

# Crookwell Public School

## Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of Crookwell 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.

Gregory Atfield

Principal

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### Message from the Principal

I feel very privileged, as the Principal of Crookwell Public School, to deliver the 2016 Annual School Report.

Our school's success in 2016 was the result of the implementation of three strategic directions that made learning challenging, engaging and inclusive for students, that encouraged staff, students, parents and the wider community to strive for excellence in all areas and that promoted a high level of mental, physical and social wellbeing for students, staff and parents.

Meaning, effective leadership within the context of a caring environment, the delivery of meaningful professional learning for staff who are committed to nurturing wellbeing and attaining outstanding learning outcomes for students and where the school enjoys strong partnership with the community, are factors of paramount importance that contributed to the academic, social and physical achievements of our students.

Crookwell Public School students continued to astound in 2016 with their warmth, compassion, enthusiasm, understanding, initiative, achievements and determination to do their best and face new challenges.

In 2016 students participated in events such as Schools Spectacular, GCOPS Music Festival and Operation Art. They competed in the Premier's Debating Challenge, the Premier's Reading Challenge, the Multicultural Perspectives Public Speaking Competition and were involved in CWA Country of Study initiatives, Clean Up Australia Day, the Potato Festival, Chess Competition and the Dame Mary Gilmore Weekend of Music and Poetry.

Students 'book busked', presented assembly items for entertainment and involved themselves in book character parades. They participated in excursions within the local area and travelled further afield to attend theatres, museums and camps, some of which involved overnight stays.

They enthusiastically and generously supported local, national and international causes to help less privileged or those suffering hardship. They filled the leadership roles of bus captain, Peer Support leader, kindergarten buddy, student forum member, class captain, sports house captain and vice-captain along with the role of school prefect, supporting the fact that leadership has a very high profile at Crookwell Public School.

In addition to school, district and regional swimming, athletics and cross country carnivals, students participated in activities such as morning fitness, swimming lessons, a gymnastics program, SPACEpo, Milo Mega Clinic, T20 Blast, Mini Olympics, Gilbert Croker Cup and Hockey Gala Day. Students also competed in Primary School Sports Association Knockout Competitions where South Coast Champion status was achieved by the boys hockey team. Students were also selected in district, regional and south coast sports teams.

The Kindergarten, Year 1 and Year 2 classrooms were all L3 (Language, Learning and Literacy) classrooms with trained

L3 teachers implementing the program to achieve very encouraging reading results. Year 1 students needing extra reading help were supported by the Reading Recovery Program. The LAST teacher and SLSOs, along with staff employed using RAM (Gonski) funds, provided additional learning assistance to Early Stage 1 and Stage 1 students requiring additional support.

In Stage 2 and Stage 3 the LAST teacher and SLSOs, along with staff employed using RAM (Gonski) funds, provided additional learning assistance to identified students. The students' active involvement and positive approach helped to make school a happy place and the education process a rewarding and meaningful one. I feel proud of the social growth, sporting skills and academic achievements of each individual student.

Crookwell Public School students are supported by a highly dedicated staff who work collaboratively to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Staff actively participate in professional learning, most notably in Literacy and Numeracy, attend weekly staff meetings, participate in infants and primary network meetings to support quality teaching strategies in the classroom, plan, gather and analyse evidence, monitor progress, share best practice, and contribute to consistency of teaching practices and assessment.

I am very grateful to all staff: outdoor, cleaning, office, teaching and support staff, for the amazing work they each do on a daily basis. Their care, commitment, dedication and professionalism is admirable and they can take great comfort from the fact that they make a real difference to the young people of Crookwell Public School.

The school's physical environment also underwent considerable change in 2016. The Colyer Street entrance to the school was enhanced with the construction of a cement path, a low stone wall, stone gate posts and the installation of decorative iron gates. This area was further improved with the establishment of a vegetable garden and landscape plantings.

The school residence adjacent to the school was acquired and has been converted to a space for the school counsellor, speech therapist, occupational therapist and music teacher. The residence will also prove very useful for speech and debating activities and other small space groups.

Minor exterior and interior beautification and improvements occurred across the school, with major work occurring in the kindergarten classroom which was totally refurbished with new paintwork, cabinetry, furniture, flooring, blinds, computers and an interactive TV.

Major playground works also occurred with new fixed equipment installed in both the infants and primary playground areas. This new, safer and more interesting fixed equipment could not have been provided without the strong financial support of the P&C. In 2016 the P&C managed to support the school's students by providing over \$40000 to fund school programs and initiatives. An amazing effort and achievement!

I congratulate the P&C and its sub-committees, of canteen and uniform shop, on this wonderful achievement and thank school families and community members for the help they provided to P&C ventures and initiatives.

I would also like to thank the community members and parents who give freely of their time to enrich children's experiences at school. Helpers such as reading helpers, sports team coaches and managers, referees, sock and top washers, homework club assistants, middle school program leaders, pizza makers, wood providers, transporters of students, music program assistants and harmony day personnel, result in strong support for the school, its students, staff, programs and initiatives, providing a very fertile environment in which students can grow and develop to achieve their potential.

The consistent and valued support provided to our students throughout 2016 by the many diverse groups and individuals from the school community and broader Crookwell community is greatly appreciated.

As a school community, we are extremely proud of our achievements and successes. I thank you for allowing me to work with you and your children in 2016, it has been a privilege, and I look forward to working with you again in 2017 as we strive at Crookwell Public School to capitalise on all that our great system of public education offers our children.

I certify the information provided in this report is the result of a rigorous self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

Gregory Atfield

Principal

## 2016 P&C President's Report

I know it is a cliché but where has 2016 gone? I remember when I was a child school terms dragged on (probably because we had 3 school terms a year, not 4), summer went forever and I felt like I would never grow up to become an adult with all the freedom in the world. Now the years fly by, our children are growing up way too fast, in my case HSC's are becoming all too frequent a reminder that my babies are going to leave me and as for that 'freedom' I was desperate for, it turns out I am not quite as free as I imagined.

Congratulations to all students. You should be very proud of not only your academic achievements this year but also that you are an incredible group of students who are friendly, helpful, and well-mannered with a wonderful sense of humour.

The P&C this year has worked very hard to support Crookwell Public School students and staff and without your continued support of us the following achievements would not have been possible.

In 2016 the P&C have provided infants playground equipment at a cost of \$20,000, primary playground equipment at a cost of \$20,998, Year 6 camp donation of \$1000 to cover travel costs, representative sport support of \$800 and Kinder 2017 orientation gift at a cost of \$1080.

These funds have been raised through many and varied fundraising events such as catering at the Binda Picnic Races, two monster wood raffles to coincide with our local council election and the federal election, catering at the New Gullen Range Wind Farm open day, the operation of the school canteen and uniform shop, calendar orders, bulb orders, toy catalogue orders, mothers' day and fathers' day stalls and two pie drives. I would like to thank all of our families and community members who have organised, donated, set up or packed up and supported these fundraising events. Also this year we put out two rosters to support our wood raffles (rosters are not something we normally do), and I would like to thank those parents/carers who made the effort to turn up and take their turn or who organised a swap with other parents or contacted us to let us know that you have tried but just would not be able to make it happen. Without your generosity the P&C would not be able to support the quality education of all our students at Crookwell Public School.

I would personally like to thank the members of the P&C committee for your dedication and hard work again this year and the teachers who in turn support our efforts and work alongside us to ensure together we can provide every available opportunity for education and growth for the students at Crookwell Public School.

Take care,

Sharon King

President

Crookwell Public School P&C Association



## Message from the students

### Prefects' Message

2016 was a very memorable year, a year where we have been offered many great opportunities. We all thoroughly enjoyed being a prefect and were very proud when we realised that the students and teachers had voted us into this important role.

Our time at Crookwell Public School has been filled with many academic, sporting and cultural opportunities. It is a great school and we know that the things we have learned at Crookwell Public will help us as we become young adults and take our place in the world. We know that Mason, Sean, Hannah and Chanel, the prefects for 2017, will continue the great tradition that we, and the many prefects before us, have established.

In our role as prefect we participated in the GRIP Leadership Conference which was held at the Goulburn Workers Club. We also had the opportunity to be Peer Support leaders, run the school's weekly assemblies, host the annual presentation evening and represent the school at official functions such as Anzac Day. Each of these opportunities enabled us to develop valuable leadership skills which we know will benefit us as we continue our education into secondary school.

We believe that we led by example and fully involved ourselves in all that our wonderful school has to offer. Our advice for current and future students of Crookwell Public School is whether you are interested in sport, academic pursuits or cultural activities, there is always an opportunity for you to become involved in an aspect of school life at Crookwell Public School so go for it!

