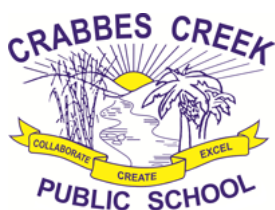


Crabbes Creek Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 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

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Message from the Principal

I would like to congratulate our students and teachers on an amazing year of teaching and learning. Crabbes Creek Public School students have had a year of creativity, learning, growth and accomplishments. I am very proud of the fact that all of our students have been given the opportunity to be challenged, achieve success and feel valued in our school.

At CCPS we put our students at the heart of what we do. We want to make learning as engaging and stimulating as possible. We seek to inspire a passion for learning. We also want to promote the wellbeing of the young children in our care and foster in them resilience, empathy and a capacity for reflective calm.

To everyone who has supported Crabbes Creek Public School Community in such a positive way this year I thank you. People get involved with schools to support their children and working together that's exactly what we do. Thank you!

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.

Staff have discussed the School Excellence Framework and its implications for informing and monitoring current practice and future improvement. Staff reflected on and responded to the elements of the framework providing an important overview of our performance.

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. Individual learning needs of all students are understood and accommodated through a differentiated curriculum in multi-aged classrooms. 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 seven other small schools (S8) to improve and enhance classroom practice. Professional learning activities have been aligned with the School Plan. Individual teacher needs were identified in Performance and Development Plans. Project Based Learning and Critical and Creative Thinking have been major areas of Professional Learning. Teachers have also collaboratively participated in Professional Learning with S8 schools using the Australian Professional Standards for Teachers to inform their practice.

In the domain of Leading, the school is committed to the development of leadership skills in staff and students. The school community is positive about educational provision and is committed to the School's Strategic Directions. The staff are committed to each Strategic Direction in the School Plan and enhance their leadership capacity through active involvement with the S8 community of schools. 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 further 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:

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

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 engage in discussions about their learning. They can articulate where they are at and where to next. Visible evidence can be seen in student work samples and work presented around the classroom. The work samples reflect student learning, achievement and progress towards learning goals. PLAN data indicates most students are achieving at or above the cluster level appropriate for their stage of schooling. Most lessons use the format and language of Learning Intentions and Success Criteria. Teachers are implementing a range of effective assessment strategies that allow students to demonstrate their learning and progress towards achievement of learning goals. All staff are accessing professional learning opportunities to enhance their capacity to effectively plan for and deliver quality teaching and learning experiences for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of students are achieving at or beyond appropriate cluster level for their year group using PLAN data.	Human resources used, no dollar amount allocated, time allocations instead.	Students are able to articulate their learning intentions and success criteria and can analyse how their work measures up against these. There is an increased number of students at or beyond appropriate level for year group using PLAN data. All students are able to discuss the characteristics of an effective learner. All lessons use the format and language of Learning Intentions and Success Criteria.
100% of teaching programs and practices show professional growth as evidenced through Performance and Development Framework.	4 x 1/2 day relief to release teachers for Stage meetings \$1800	All staff are accessing professional support from a variety of sources, including formal and informal collegial relationships. Teachers attend and contribute in regular S8 Professional Learning team meetings. Evaluation of the effectiveness of PDP's and achievement of goals demonstrates increased capacity.

Next Steps

In 2018 teachers will consolidate skills, knowledge and understanding developed in 2017 through a range of formal and informal learning opportunities with colleagues across the S8 professional learning community of schools. Teachers from the S8 will collaboratively plan and implement Project Based Units of work in Science, Geography and History.

The S8 leadership team will review milestones against the school plan once a term.

