

Crookwell Public School

Annual Report



2017



1684

Introduction

The Annual Report for 2017 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

In 2017 a very professional, dedicated and collaborative school staff, who clearly understood the school's core purpose and vision, presented a balanced and differentiated curriculum to students, enabling a broad range of experiences and opportunities to be provided that motivated, captivated and engaged the interest of every student. Students finding the school environment safe, happy and supportive, focussed on their learning as they strived to achieve their very best. Students across the school are to be praised for their dedication and commitment to improving their learning outcomes.

I would also like to congratulate, thank and praise our highly dedicated and professional teachers who have worked collaboratively to ensure learning and learners remain at the centre of all that we do as a school community.

The wisdom and support of the dedicated school leadership team of Mr Michael Whittington and Mrs Jade Bell has been invaluable and is very much appreciated.

I also extend thanks to the office and support staff, both indoors and outdoors, the unsung heroes, who quietly go about their business behind the scenes to ensure the school operates as efficiently as possible on a daily basis.

Last, but not least I wish to also acknowledge and thank the hard working and committed P&C Association and the raft of volunteers who have provided support to teachers and students throughout the year. Your efforts are greatly appreciated and help make a real difference to the quality of education provided at Crookwell Public School.

Crookwell Public School's reputation as the school of choice continues, because of the talented students, dedicated staff and the wonderful school community.

As the Principal of Crookwell Public School I am honoured to deliver the 2017 Annual School Report which is 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

2017 P&C President's Report

Congratulations all students on another wonderful year. Be proud of all you have achieved this year both at school and at activities you participate in outside of school. You are an incredible group of students.

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

In 2017 the P&C have raised an outstanding \$35 205.00 some of which has been used to provide;

- Interactive TV for the Year 6 classroom – \$6899
- Donation to Nancy Martin Fund – \$2000
- Year 6 camp donation of \$1160 to cover travel costs
- Representative sport support of \$1200
- Kindergarten 2017 orientation gift at a cost of \$1000
- New infants readers \$7000

These funds have been raised through many and varied fundraising events such as catering at the Binda Picnic Races, the operation of the school canteen and uniform shop, calendar orders, bulb orders, toy catalogue orders, Mothers' Day and Fathers' Day stalls, a pie drive, Presentation Night Christmas raffle and the highly anticipated Colour Fun Run. 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.

It is with a tinge of sadness that I write this, my last report from me as President of the Crookwell Public School P&C Association. My youngest child is tonight graduating Year 6 and will move on to high school next year. I wish to extend a really big thank you to all the staff of Crookwell Public School for your support, encouragement and fabulous sense of humour over the past 15 years.

To all of the parents and carers please reflect on, and appreciate, all of the teachers and support staff who come to school with enthusiasm, passion and drive to see our children succeed. Appreciate all they contribute, the extra hours and finances to allow our children to attend Year 6 camp, overnight excursions, sporting competitions, leadership opportunities, debating, Schools Spectacular and wider community commitments such as Anzac Day parades and sculpture garden exhibitions. They give so much beyond their 'job description' and the reward for their efforts is seen in our children. Our children are challenged and encouraged to learn and grow and achieve as individuals, whilst participating in groups learning co-operation and tolerance as they grow from small adorable kindergarten children into the caring, lovable, learned, independent adults who all too soon will graduate from high school.

I would personally like to thank the members of the P&C committee for your dedication and hardwork 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 of Crookwell Public School.

Take care,

Sharon King

President

Crookwell Public School P&C Association

Message from the students

As Crookwell Public School's prefects for 2017 we feel incredibly honoured to be voted by our peers to this role. It has been a very exciting year for us and we hope that we have been ambassadors that Crookwell Public School can be proud of.

Highlights of 2017 for us include representing Crookwell Public School at the Anzac Day March, running weekly assemblies and, the event we are most proud of, hosting our annual Presentation Night.