We would like to thank the whole school community for the support they have given us and our fellow students, particularly our principal, Mr Atfield, and our teachers, Mr Whittington and Mr Grey and we wish you all the very best in 2017.

Max Price, Emily Newman, Mikeely Gray and Jay Cunningham

2016 Prefects

# School background

## School vision statement

### Core Purpose

To provide quality education in a caring and supportive environment fostering independence and lifelong learning as students grow into valued members of society.

### Vision Statement

Crookwell Public School is an inclusive school where children and teachers work together in a safe, happy and supportive environment that recognises individual differences and values excellence. Students are engaged in quality learning that is meaningful and guided by professional and dedicated staff. Opportunities are available to challenge all students in academic, creative, social and sporting endeavours that foster the development of the whole child. Crookwell Public School is proud of its rich traditions and strong links with the community. The school educates not just for today but for the future.

## School context

Crookwell Public School is located in the township of Crookwell on the Southern Tablelands of NSW. The school was established in October of 1865. Crookwell has a population of 2000 residents and is the largest town and main service centre in the largely rural Upper Lachlan Shire which has a population of 7500 residents. The school community upholds traditional social values and promotes civic participation. The school has a student population of 218, with 4.2% having an Aboriginal/Torres Strait Islander (ATSI) heritage and 2.35% coming from a Non English Speaking Background (NESB). The school has 9 mainstream classes into which children with identified disabilities, supported by 4 School Learning Support Officers (SLSO), are integrated. The school staff is characterised by a blend of youth and experience and consists of 13.6 teachers, 2.022 administrative staff and a general assistant for 2 days per week.

The key priority of Crookwell Public School is to provide its students with the foundations for lifelong learning with the capabilities and confidence to make a positive contribution to our global community.

Crookwell Public School delivers a curriculum that meets students' needs and aspirations, is relevant to today's world and is responsive to community expectations, in a school environment that is happy, supportive and caring.

## 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. The self-assessment undertaken by the school allowed strategic directions identified in the 2015–2017 Crookwell Public School Plan to be refined, resulting in improved delivery of education to students.

The self-assessment process indicated that:

Crookwell Public School staff relied upon the School Excellence Framework to guide, assess and confirm the progress and effectiveness of our teaching and learning programs and practices during the year. The staff reviewed the school plan and milestones to identify the elements of the School Excellence Framework that the school plan most effectively addressed. Staff reviewed progress being made across the school against the expectations of the School Excellence Framework. This enabled the school to determine whether its improvement measures were in line with the high level expectations of the framework.

In the domain of Learning, additional School Learning Support Officers were employed in our drive to further improve the learning outcomes of students with high learning needs. Students in Early Stage 1 participated in the Best Start and Language, Learning and Literacy (L3) program. Students in Stage 1 also participated in the L3 program, with the Reading Recovery Program firmly in place for students who needed extra literacy support. Students in Years 2 to 6 requiring extra learning assistance received support from the Learning Assistant Support Teacher (LAST). In Stage 2 and Stage 3 students were placed in homogenous home class groups for all Key Learning Areas except English and

mathematics. In each of Stage 2 and 3, for both English and mathematics, students were divided into ability groups. The groups needing additional assistance were smaller and had the additional help of a SLSO while the most academically able group were able to access gifted and talented programs, such as writing competitions, debating, public speaking and Educational Assessment Australia competitions.

The major focus in the domain of Teaching was professional learning to improve teacher quality and have high quality teaching/learning experiences incorporating the effective use of the new English and mathematics curricula, literacy and numeracy continuum and PLAN data occurring in all classrooms across the school. All teaching staff members were encouraged to participate in high quality professional learning experiences related to literacy and numeracy in an effort to equip them to shift the learning outcomes of students to a higher level. Data analysis is used to inform decision making, and teaching practice is positively influenced by classroom observations, reflection and feedback.

In the domain of Leading, leadership commensurate with ability and experience was encouraged across the teaching staff. Beginning teachers were assigned mentors and were supported in their assigned areas of responsibility within the school; more experienced teachers were trained and supported to take on more comprehensive roles while members of the executive participated in courses such as Assistant Principal conferences, Building Capacity Project and Leading Aboriginal Education in Schools. Strong leadership capacity was a key factor for the effective implementation of our key strategic directions during the year, and in turn for the achievement of school excellence.

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

LEARNING– Challenging, engaging and inclusive curriculum.

### Purpose

To promote quality implementation of a differentiated curriculum to improve student learning experiences, resulting in literate and numerate students who think critically, creatively and ethically, and are socially, environmentally and culturally aware.

### Overall summary of progress

The staff of Crookwell Public School implemented and evaluated the new English Scope and Sequence based on the English syllabus and literacy continuum. All staff, once surveyed, indicated that the new Scope and Sequence was effective for planning quality literacy activities across the school. The literacy continuums have become part of everyday teaching and learning in each classroom with students becoming more familiar with the language and descriptors of the clusters in the aspects of reading, writing and comprehension. The information provided by PLAN data is influencing teaching and learning programs through literacy activities that are planned, implemented and evaluated based on individual student needs.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students participating in high quality learning experiences incorporating the effective use of the new English and mathematics curricula, literacy and numeracy continuum and PLAN data.	Devoting uninterrupted teaching and learning time to both English and mathematics has allowed for quality teaching and learning to occur on a daily basis. With a more focussed approach on the continuums in 2016 teachers and students now have a greater understanding of the continuums and students are being exposed to elements of the continuums such as the language and what the clusters mean. All students were plotted on PLAN using the DoE software and the magnetic boards in each classroom. All staff were very pleased with the new English Scope and Sequence and the staff survey results showed overwhelming support to continue with this in 2017.	Magnetic Literacy Continuum boards \$3696
Increased proportion of students meeting the benchmarks on the literacy and numeracy continuum at the completion of each stage.	A whole staff analysis of 2016 PLAN and SMART data with individual staff responsible for analysing each area of NAPLAN was completed in Terms 3 and 4 of 2016. Data was collated and presented to the whole staff at a staff meeting and then revisited at the Term 4 Staff Development Day, 2016 to inform teaching and learning directions for 2017. Targets have been set by the DoE and Premier's Priorities which we are striving to achieve.	Literacy and Numeracy Program resources \$3285.30  Teacher Professional Learning \$7298.48

### Next Steps

In 2017 we are aiming for students to be more familiar with the continuums and their level of individual achievement so they can work towards independently plotting themselves on the continuums for select aspects such as reading, writing and comprehension. We aim to have all staff very familiar with the continuum, curriculum and PLAN software and know how to utilise these programs in their teaching and learning to provide the most effective learning environment for all students. Ongoing professional learning at a school based level will continue as well as whole staff analysis of PLAN data at the end of each term to effectively monitor progress throughout the year.



## Strategic Direction 2

EXCELLENCE – Staff, student, parents and the wider community striving for excellence in all areas.

### Purpose

To foster excellence in leadership at all levels across the school to enhance a culture where striving for excellence is embraced.

### Overall summary of progress

Crookwell Public School is committed to providing a successful and supportive environment for students, parents and staff. There were many great achievements for all stakeholders of our school community in 2016. This includes success in academic, sporting, creative and performing arts and leadership endeavours. Crookwell Public School staff identified where our school is currently achieving in regards to the Premier's Priorities in 2016. We are committed to continuing a collaborative effort to increase student results in NAPLAN for all students. With staff continuing to engage in high quality professional learning and implement effective teaching programs in their classroom, we aim to further improve our results in this area.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students, staff and parents actively engage in, and strive for, outstanding results in educational opportunities.	Students have engaged in many educational opportunities in 2016. Crookwell Public School has attained outstanding results in programs including GCOPs concerts, GRIP Leadership, debating and public speaking, representative sport and particularly Schools Spectacular. Eight students from Crookwell Public School were selected to perform as part of the 2700 strong combined choir at Qudos Arena for Schools Spectacular in 2016. In the area of sport three students were selected in PSSA South Coast representative teams: Rugby League and Hockey. One student attained the impressive award of District Athletics Age Champion. Students demonstrated leadership qualities at school through their roles such as prefect, class captain, forum member, Peer Support leader and sports captain. Staff engaged in a range of professional learning opportunities in 2016. One staff member successfully completed intensive Reading Recovery Training. Two Stage 1 teachers commenced L3 training. Two teachers participated in Building School Leadership in Aboriginal Education workshops. One teacher successfully completed Building Capacity – Leading Learning Middle Executive Project. One teacher was invited to be involved in the initiative of an ongoing ES1 L3 Master Class. Parents engaged in educational opportunities promoted by Crookwell Public School including Maggie Dent: Boys Education, Tell Them from Me surveys, Meet & Greet and Kindergarten Orientation Week Workshops. Crookwell Public School's 150th Anniversary event was awarded "Community Event of the Year" for 2016.	Teacher Professional Learning \$18369.21  Aboriginal Education Teacher Professional Learning \$2692.80  Socio economic background funding \$11118.37
Increased percentage of students achieving at state average for NAPLAN assessments.	In 2016 we had an increase of students achieving at state average in the areas of Year 5 Grammar & Punctuation and Numeracy.  There were no Year 3 students achieving at state average, however, there was a significant increase	Low level adjustment for disability funding \$ 814.66