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

Two teachers are members of the S8 STEM team. Crabbes Creek Public School was chosen to be a STEM Action school for the state, offering mentoring to other schools. Mrs Eadsforth and Mrs Morton from Burringbar PS have presented a full day workshop on STEM and Project Based Learning to seven schools. The implementation of Future Focused pedagogies and practices has become increasingly evident in classrooms. Teachers are demonstrating increasing competence when bringing a future focused perspective to learning experiences for students. Engagement with a range of professional learning experiences in collaboration with the S8 professional learning community is reflected in teaching and learning programs. The robotic program has stalled due to the disruption of the flood and our relocation to Burringbar PS.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students participating in weekly lessons that use future focused practices.	\$1200 for physical resources for projects	Students engage in collaborative, Project Based Learning using Visible Learning strategies. Students presented their Passion Project to parents.
Teachers are incorporating 21st century practices in their classrooms with increasing confidence and competence as evidenced in teaching and learning programs and teaching practices.	Professional Learning funds \$4500: Funding was provided for teachers to attend Professional Learning in: Critical and Creative Thinking and STEM Conferences.	Teaching staff participated in a range of Professional Learning: Project Based Learning; Critical and Creative Thinking; STEM Conference; Geography and History workshops. Teachers are incorporating 21st Century practices in their classrooms with increasing confidence and competence as evidenced in their teaching and learning programs and classrooms.

Next Steps

A Professional Learning Co-ordinator for the S8 has been appointed for 2018. Project Based Learning and STEM will continue to be a focus in 2018. The S8 STEM team will lead the S8 schools in this area of growth and development. Teachers from the S8 will collaboratively plan and implement Project Based Units of work in Science, Geography and History.

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
S8 group collectively meet on a regular basis to collegially strengthen and enhance pedagogical practices.	Principal Release Days	School Principals from the S8 learning community meet each term to strengthen and enhance pedagogical practices. Staff continue to develop personal collegial networks within and beyond the S8 schools based on professional learning needs as identified in professional learning plans.
100% of staff share their expertise and best practice across KLA's and within the S8 group and the broader learning community.	Funds included in Strategic 2	All staff involved in the S8 have worked together to share expertise and best practice. An interschool S8 Young Innovators Day was organised to provide unique learning opportunities for students.
Staff indicate a positive impact on their leadership through a variety of opportunities to develop leadership skills.	Funds included in Strategic 2	All staff are accessing professional support from a variety of sources, including formal and informal collegial relationships. 100% of teachers complete the Performance and Development Framework with evidence of goal attainment.

Next Steps

The S8 created a position for a Professional Development Leader for 2018. Two Leaders have also been appointed to work with K–2 teachers and 3–6 teachers to devise programs to assist teachers to work collaboratively towards common goals. Our teaching staff will continue in their S8 leadership roles to enhance their capacity for leadership while engaging in structured professional learning programs to further develop their knowledge, skills and understanding. Engagement with the S8 team will have a strong focus on enhancing Project Based Learning and STEM opportunities for our students.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$1843	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.
Socio-economic background	\$10,500 Teacher allocation only	Provision of additional support in literacy and numeracy in K-2 class.



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	19	23	22	18
Girls	19	13	16	14

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.7	95.6	89.4	97.9
1	93.2	88.9	89.5	88.5
2	93.5	78.2	91.4	88.5
3	91.8	99.1	91.8	86.2
4	90	97.6	92.2	89.2
5	94.9	95.1	93.8	92.2
6	92.2	88.5	85.8	94.6
All Years	92.8	90.7	90.4	90.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Parents are required to provide an explanation for non attendance within a week of returning to school. Ongoing attendance concerns are referred to the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.38
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*Full Time Equivalent

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	0

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 give the school funding to support 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: STEM, Project Based Learning, Mindfulness and Critical and Creative Thinking.

On Staff Development day teachers have worked with the S8 schools to complete mandatory training in Child Protection, Code of Conduct, CPR and Anaphylaxis.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	42,759
Global funds	162,227
Tied funds	48,507
School & community sources	16,654
Interest	632
Trust receipts	0
Canteen	0
Total Receipts	228,020
Payments	
Teaching & learning	
Key Learning Areas	5,344
Excursions	6,736
Extracurricular dissections	12,342
Library	359
Training & Development	2,940
Tied Funds Payments	36,043
Short Term Relief	11,119
Administration & Office	122,078
Canteen Payments	0
Utilities	4,497
Maintenance	4,430
Trust Payments	0
Capital Programs	0
Total Payments	205,887
Balance carried forward	64,891