As Year 6 students we have had many memorable moments. We think the most unforgettable were Peer Support Training which included a sleepover in the hall and, representing the school at the GCOPS concert where we performed a routine on the Djembe drums. We later performed the same routine at the biennial Crookwell High School MADD Night as well as recording the piece on the Dame Mary Gilmore CD. Of course Year 6 Camp has to rate very high on the list of great Year 6 activities along with, for some of us, performing in the Schools Spectacular and various PSSA sports events at school, district and state levels. All in all, Year 6 has been a tremendous year.

Our advice for future students, particularly Year 6 students, is to try everything the school has to offer. All the activities you can attempt add to your growth as a young adult as well as making school interesting and exciting.

We would like to take this opportunity to thank the whole school community: students, teachers, office staff, P&C, parents and the wider school community for your help and support throughout 2017. Thank you Crookwell Public School for seven great years of schooling and we wish the prefects for 2018: Addison, Emma, Joseph and Levi, all the very best as they take on their important role next year.

Mason Kearney, Hannah Shipton, Sean Ward and Chanel Allwright

2017 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 226, 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.

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 regularly 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, Targeting Early Numeracy Strategies (TENS) and Language, Learning and Literacy (L3) program. Students in Stage 1 also participated in the L3 program, Targeting Early Numeracy Strategies (TENS) and the Reading Recovery Program 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 such as Language, Learning and Literacy (L3), Focus on Reading and TENS 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, Relieving Principal for an Assistant Principal in Term 2, 2017, mentoring in the High Impact Leadership Project and Leading Aboriginal Education in Schools (Session 2, 2017). 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.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

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 reviewed and evaluated the English and mathematics Scope and Sequence based on the English and mathematics syllabi and literacy and numeracy continuums. All staff, once surveyed, indicated that the Scope and Sequences were effective for planning quality literacy and numeracy 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. Professional learning in Focus on Reading for the entire teaching staff in Term 2, 2017 has strengthened the knowledge around the teaching of 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)	Funds Expended (Resources)	Progress achieved this year
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.		Timetabling uninterrupted teaching and learning time to both English and mathematics has been a continued focus to allow for quality teaching and learning to occur on a daily basis. With a more focussed approach on the continuums in 2017 teachers and students have gained a greater understanding of the continuums and students are being exposed to specific elements of the continuums such as the language and what the clusters mean in relation to their individual progress. All students were plotted on PLAN using the DoE software and the magnetic boards in each classroom. Through consultation, all staff agreed to continue to implement the English Scope and Sequence with the inclusion of Focus on Reading strategies.
Increased proportion of students meeting the benchmarks on the literacy and numeracy continuum at the completion of each stage.		A whole staff analysis of 2017 PLAN and SMART data was completed in Terms 3 and 4 of 2017. Data was collated and presented to the whole staff at a staff meeting and then revisited at the Term 4 Staff Development Day, 2017 to inform teaching and learning directions for 2018. In 2017 Stage 1 students continued to participate in the L3 program. Students extended their reading, comprehension and writing strategies and therefore became more independent in all activities. This year 80% of Stage 1 reached or exceeded the reading benchmark of level 17 for Year 1 students and level 22 for Year 2 students. Data was collected every five weeks on student reading levels.