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased percentage of students achieving at state average for NAPLAN assessments.	<p>in results in all areas for Year 3 and Year 5 from 2015 to 2016.</p> <p>In regards to the Premier's Priority of increasing the proportion of students in the top two NAPLAN bands by eight percent. Crookwell Public School has been successful in attaining an 8% increase, or above, in the NAPLAN areas of Year 3 Reading and Spelling and Year 5 Reading, Spelling, Grammar &amp; Punctuation and Numeracy.</p>	

## Next Steps

In 2017 Crookwell Public School aims to have a highly skilled and committed staff that engage in professional learning and successfully implement and deliver effective learning programs. We would like to further support and encourage all students and staff and increase the proportion of parents who actively participate in and lead academic, sporting and social programs within and beyond the school. We aim to work towards the Premier's Priorities to increase the percentage of students achieving in the top two bands of NAPLAN in all areas. Our target is to achieve at, or above, stage average in NAPLAN.



### Strategic Direction 3

WELLBEING – Promote a high level of mental, physical and social wellbeing of staff, students and parents.

#### Purpose

To establish a safe, happy and supportive learning environment where students, staff, parents and community members feel valued and supported, thereby promoting positive school culture and values.

#### Overall summary of progress

With positive school attendance figures for both students and staff, coupled with no major student behaviour issues resulting in suspension, it is apparent the cognitive, emotional, social, physical and spiritual domains of wellbeing appear to be broadly met. This indicates the student welfare system, coupled with the programs and opportunities offered, are appropriate for the school's students and that staff feel supported, valued and rewarded for their daily work.

Parents and community members are also actively involved in the life of the school, confidently volunteering to take the more 'hands on' roles such as canteen helper, sports coach and Middle School Program leader. However, there remains a reluctance by parents and community members to engage in educational debate and confidently contribute to educational discussions. This is a point that needs further discussion and exploration as we strive to engage informed parents in educational decision making.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Shared school-wide value of student learning and attendance is evident through community interactions.	The school's open door policy, which encourages parents and invites community members into the school, remained a strong focus in 2016. With the community members and parents regularly and frequently visiting the school to attend school functions such as 'Meet and Greet' afternoons, Grandparents Day, Easter Hat Making sessions, Kindergarten Orientation Week workshops and weekly assemblies to act as audience members watching students play musical instruments, perform concerts and present drama items. These community interactions within school, coupled with interactions as the school ventures into the local community to participate in activities such as 'Book Busking', 'Clean-Up Australia Day', The Roslyn Landcare Project, The Dame Mary Gilmore Weekend and local community Anzac Day commemorations, has helped contribute to stronger shared school-wide value of student learning.	Community Consultation Grant \$680.00
All students and staff, and an increased proportion of parents, actively participating in and leading academic, sporting and social programs within and beyond the school.	It is crucial for each of the groups of stakeholders in the school, students, staff, parents and broader community, to be actively involved in the 'life of the school' if a broad sense of wellbeing is to be achieved. In 2016, opportunities and programs for children from Kindergarten to Year 6 were provided to foster cognitive, emotional, social, physical and spiritual wellbeing. Students strongly engaged with the diverse programs, ranging from the 'Middle School Program' 'SPACEpo' and actively participated in various opportunities from membership of PSSA sporting teams to performing in the choir at Schools Spectacular and the GCOPS concert. Student leadership was encouraged and supported, with leadership opportunities promoted across the school in all stage groups. The weight	Low socio economic status funding \$8643.13

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students and staff, and an increased proportion of parents, actively participating in and leading academic, sporting and social programs within and beyond the school.	and depth of leadership roles and responsibilities increases as students progress through the school years. In 2016 staff were supported and encouraged to assume leadership roles across the school that are commensurate with their experience, expertise and ability. Parents and community members were active in Crookwell Public School's P&C Association, independently operating the school canteen and uniform shop and conducting fundraising activities such as Mothers' and Fathers' Day stalls, Calendar Art and a BBQ at the Binda Picnic Races. Parent and community members also helped to coach and manage sporting teams, assist as reading helpers, prepare dance and choir groups and lead Harmony Day activities, in addition to assisting in a host of other areas.	

## Next Steps

In 2017 the successful approach adopted in 2015 and 2016 will continue to maintain and extend the progress already made. The information acquired from the student, staff and parent 'Tell Them From Me' surveys will be used to inform, reaffirm and enhance Strategic Direction 3 'Wellbeing' of the 2015–2017 Crookwell Public School Plan. This data, in addition to the milestone information and anecdotal records of parent conversations gathered in 2016, will be used to develop various new approaches in an attempt to achieve a higher percentage of informed parents engaging in the educational decision making process.





Key Initiatives	Impact achieved this year	Resources (annual)
<b>Low level adjustment for disability</b>	Low-level adjustment for disability funding, combined with socio-economic and Aboriginal background funding, was used to help finance the employment of an additional teacher and a part-time school learning support officer. Additional staff being employed has enhanced student learning outcomes greatly by reducing class sizes and allowing students who receive such funding to work in smaller group settings, receiving individualised attention and working on personalised learning program. The effectiveness of this funding expenditure is evidenced by the positive growth in external and internal, formal and informal, assessment results. Overall these students have made considerable growth in academic, social and behavioural areas.	\$46585.50
<b>Socio-economic background</b>	Socio-economic funding, combined with Aboriginal background and low-level adjustment for disability funding, was used to help finance the employment of an additional teacher and a part-time school learning support officer. Funding was also used to assist students experiencing financial hardship to attend excursions and workshops, participate in camps and to wear the school uniform. The lower student-to-teacher ratio resulting from this decision has allowed extra support to be provided to our students. The funding has enabled students to be grouped according to ability for both literacy and numeracy, allowing support and further accommodation of the diverse learning and social needs of our students. This has led to an improvement in student learning outcomes and a greater sense of wellbeing amongst students.	\$46583.50
<b>Aboriginal background loading</b>	Aboriginal background funding, combined with socio-economic and low-level adjustment for disability funding, was used to help finance the employment of an additional teacher and a part-time school learning support officer. These additional staff members helped class teachers, in conjunction with students and their families, prepare personalised learning plans (PLP) for each of our identified Aboriginal students. The PLPs helped to clearly identify learning directions and learning needs of indigenous students and this, along with the additional learning support, lead to improved learning outcomes, a more positive school experience and a stronger sense of wellbeing. Aboriginal background funding was also utilised to subsidise Contemporary Indigenous Dance Workshops for K-2 students. This source of funds supported Reconciliation Week celebrations and NAIDOC Week activities, which included a visit by Aboriginal performer Fred Reid. Fred and his son played the didgeridoo, introduced other forms of Aboriginal music to the students, displayed	\$8500.00

<b>Aboriginal background loading</b>	Aboriginal artefacts and shared some of the history of the Aboriginal people.	\$8500.00
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## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	103	103	103	107
Girls	101	114	114	111

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.7	95.6	93.7	93.8
1	95.1	93.5	95.2	93.6
2	94.5	95	95	94.6
3	93.6	95.5	95.2	95.7
4	92.2	95.5	93.8	95.8
5	93.8	89.1	93.8	95.2
6	95.4	94.6	93.8	94.6
All Years	94.1	94.4	94.3	94.8
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
KINDERGARTEN	14
YEAR 1/2 M	22
YEAR 1/2 K	22
YEAR 1/2 B	22
YEAR 3/4 H	20
YEAR 3/4 P	20
YEAR 3/4 N	20
YEAR 5B	18
YEAR 5A	18
YEAR 6A	18
YEAR 6B	19

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.64
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration & Support Staff	2.42
Other Positions	0.08

\*Full Time Equivalent

None of the Crookwell Public School staff has identified themselves as an Indigenous Australian.