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

The information provided in the financial summary includes reporting from 1 January 2017 to 31

December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	132,902
Appropriation	64,891
Sale of Goods and Services	413
Grants and Contributions	17,534
Gain and Loss	0
Other Revenue	50,000
Investment Income	64
Expenses	-75,710
Recurrent Expenses	-75,710
Employee Related	-40,438
Operating Expenses	-35,272
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	57,193
Balance Carried Forward	57,193

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	419,639
Base Per Capita	5,807
Base Location	1,696
Other Base	412,136
Equity Total	22,159
Equity Aboriginal	0
Equity Socio economic	10,157
Equity Language	0
Equity Disability	12,001
Targeted Total	39,670
Other Total	2,749
Grand Total	484,216

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

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

School performance

NAPLAN

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

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



Parent/caregiver, student, teacher satisfaction

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

- It's a great small school. It's friendly, creative and the students have outstanding academic result
- It's a small school, and the teachers are one of its greatest assets. They offer varied talents, skills and experiences. The school builds a sense of belonging to a community. It offers a broad spectrum of life skills.
- Our school is a very small school but that is what makes it very special. The teachers and all the kids are like one big happy family. All the kids of all ages and gender playing and helping and interacting with each other– this eliminates separation and limitations socially for our children. The teachers know our children very well and they all work together to create a healthy and happy environment – from the gardens to the classrooms.
- CCPS is a great small school with teachers who really value small people and what they have to offer, with engaging programs and wonderful grounds and resources.
- Beautiful school with amazing values that teaches kids more than just a curriculum. The kid's behaviour with each other amazes me every time.
- Crabbes Creek School isn't an educational institution, it's an educational lifestyle. Guiding the fires of enthusiasm for learning with warmth, compassion and integrity.
- The kids get to learn in an extended family environment, they learn good life skills eg personal responsibility, sharing and looking out for others.
- Creative, hardworking and intelligent teachers and intelligent Principal who are all interested in their chargers.
- Fabulous small school fostering good values and a love of learning. High educational standards are maintained in quality learning environment.
- My children have loved this small school! They love the teachers and are always motivated to learn.
- The great variety of activities (both physical and mental) that are incorporated into the curriculum. We love the flexibility of the day/s to include mums, dads and outside presenters to teach the kids new skills and art forms. We love the interaction of all years together in so many classes and projects.
- Caring, committed teachers who want to be there. Thoughtful and creative programming.
- Community/Flexibility/No pressure/Very approachable/Support to individuals/Teaching great social skills/Supporting self-esteem
- High individual standards. A great balance between mainstream and alternative. A family atmosphere with an incredible personal attentiveness that the teachers pay to the children. Warmth!

- Flexibility, resilience, valuing each child for who they are and the ability to let them work at their own level.

As usual, the responses from the students were very positive. Students find the school to be a pleasant and safe place.

All teaching staff are highly supportive of the curriculum being delivered to the students and are satisfied that programs being implemented. The teaching staff all indicated a high level of satisfaction in their teaching roles at Crabbes Creek Public School.



Policy requirements

Aboriginal education

An effort is undertaken at Crabbes Creek Public School to maintain and provide programs that enhance student awareness, appreciation and a deep understanding of Aboriginal culture, history and contemporary Aboriginal life in Australia.

Teachers endeavour to embed specific elements and aspects of this learning into the programming of as many classroom and learning activities as possible. To increase student awareness and to honour the traditional owners of our land 'Welcome to Country' is included at all major events at our school.

In Term 3, 2017 K–6 participated in an excursion , "Dolphin Dreaming" at Byron Bay. Through story, dance and creative expression the students were provided with the opportunity to learn about the life and culture of the Arakwal people. Presented by Arakwal guides, the students joined traditional owners in art, dance and ceremonies, learning about the significance of the land and sea.



Multicultural and anti-racism education

In 2017 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.

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.