Next Steps

In 2018 we are aiming for staff and students to be introduced to the new Literacy and Numeracy Progressions which are taking the place of the literacy and numeracy continuums. In the interim, students will monitor 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 engaged in professional learning around the Progressions as well as the curriculum and PLAN2 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 2017. 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 2017. 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 improve our results in this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students, staff and parents actively engage in, and strive for, outstanding results in educational opportunities.		<p>Students have engaged in many educational opportunities in 2017. Crookwell Public School has attained outstanding results in programs including GCOPs concerts, chess, debating and public speaking, representative sport and particularly Schools Spectacular choir. Twelve students from Crookwell Public School were selected to perform as part of the 2700 strong combined choir at Qudos Arena for Schools Spectacular in 2017.</p> <p>In the area of sport three students were selected in PSSA South Coast representative teams; rugby league, hockey and cricket. Two students attained an impressive title of District Athletics Age Champion.</p> <p>Students demonstrated leadership qualities at school through their roles such as prefect, class captain, forum member, peer support leader and sports captain.</p> <p>Staff engaged in a range of professional learning opportunities in 2017. One Early Stage 1 and one Stage 1 teacher commenced L3 training in their respective stages. Two teachers participated in the Day 3 Building School Leadership in Aboriginal Education workshops. One teacher mentored a colleague in Building Capacity – Leading Learning Middle Executive Project. Two teachers shared expertise with a local school on PLAN, English Scope & Sequence and assessment. Two teachers facilitated Focus on Reading training for staff in the district for Term 2.</p> <p>Parents engaged in educational opportunities promoted by Crookwell Public School including Parent & Teacher Interviews, Tell Them From Me surveys, Meet & Greet and Orientation Week Workshops.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of students achieving at state average for NAPLAN assessments.		<p>Our 2017 NAPLAN results show positive growth in Year 3 Writing, Grammar & Punctuation and Numeracy. There has not been an increase in the percentage of students achieving at stage average for Year 3: Reading & Spelling and Year 5: Reading, Writing, Spelling, Grammar & Punctuation and Numeracy.</p> <p>In regards to the Premier's Priority of: <i>Increase the proportion of students in the top two NAPLAN bands by eight percent.</i> Crookwell Public School has been successful in attaining an 8% increase, or above, in the NAPLAN area of: Year 3 Grammar & Punctuation.</p> <p>There is an increase of students achieving in the top two bands for Year 3: Writing and Numeracy</p> <p>However compared to 2016 our Year 5 data is showing a negative trend in all NAPLAN areas.</p>

Next Steps

In 2018 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 an increased proportion of parents to 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. A thorough analysis of our 2017 NAPLAN data was undertaken in December. This information will be shared with all staff early in 2018 to distinguish the modifications or adjustments we will make to school learning programs in order to improve our NAPLAN results in 2018 and beyond.

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

Statistical evidence, coupled with survey data and anecdotal records, clearly demonstrate very sound and encouraging progress in Strategic Direction 3 of the 2015–2017 Crookwell Public School Plan. In 2017 a very professional, dedicated and collaborative school staff, who clearly have a shared vision for the school, presented a balanced and differentiated curriculum to students, where a very broad range of experiences and opportunities were provided to motivate, captivate and engage the interest of every student. Students found the school environment safe, happy and supportive, while staff found teaching self-disciplined students wanting to learn professionally satisfying. Above average attendance data in 2017 for both staff and students strongly supports this.