### 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	29

## Professional learning and teacher accreditation

Ongoing professional learning for all staff is paramount. Teaching is a constantly evolving profession which requires staff to maintain their level of expertise through professional learning at the school level and beyond. All staff engaged in professional learning throughout the year to build capacity in order to achieve the Strategic Directions of the 2015 – 2017 Crookwell Public School Plan of LEARNING, EXCELLENCE and WELLBEING. The staff participated in face to face learning opportunities, online training and teacher led professional development within the school.

In 2016, a total amount of \$32419.76 was spent on professional learning. Expenditure amounted to \$75.00 for administrative staff and \$32344.76 for teaching staff. This meant an average amount of \$2075.26 was spent on professional learning for each Crookwell Public School staff member.

Examples of professional learning accessed by staff engaged in 2016 included:

- L3 (Language, Learning and Literacy) Stage 1 – Trainer
- L3 (Language, Learning and Literacy) Stage 1 completed
- Code of Conduct update
- Child Protection update
- Emergency Care, CPR and Anaphylaxis training
- Officiating Athletics level 1
- Business Intelligence for Schools
- Disability Standards for Education Parts 1 & 2
- Principal Network Meetings – Southern Tablelands
- Assistant Principal Network Meetings – Southern Tablelands
- DoE and NSWTF joint presentation – PDPs and Staffing Agreement
- Evaluation Essentials for School Leadership
- OLIVER Library Administration system training
- Australian Childhood Foundation – Trauma Training Modules
- Building School Leadership in Aboriginal Education
- NSWTF Association Presidents & Secretaries course
- Rock & Water Boys Education Workshop
- WH&S Induction e-learning
- Staffing of NSW Public Schools 2016–2020
- Merit Selection Panel Training e-learning
- NSWTF Representative Women's Conference
- Focus on Reading Workshops
- Best Start Assessment Training
- Beginning Teachers Conference
- Building Capacity – Leading Learning Middle Executive Project
- 

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

### Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>152 188.27</b>
Global funds	152 822.94
Tied funds	313 366.86
School & community sources	108 158.08
Interest	4 239.09
Trust receipts	17 084.85
Canteen	0.00
<b>Total income</b>	<b>747 860.09</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	11 966.65
Excursions	36 229.27
Extracurricular dissections	37 120.55
Library	1 642.28
Training & development	45.46
Tied funds	304 101.04
Short term relief	2 147.17
Administration & office	62 852.41
School-operated canteen	0.00
Utilities	30 861.31
Maintenance	22 901.59
Trust accounts	20 319.66
Capital programs	97 204.99
<b>Total expenditure</b>	<b>627 392.38</b>
<b>Balance carried forward</b>	<b>120 467.71</b>

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

## School-based assessment

### Kindergarten (Early Stage 1) L3

In 2016 Kindergarten students continued to participate in the L3 program. Students obtained beginning reading and writing strategies and have become more independent as they have developed a range of methods to assist them in all aspects of literacy. This year 93% of Kindergarten students reached or exceeded the reading benchmark of level 9. Data on student progress in the areas of reading, vocabulary and hearing and recording sounds was collected every five weeks.

### Year 1 & Year 2 (Stage 1) L3

The Stage 1 L3 program has been successfully operating in 2016. In 2016, 62% of Year 1 students attained or exceeded the PM reading benchmark level of 18 or above and 77% of Year 2 students attained or exceeded the PM reading benchmark level of 22 or above. These results show improvement on the 2015 data.

Stage 1 students participate in the L3 program in a quality learning environment. Students make links between reading and writing and these processes become reciprocal. Student progress in reading, comprehension and writing is monitored and recorded every five weeks. This informs future teaching and learning experiences for all students.

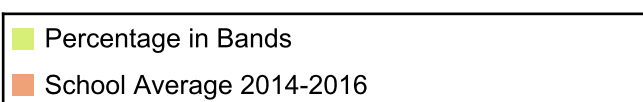
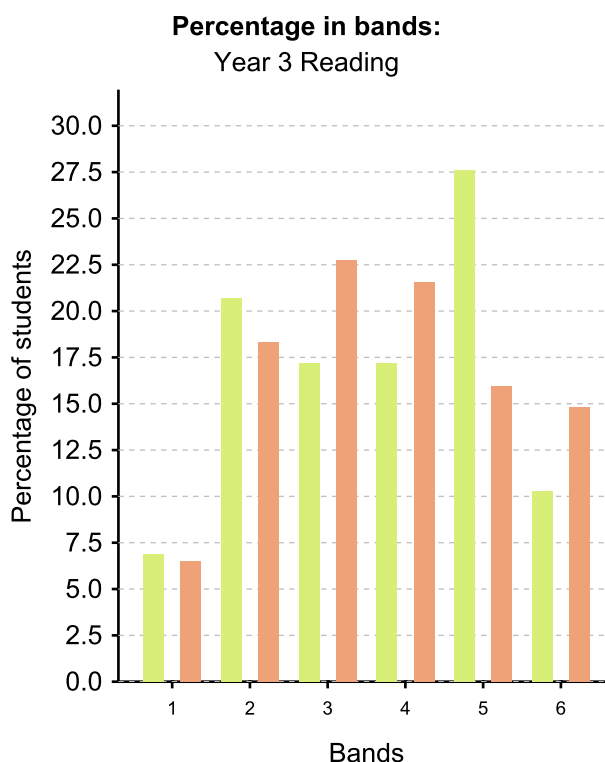
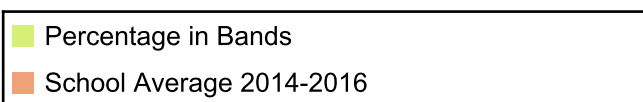
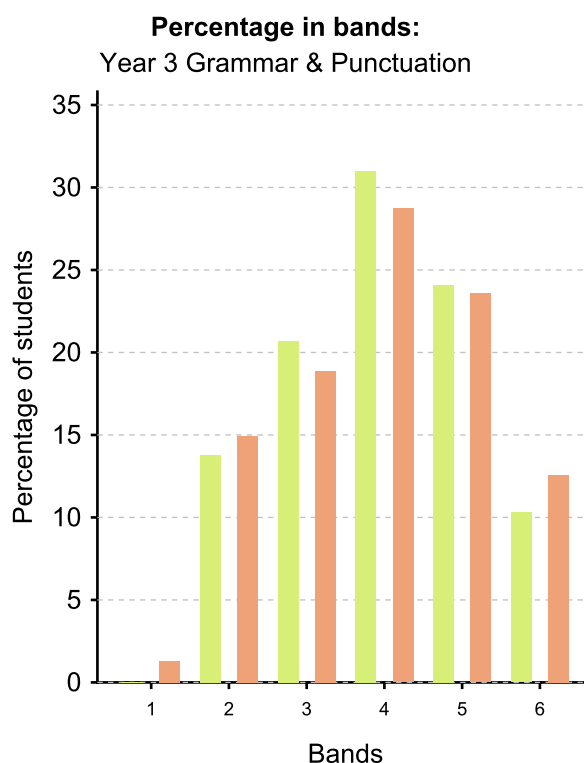
### Reading Recovery

Reading Recovery is an intervention program for Year 1 students. This program offers individual support to children who require acceleration in both reading and writing. The program is designed to assist children to develop independence in reading and writing over a fifteen to twenty week period of intensive, daily instruction.

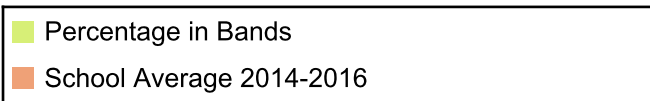
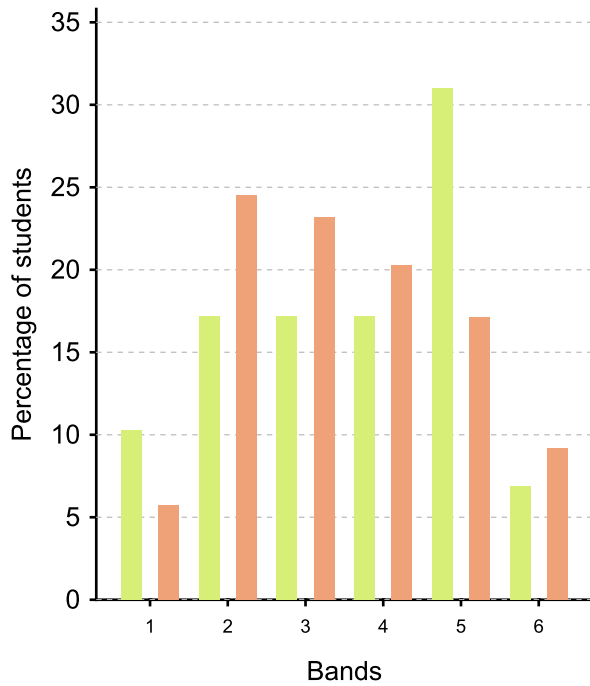
This year eight children from Crookwell Public School were selected to participate in the Reading Recovery program. Of the eight Crookwell Public students, four have been successfully discontinued from Reading Recovery, having advanced between eight and fourteen PM reading levels. One student has relocated and the remaining students, despite their wonderful progress, have been referred to the Learning Support team for ongoing assistance and support by the LAST teacher in Semester 1, 2017.

