had one minute to tell someone in an elevator about our school. What would be your elevator speech?***

All teaching staff are highly supportive of the vision of the school. They are highly dedicated and committed to Visible Learning and Future Focused Learning.

19 out of 23 responded to the survey. Their responses are presented below

1. I love a small school! Everyone gets opportunities not just the gifted or talented. Creates community minded children who interact well with all ages – Kindy to adults.
2. A little school run by a woman! Big focus on STEM, gardening, sport and music. Integrated classes where the big people freely watch out for the smaller ones = super results!
3. Inclusive and open school set in a lush playground with wonderfully creative and caring teachers.
4. It's like the school from 'Little House on the Prairie' meets 'Summer Hill School' in the new millennium AND then I would sing them the school song!
5. It really is a fantastic little school. It's like a throw back in time and I think we are all lucky our kids are generally so happy at school.
6. Fantastic place to send your kids – a good balance of learning what they need and creative.
7. The school is a contemporary learning environment with passionate staff, beautiful natural setting, great kids and families. Good Primary experience.
8. Small school, special attention, forward thinking teachers, great parent involvement.
9. Great little caring school; great teachers!
10. If you want a school that knows your children, that is nurturing and cares about their interests and needs then Crabbes Creek PS is the perfect place.
11. A great school with amazing students and a strong community vibe.
12. Beautiful school, fantastic teachers, awesome kids, great teaching and learning programs
13. It's the best of both worlds – the nurture, community and personal attention of a Steiner school with the focus and structure of a Public School.
14. This is a lovely small country school where the children are well looked after and love learning and exploring.
15. An excellent well run school with fantastic programs and teachers.
16. Kind caring school; great teachers; great programs!
17. A beautifully nurturing and creative learning environment where the learning is shaped by the children and energetically facilitated by grounded and inspiring teachers. Moulding education to the children not the children to the education.
18. This is a wonderful creative nurturing school with great teachers and wonderful learning programs.
19. Progressive student centered holistic education.

Students were asked to complete a scattergram. As usual, the responses from the students were very positive. Students find the school to be fun and engaging.



Policy requirements

Aboriginal education

Crabbes Creek Public School has maintained the strong focus on striving to provide programs that enhance student awareness, appreciation and a deepening understanding of Aboriginal culture, history and contemporary Aboriginal life in Australia.

An effort is undertaken to embed specific elements and aspects of this learning into the programming of as many classroom teaching and learning activities as possible. Our weekly school assembly and special community celebrations include a “Welcome to Country” which is delivered by our school leaders to increase student awareness and to honour the traditional owners of our land.



Multicultural and anti-racism education

In 2016 the school maintained its focus on Multicultural Education with opportunities for children to learn about cultures other than their own, through well-developed teaching and learning programs.

Harmony Day was held in Term One and gave an opportunity for the school and wider community to celebrate Australia's cultural diversity. The students studied the intriguing and wonderful traditions of other cultures. During the time the classes joined together, students took part in art and cooking activities. Parents were also given the opportunity to come into school and share their experiences of living in other countries.

Harmony Day is a day of cultural respect for everyone who calls Australia home, from the traditional owners of this land to those who have come from many countries

around the world. By participating in Harmony Day activities, students can learn and understand how all Australians from diverse backgrounds equally belong to this nation.

Other school programs

STEM

After the Year 3–6 teacher received Professional Learning in STEM and Project Based Learning (PBL) during term one, the students in the 3–6 class initiated a STEM unit for Term 2. The students brainstormed potential topics to study, and then as a class agreed to focus on whether our school was bee friendly. The students designed the following driving question for the unit. 'Is Crabbes Creek Public School a bee friendly environment? How can we as students ensure that we are helping the survival of bees? Why is it important?' The K–2 class joined the 3–6 class and also studied bees for the term under the same driving question.

The students designed the PBL units. They chose the activities they wanted to conduct which included;

- observations of bees around our school;
- making brochures about various bee topics;
- making posters to raise awareness;
- making a 3D model of a bee hive; and
- hosting a bee information session for the Crabbes Creek Community.

The school also had a bee enthusiast from the Northern Rivers Amateur Bee Keeping Association visit our school. We also visited a local community member who has a bee hive.

The unit was extremely successful. The students were highly motivated and engaged using future focused skills such as critical and creative thinking, design thinking, high level communication and collaboration.

After our school hosted a visit from the State Curriculum Advisors in Mathematics and Science and Technology, the entire 3–6 class were invited to attend the NSW DoE STEM Showcase being held at the Hilton Hotel in Sydney to present their community information session as Key Note Speakers. Belinda Eadsforth and the class presented an hour plenary to 400 teachers and Principals. The presentation was so well received that the school is now networking with various schools across the state in STEM.

Mindfulness – Mindup Program

All teachers have been trained in Mindfulness. Mindfulness training teaches students to calm themselves, focus and direct attention, prepare their minds for learning, strengthen self-regulation and reduce stress and anxiety. Students practise Mindfulness every day.

Stephanie Alexander Kitchen Foundation Program (SAKFP)

This is our fourth year of being involved in the SAKFG. The program emphasises the flavours as well

as the health benefits of fresh, seasonal food.

The Kitchen Garden Program Syllabus has been designed to teach a set of skills to students through hands-on gardening and cooking activities. The aim is for students to have fun while developing lifelong skills resulting in positive relationships with food.

Every Wednesday morning students can be seen busy potting, planting and looking after seedlings. During the year they planted kale, carrots, celery, radish, silverbeet, basil, parsley, cherry tomatoes and beetroot. The students really enjoyed the opportunity to be the decision makers and growers of the garden. Once the vegetables are ready for harvest the students are given the opportunity to prepare a delicious meal to share.

Public Speaking

Henry, Maybelle and Aquila represented Crabbes Creek Public School at the finals of the Far North Coast Public Speaking Awards. Henry's topic was 'Fear of Public Speaking' and his speech was outstanding. He competed against 24 other students in Stage One and WON! Aquila placed 3rd in Stage 3.