## NAPLAN

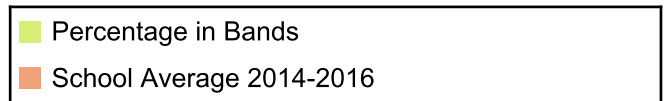
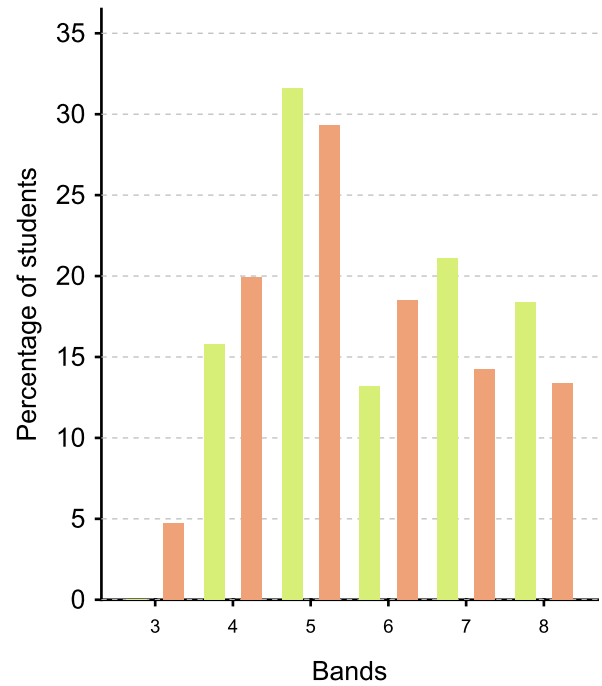
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



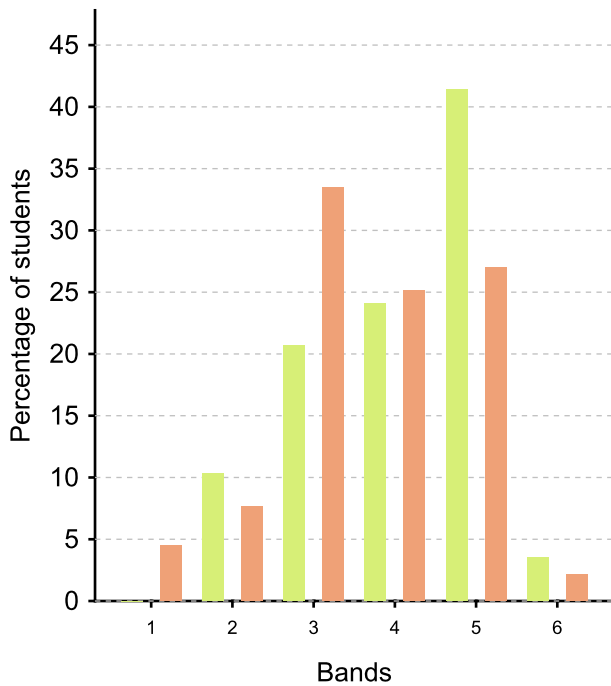
**Percentage in bands:**  
Year 3 Spelling



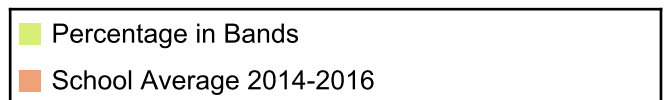
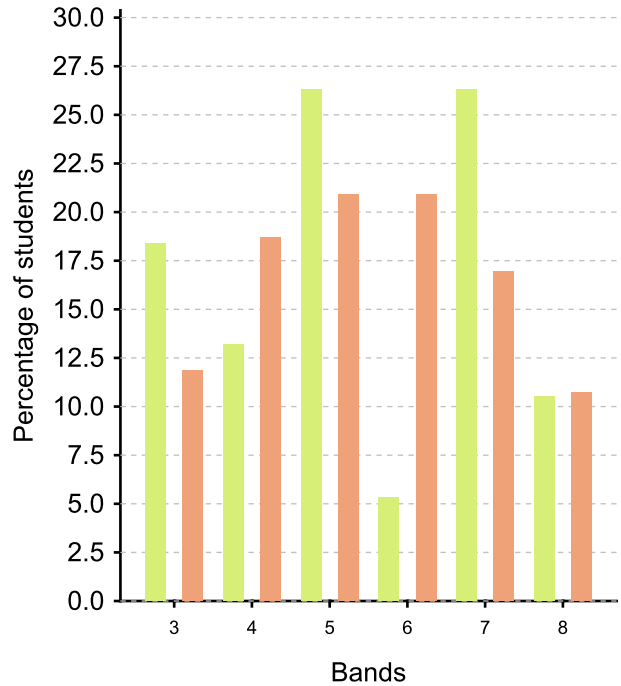
**Percentage in bands:**  
Year 5 Grammar & Punctuation



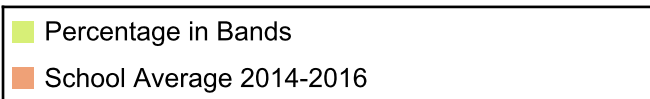
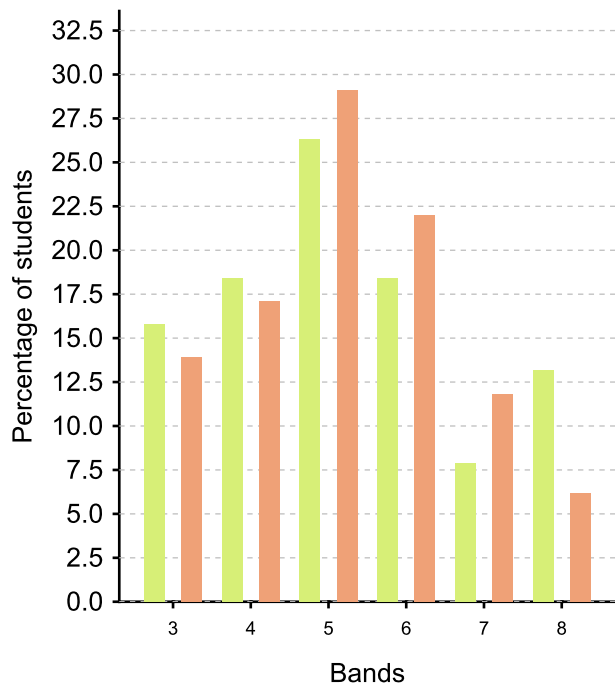
**Percentage in bands:**  
Year 3 Writing



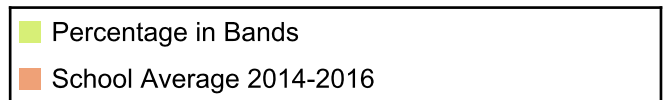
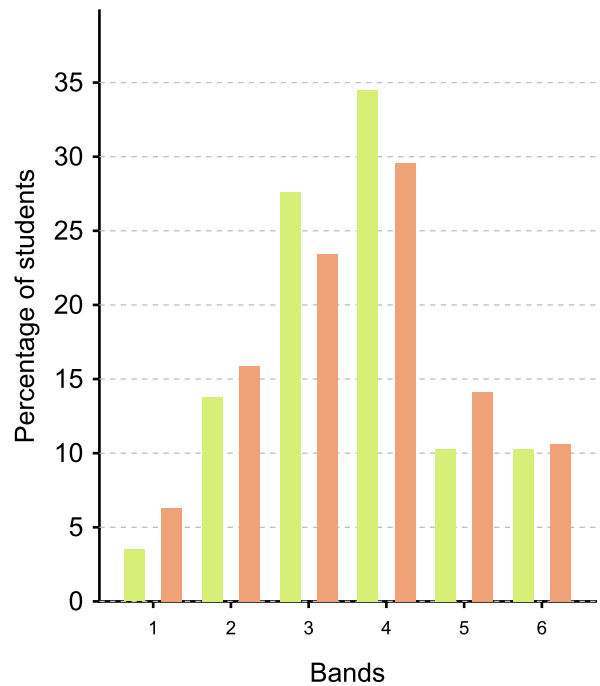
**Percentage in bands:**  
Year 5 Reading



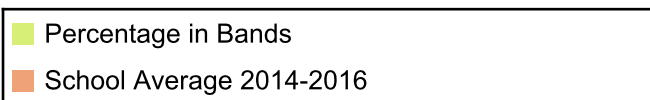
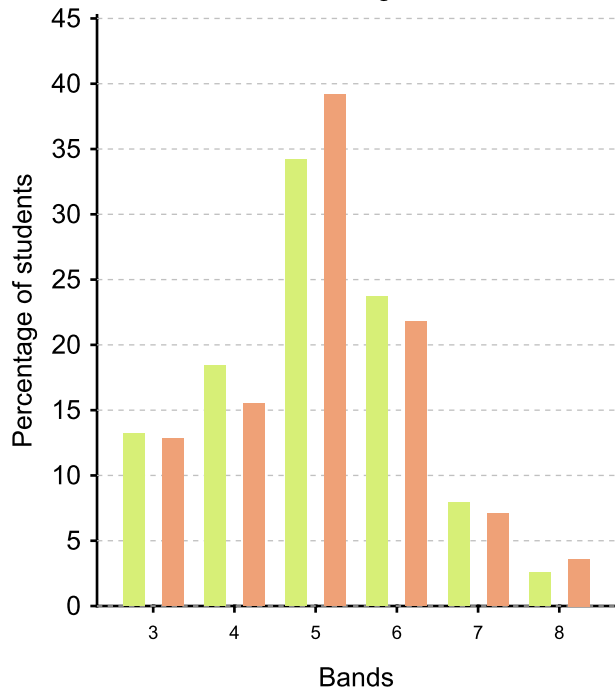
**Percentage in bands:**  
Year 5 Spelling



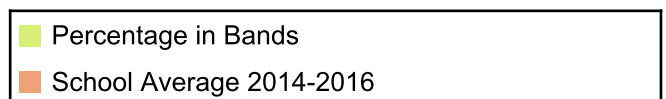
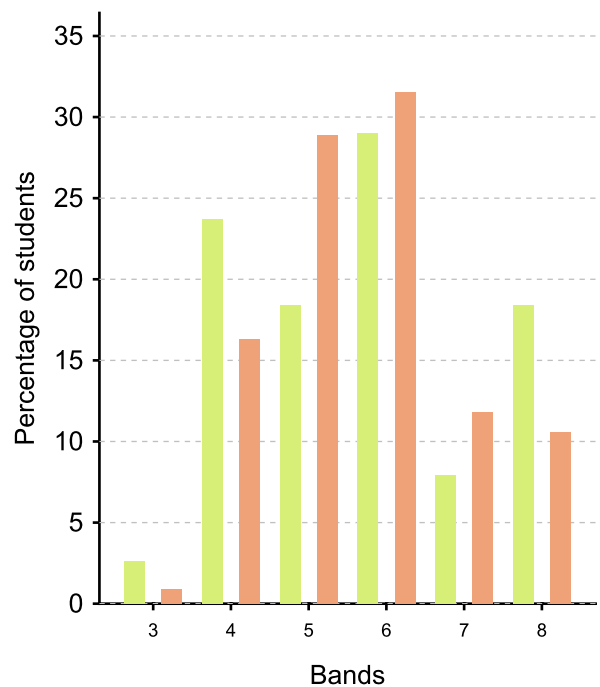
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



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.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions about the school of parents, students and teachers. In 2016, parents, students and teachers were invited to complete the 'Tell Them From Me' surveys.

Their responses to these surveys are presented below.

### Students

Students from Years 4, 5 and 6 completed an online survey based on the most recent research on school and classroom effectiveness. 98 students in the school completed the survey.

### Social – Emotional Outcomes

76% of students in this school had a high sense of belonging where they feel accepted and valued by their peers and by others at their school. 92% of students had positive relationships, having friends at school they can trust and who encourage them to make positive choices. 94% of students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 79% of students in this school were interested and motivated in their learning while 88% of students tried hard to succeed. 43% of students in the school had scores that placed them in the desirable quadrant citing that they had high skills and were highly challenged in English and Mathematics classes while 9% of students lacked confidence in their skills and did not feel they were challenged.

### Drivers of Student Outcomes

#### Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. In this school, students rated Effective Classroom Learning Time 7.6 out of 10.

#### Relevance

Students find classroom instruction relevant to their everyday lives. In this school, students rated Relevance 7.5 out of 10.

#### Rigour

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. In this school, students rated Rigour 7.9 out of 10.

#### Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In this school, students rated advocacy at school 7.5 out of 10.

#### Positive teacher–student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach. In this school, Positive Teacher–Student Relations were rated 8 out of 10.

### Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed.

In this school, students rated Disciplinary Climate of the Classroom 6.3 out of 10.

### Expectations for success

The school staff emphasises academic skills and hold high expectations for all students to succeed. In this school, students rated Teachers' Expectations for Academic Success 8.2 out of 10.

### Parents

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Parents feel welcome: 9.3 out of 10

Parents are informed: 8.4 out of 10

Parents support learning at home: 6.8 out of 10

Parents feel the school supports learning: 8.8 out of 10

Parents feel the school supports positive behaviour: 9.4 out of 10

Parents feel their children are safe at school: 8.8 out of 10

Parents feel the school is inclusive: 9.2 out of 10

### Staff

The questions in the staff survey are grouped to assess eight of the most important *Drivers of Student Learning*.



The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10–point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree).

Leadership: 8.4 out of 10.

Collaboration: 8.2 out of 10.

Learning Culture: 7.9 out of 10.

Data informs practice: 7.7 out of 10.

Teaching Strategies: 7.8 out of 10.

Technology: 7.6 out of 10.

Inclusive School: 8.5 out of 10.

Parent Involvement: 7.5 out of 10.

The questions in the Focus on Learning survey ask teachers to consider whether they present: **challenging and visible learning goals** for students, and if so, whether they enable students to achieve these learning goals through; **planned learning opportunities** which involve an intentional transfer of skills and knowledge; **quality feedback** that guides students' effort and attention; and **support for students to overcome obstacles** to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

Challenging and Visible goals: 8 out of 10.

Planned Learning Opportunities: 8.2 out of 10.

Quality Feedback: 7.5 out of 10.

Overcoming Obstacles to Learning: 8.1 out of 10.



## Policy requirements

### Aboriginal education

Aboriginal Education is highly recognised and respected at Crookwell Public School. In 2016 our school provided opportunities for students to become more aware and responsive towards Indigenous culture. Infants students, from K–2, participated in a series of Contemporary Indigenous Dance Workshops for a period of five weeks and subsequently performed a collection of traditional dances at an assembly for Reconciliation Week. The workshop promoted Indigenous culture, values and understanding of our Australian history for staff, students and parents.

An Indigenous visiting performer was welcomed into the school in NAIDOC Week. He used songs, music, didgeridoo and dance, examples of ancient rock and cave paintings and, fire making demonstrations to tell the students about his people. His cultural awareness program involved all students across the school and encouraged discussion about his rich and diverse culture.

5% of the students at Crookwell Public School identify as Indigenous Australians. They have good attendance rates and actively engage in all learning opportunities available at school. Personalised Learning Plans facilitate a three way conversation for teachers, students and their parents to ensure students are striving to achieve intended learning outcomes at school. Four students were this year nominated as candidates to be considered for the 2016 Aboriginal Education Excellence awards.

### Multicultural and anti-racism education

Multicultural Perspectives were again addressed through the literacy and HSIE programs for all students K–6. In particular the students in Years 3–6 prepared and researched material relevant to, and to be included in, their speeches for the Multicultural Public Speaking Competition for 2016.

Through this study, the students' awareness of multicultural issues was heightened, whilst developing their interest and skills in public speaking.

Multicultural Perspectives were also highlighted through the students' participation in Harmony Day activities, where they, dressed in orange and working in Peer Support groups, participated in a range of group activities, run by both staff and community members from diverse backgrounds.

## Other school programs

### Academic Programs

#### Learning and Support

The Learning and Support Team at Crookwell Public School provides support for students with additional learning needs in order to help them to succeed in the classroom. Students attend lessons with the school Learning and Support Teacher (LAST) either individually or in small groups depending on their learning requirements, allowing for their needs as learners, particularly in the areas of literacy and numeracy, to be best addressed. All students participating in the program have made progress over the course of the school year, reflective of the hard work and enthusiasm towards their learning that these students have consistently demonstrated.

#### Language, Literacy and Learning (L3)

Language, Literacy and Learning (L3) is a research based program that is implemented in the early years of schooling, commencing in Kindergarten. At Crookwell Public School, the program operates across Kindergarten to Year 2 allowing for increased opportunities for students with diverse learning needs to achieve learning outcomes. L3 supports the development of informed, systematic, explicit instruction based on data to target reading and writing. It aims to reduce the number of Year 1 students needing intensive and resource-demanding intervention programs such as Reading Recovery.

#### Best Start

The Best Start Assessment Program screens children to identify the literacy and numeracy skills they bring to school. This screening is carried out before the students commence school. Teachers measure students' early reading and writing, their ability to communicate with others and, how they recognise and work with numbers, groups and patterns. Parents receive a report informing them of their child's results and providing suggestions of strategies they can use at home to assist their child's learning. Teachers use this information to inform their teaching program and monitor student progress throughout the year.

#### Focus on Reading

In 2016 two staff members completed the Focus On Reading 3 – 6 program. This program is an intensive professional learning program for teachers to support the explicit teaching of the key aspects of reading in the middle and upper primary years, namely comprehension, vocabulary and reading text fluency. The program draws from a sound research base that justifies the need for these key aspects to be at the

forefront of literacy teaching and learning in the middle years. At the culmination of 2016, Crookwell Public had four fully trained teachers in this program who are able to implement Focus on Reading in their classrooms and train the remaining staff at Crookwell Public.

#### Environmental education and sustainability

Students at Crookwell Public School are also given many opportunities to engage in environmental education both within the classroom and beyond.

#### Clean Up Australia Day

Clean Up Australia Day inspires thousands of Australians to take to their local park, beach, bushland and streets to clean up their local environment. This year, Crookwell Public School participated in a clean-up around the school and local neighbourhood. All students happily contributed to the day by taking ownership of a specific area within or around the school, ensuring its care and cleanliness. Well done all students on your contributions to the day!

#### Education initiatives

##### Science

Science is a very hands on experience at Crookwell Public School. Students enjoy a variety of activities to encompass all aspects of the curriculum. Students partake in visits from outside performers such as 'Jollybops' which is always a highlight on the calendar. Participation in excursions to Questacon and the Crookwell Wind farm in the primary years to expand their thoughts and theories is an experience that all students enjoy. Infants thoroughly enjoyed the 'hands on' approach to science.

#### Premier's Reading Challenge

Crookwell Public School's participation in the Premier's Reading challenge this year has been very pleasing with approximately 50% of K–6 students enjoying the challenge of extensively reading quality children's literature.

All Early Stage 1 and Stage 1 students participated in the Premier's Reading Challenge, with many of the books being incorporated into the class's 'Read To' sessions through the L3 program. Nineteen students in Stages 2 and 3 successfully completed the Premier's Reading Challenge, entering their progress data independently.

Several students have participated in the challenge for five and six years and achieved Gold, Silver and Bronze Certificates for their outstanding performances in the Premier's Reading Challenge in 2016. All students should be very proud of their efforts.

#### National Simultaneous Story Time

Students across Kindergarten, Year 1 and Year 2 participated in the National Simultaneous Story Time. Students across the country in schools, libraries,

preschools and childcare centres shared their enthusiasm for reading by simultaneously reading the same story. Students enjoyed the story "I Got This Hat" by Joel and Kate Temple this year and enthusiastically completed literacy and creative activities to support the reading.

### **Book Fair**

The Scholastic Book Fair was held once again, in the library, as part of Book Week celebrations in 2016. Parents, students, staff and community members visited the library to peruse and purchase from a wide variety of books, magazines, posters and stationery products.

The high volume of sales recorded this year resulted in the school receiving their book club rewards as a mixture of points which can be claimed and used to purchase books in the future, and books which were accessioned and placed into the library for the use of the school community.

### **Cultural Programs**

Creative and Performing Arts at Crookwell Public School is an integral component of every child's learning. It showcases and develops their knowledge, highlighting their many talents. The students demonstrate their skills and expertise through assembly item performances, annual presentation evening performances, along with, involvement in the Goulburn Community of Public Schools (GCOPS) concerts, School Spectacular auditions and performance and dance workshops. Crookwell Public School acknowledges the values that develop from their involvement and participation in the creative arts and how it embraces developing the whole child.

### **Schools Spectacular**

Eight lucky students: Isla Stephenson, Chanel Allwright, Rhianna King, Logan Knight, Ari Stephenson, Connor Osborne, Younies Nasser and Courtney-Rose Langford, performed as part of the 2 700 strong combined choir in this year's Schools Spectacular event. The students spent weeks rehearsing in the lead up to the event culminating with five days of rehearsal and performance Sydney. The extravaganza, held for the first time at Qudos Arena Olympic Park, broke a Guinness World Record for the largest amateur variety performance with its cast of over 5 300 students.

### **Physical Programs**

#### **Sport**

The students of Crookwell Public School were provided with a wide range of sporting opportunities throughout 2016. This ranged from weekly school sport, district, zone and regional sporting teams, PSSA carnivals and knockout competitions. Primary students competed in the NSW Schools Knockout Competition in sports such as football, touch, basketball, hockey, Rugby league, netball and cricket. Crookwell Public School students participated in sporting programs such as gymnastics, hockey gala day, Gilbert/Croker Cup and the MILO

T20 Big Bash program run by accredited coaches and players as part of our weekly sport.

All students at Crookwell Public in 2016 participated in the Premier's Sporting Challenge which allowed the students to strive for personal physical activity goals. This program also provided funding for the school to utilise local sporting facilities for weekly sporting activities.

In Rugby league, Mathew Lang was selected for the South Coast team and played in the State Carnival in Tamworth against regional teams from across NSW over the course of a week. Lillian Skelly was the District Athletics Age Champion and Bridgette Anable and Jesse Croker were both selected for the South Coast hockey teams.

### **Carnivals**

Crookwell Public School offers students three sporting carnivals each year, providing students with the opportunity to show off their athletic abilities. These carnivals consist of swimming, athletics and cross country. Students this year have become even more competitive, attending the local swimming pool for swimming practise, athletics field practise and morning runs to aid students in performing at their absolute best in cross country. This year numerous students represented both Crookwell Public School and the Crookwell/Goulburn district in all three carnivals.

### **Gymnastics**

Over the course of Term 2, all students participated in weekly gymnastics lessons run by Cheer Fusion. The program aimed to improve strength and flexibility, as well as introduce students to gymnastic skills and exercises. Lessons were successfully adapted to suit the capabilities of different age groups. Students thoroughly enjoyed the program and the variety of new movements and abilities that they experienced and developed.

### **Swimming Program**

In Term 1, students in Year 2 and Year 3 participated in the School Swimming and Water Safety Program. This experience provided students with important water safety skills and strategies, as well as building their swimming ability and confidence in the water. In both Term 1 and Term 4, all primary students participated in swimming lessons at the local pool with their class teachers. This experience supported students' learning and further promoted swimming for both sport and enjoyment.

### **Infants Sport**

Infants students have been involved in a wide variety of activities this year as part of weekly sport lessons. These activities have included catching and throwing, skipping, cricket skills, yoga and Zumba, as well as gymnastics and the Rock and Water Program. This range of activities has allowed students to develop their coordination and motor skills, improve their fitness and experience the benefits of physical activity.

## **Student leadership**

### **Prefects**

Each year, two boys and two girls in Year 6 are elected by the student body to the position of school prefect. School prefects are inducted at a special school assembly attended by their parents and friends. In 2016 Emily Newman, Mikeely Gray, Max Price and James Cunningham ably carried out this role. Weekly assemblies are run by the prefects; they lead the school at the annual Anzac Day March and host presentation evening.

### **Peer Support**

Year 6 leaders participated in a two-day program at the beginning of the school year, which aims at training them to be an understanding Peer Support leader to the younger students of the school. Year 10 students from Crookwell High School facilitated the training days and acted as mentors to the Year 6 leaders. Peer Support sessions, focussing on *Friendships*, were conducted during Term 2 and 3 by two Year 6 leaders to a group of about 8 students from Kindergarten to Year 5.

### **Class Captains**

Each term, classes in Years 2 – 6 democratically elect two class captains. Students elected to this position are recognised at a special community assembly where they are presented with badges, pinned on them by their parents.

### **GRIP Leadership**

In 2016, Year 6 students had the opportunity to attend a GRIP (Generosity, Responsibility, Integrity, People) Conference at the Goulburn Workers Club; a practical, interactive training conference for student leaders. As well as participating in a number of "Get To Know You" activities aptly named "Loud Noises", students were involved in sessions on making the most of leadership opportunities, looking for opportunities to lead and developing leadership plans. Year 6 came away from the conference with a huge number of exciting ideas and initiatives which they were eager to put into practice.

### **Forum**

Two members from Years 2–6 are elected to the School Forum, annually. This year the forum continued to support many charities through involvement in Jeans for Genes Day, Footy Colours Day, Daffodil Day and Pyjama Day. In addition, they raised money for the school through various activities such as mufti days and

gourmet ice cream day. The forum purchased a new basketball hoop for the Year 6 area, new cricket gear and funded the painting of new handball courts and a school logo in the infants playground. They organised many interesting social themes and welcomed visiting performers to the school such as Jollybops and Fred Reid during NAIDOC week.

## **School Community Events**

### **Book Week**

Students across the school participate in Book Week annually to celebrate their love of books. Students join in activities based on numerous quality texts and enjoy a fun filled day of coming to school dressed as one of their favourite characters from a book. Teachers and students enjoy sharing their ideas, opinions and love for a variety of texts.

### **Anzac Day March and School Ceremony**

Anzac Day is a highly valued event in the local community and this year was no exception. Crookwell Public students and staff joined the community and other organisations and schools to march with pride to commemorate Anzac Day. The four school prefects laid a wreath at the Crookwell Cenotaph in the Memorial Park, as a mark of respect to the Anzacs and others who have served in the Australian forces in overseas conflicts.

In the lead up to this day, the students participated in lessons studying the significance of Anzac Day and the importance in particular of this conflict.

This year, 2016, once again saw the commemoration of the Anzac tradition. A moving ceremony was held at school, conducted by the Year 6 prefects and other chosen Stage 3 students. As a mark of respect to our New Zealand neighbours, a wreath laying ceremony was incorporated into the formal proceedings. Two Indigenous students and two Maori students, all from the school community joined, symbolically to lay the wreath in commemoration of the fallen Anzac soldiers, from both countries.

### **Easter Celebrations**

Students across the infants became hat designers through the Easter period as students created their own Easter hat masterpieces. Students proudly presented their hats to their families, friends and community members in a very special assembly performance that included songs and dances to celebrate Easter. The day was concluded with a very enjoyable morning tea and an Easter egg hunt.

### **Wellbeing**

### **Student Welfare**

Students at Crookwell Public continue to thrive in the positive welfare management system which operates effectively both within the classroom and outside in the

playground. Those students who have a disagreement with another child are mentored and encouraged to discuss the issue at hand with each other. Two staff members monitor the welfare of students, one working within Stages 2 and 3 with the second teacher responsible for Early Stage 1 and Stage 1. A school counsellor, as well as Learning Support Team, work closely with the Welfare Team to ensure all students are learning in a happy and safe environment as an integral member of the Crookwell School community.

### **Year 6 Sport and Recreation Camp**

Year 6 at Crookwell Public School continued school tradition in 2016 by spending an amazing week at the Sydney Academy of Sport and Recreation. Three teachers joined 36 students for the week at Narrabeen. The week was filled with exciting and challenging activities that consolidated strong peer bonds and teamwork for the Year 6 cohort. The camp serves as a fantastic experience for all Year 6 students and provides a plethora of funny and entertaining memories that will be looked upon fondly by our most senior students as they venture into the next stage of their schooling.

### **Harmony Day**

Harmony Day at Crookwell Public School in 2016 was an outstanding success. Harmony Day encourages the celebration of a range of cultures and traditions within our local and extended communities. Students at Crookwell Public School thoroughly enjoyed experiencing different foods, traditional dances, language and arts from a wide range of cultures. Crookwell Public School would once again like to extend our thanks to all our special guests of the day – Alfie Walker, Apple & Mick Hattam, Savas Topalidis, Zoran Nedanoski & Lepa Nedanoska and Uzma Aziz. It was a fantastic day enjoyed by all!

### **Flying Start**

The Flying Start program operated during Term 2 and Term 3 every Monday morning from 9:30am to 11:00am in 2016. The program is designed to create friendships, build confidence, extend social skills and begin to develop academic skills, giving children a successful foundation for their schooling. Thirty two children, aged between 4 and 5 years, participated in structured learning activities and routines developed to promote a smooth transition for students, and parents, entering Kindergarten in 2017.

### **Fruit and Vegetable Month**

Students across the school participated in Fruit and Vegetable Month to raise awareness to increase the consumption of fruit and vegetables within our daily diets. Students participated in cooking tasks to experiment with new tastes through daily fruit and vegetable breaks. Students also enjoyed partaking in numerous activities to increase their awareness and knowledge of fruit and vegetables. This year students across the school participated in a competition through the Sydney Markets to encourage healthy choices through lunch boxes and the school canteen. There

were weekly incentives and overall prizes to be won and two of our students were fortunate enough to win major prizes!

### **Middle School Program**

The very successful Middle School Program was once again very popular with students, parents and community members in 2016. This program is a part of the school's Boys Education strategies operating six afternoons in Term 3. Positive male role models from the Crookwell community as well as staff members work with all students in Years 3, 4 and 5 on leisure pursuits such as mechanics, camp fire cooking, paper craft, bush survival skills, fairy and troll gardens, and bike maintenance and safety.

### **Socials**

As each term of the school year comes to a close a social is held to recognise and celebrate the success of students and their dedication to learning. Students and teachers dress to a particular theme for each social and prepare for an entertaining and fun filled night of dancing, singing and games.

### **Kindergarten Orientation Week**

Kindergarten Orientation Week occurred during Week 6 of Term 4 this year. Preschool students come to school each morning for the week to participate in activities that prepare them for school in the following year. While the students are engaged in the Orientation Week experiences, parents are invited to attend workshops and information sessions facilitated by staff members and school volunteers. These sessions inform parents and family members about programs offered at the school and how to get involved in their child's learning. At the conclusion of the week, students are invited to a mini presentation where they all receive a Welcome to School Pack which is donated by the school's P&C committee.

### **Visiting Performances**

Forum invited three wonderful performances to visit our school in 2016. *Jollybops*, a science based show, captivated us once again with explosions and their magnificent sense of humour. In Term 2, an Australian Playhouse drama enactment, *The Fairest Of Them All*, excited students with a performance aimed at cyber safety. During NAIDOC Week, *Fred Reid* presented interesting Indigenous stories told through dance. Fred Reid's son assisted with the dance routines while Fred played pieces using his didgeridoo.

### **Beginning Teachers**

Beginning teachers make up a significant proportion of the staff at Crookwell Public School. All beginning teachers have been provided with ongoing support through network groups, both within the school and the wider community, as well as professional development through access to workshops and conferences. Beginning teachers have also received additional

release time during reporting periods. This year, Beginning Teacher Support Funding has provided further release. This additional funding is received by beginning teachers who have been appointed permanent members of staff. All beginning teachers work closely with a supervisor, who ensures that support is received while sharing their experience and expertise. All of this assists in providing beginning teachers at Crookwell Public School with the skills, opportunities and confidence that they need to excel in the classroom.

## **Gifted and Talented**

### **The Dame Mary Gilmore Weekend**

The Dame Mary Gilmore Weekend celebrates the life and work of prominent Australian socialist, poet and journalist, Dame Mary Gilmore, who was born at Roslyn. Year 6 students, Zandalee Reeves and Abby Woods, represented Crookwell Public School at the Music and Poetry Session of the Dame Mary Gilmore Weekend.

## **Debating**

The Crookwell Public School debating squad once again participated in the Premier's Debating Challenge. The squad debated teams from Bungendore, Braidwood and Sutton Public Schools as well as challenging each other. Both the Year 5 and the Year 6 teams won two debates apiece and have every reason to be proud of the growth in their debating skills.

## **Public Speaking**

Max Price and Lachlan Vallender from Year 6 along with Emma Ward and Isla Stephenson from Year 4 competed in the regional final of the Multicultural Perspectives Public Speaking Competition held at Jerrabomberra Public School. The standard of speakers at this level of the state wide competition is extremely high and these students, while not progressing to the next level, did Crookwell Public School proud. They delivered their prepared and impromptu speeches clearly and confidently.