The school has extensive, strong and positive links not only with the parent community but also with the wider school community. The positive school culture and values are widely recognised across the community. The high regard with which the school is held within the community is evident from the strong community support received and from the fact that Crookwell Public School has become the school of choice, clearly demonstrated by the increased number of students enrolled at the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Shared school-wide value of student learning and attendance is evident through community interactions.		<p>Crookwell Public School is located in the centre of the Crookwell community making it convenient for the community to access the school and the school to access the community. In 2017 the strong partnership that exists between the community and the school continued to be enriched with members from the local community coming into the school to present activities such as police and fire safety talks, lead Harmony Day workshops, conduct sports clinics, provide sport training sessions, help with reading, assist with Middle School Program groups, work in the canteen, the uniform shop and attend P&C meetings.</p> <p>The school went out into the community to participate in events initiated by Crookwell SDN Preschool such as <i>The Magic Show</i> and Crookwell High School's <i>MADD Night</i>. The school also participated in the Clean Up Australia Day program, The Dame Mary Gilmore Weekend, environmental activities at Roslyn coordinated by the local Landcare team, Anzac Day commemorations, CWA Country of Study, The Crookwell Show, The Binda Picnic Races and busking in the main street area during Book Week, to name but a few.</p> <p>The school has an 'open door policy' and this was clearly demonstrated by the school consistently inviting family and friends to visit the school to participate in events such as the <i>Meet and Greet</i> afternoon and Parent/Teacher evenings, to watch book character parades and class assembly items, to participate in Easter hat making activities, to assist with reading programs and sporting events.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Shared school-wide value of student learning and attendance is evident through community interactions.		The school received generous financial donations from the community and in turn students, through the Crookwell Public School Forum financially supported local community charitable initiatives.
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.		<p>In 2017 a very positive balance between academic, cultural, social and sporting pursuits was achieved. This allowed and encouraged students from across the school to participate in activities in which they had a particular interest or talent. This enabled students to 'star' in preferred areas and motivated them to extend their knowledge and skills in their area of particular interest.</p> <p>In addition to very strong and effective teaching in each of the six Key Learning Areas across each of the stages, debating and public speaking workshops and inter-school competitions were provided for Stage 3 students to further develop students' knowledge, skills and understanding.</p> <p>Students from Kindergarten to Year 6 had the opportunity to recite poetry, dance, sing, and present musical and drama items during the weekly assembly items where every enrolled child performs four times per year for family, friends and invited guests. In addition, Stage 2 and 3 students had the opportunity of participating in the Schools Spectacular Concert, GCOPS (Goulburn Community of Public Schools) Concert and Crookwell High's MADD (Music, Art, Drama and Dance) Night. Parental and community expertise and guidance was invaluable in assisting the choir, soloists, musicians and dancers.</p> <p>Inclusive social programs such as 'Clear Minded for Life', the Year 6 fete, 'Playground Sounds', term socials, book character parades and Easter hat parades added a sense of fun and promoted a strong feeling in students' belonging to a large collaborative and cohesive team.</p> <p>Students had the opportunity to participate in swimming, athletics and cross-country carnivals in addition to specific fitness programs such as gymnastics and sports clinics. Sports such as soccer, rugby league, hockey, basketball, cricket and netball were played competitively against other schools. In 2017 the school's equestrian team was reactivated with students very successfully participating in an equestrian carnivals against equestrian teams from other independent, Catholic and government schools. Parents played a crucial role in the sporting arena by adopting the roles of coaches and managers.</p> <p>Strategies, utilising intrinsic rather than extrinsic measures, were unanimously utilised by staff to encourage and promote self-discipline in students. Zero suspensions or expulsions bear testimony to the effectiveness of these strategies.</p>

Next Steps

As the new 2018–2020 Crookwell Public School Plan is developed, it is of paramount importance that the progress of the 2015–2017 Crookwell Public School Plan is recognised, valued and capitalised on, to ensure the new plan is at least as effective as the old plan in terms of Wellbeing. It must be ensured that a wide range of quality programs across each of the academic, cultural, social and sporting areas are provided to captivate every students' interest and attention. Students despite their level of advantage or disadvantage must find Crookwell Public School an inclusive environment, where self-disciplined students are encouraged to be lifelong learners in a happy, warm, safe and stimulating environment.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$113 240	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. The impact of 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 more 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.
Socio-economic background	\$83 417	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.
Aboriginal background loading	\$7 668	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 PLP 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. This source of funds also subsidised speech therapy for three Aboriginal students in the school. Reconciliation Week celebrations and NAIDOC Week activities were supported through this source of funding, which included a visit by an Aboriginal performer who introduced forms of Aboriginal music to the students, displayed Aboriginal artefacts and shared some of the history of the Aboriginal



Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	103	103	107	118
Girls	114	114	111	108

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	93.7	93.8	94.9
1	93.5	95.2	93.6	95
2	95	95	94.6	95.2
3	95.5	95.2	95.7	94.8
4	95.5	93.8	95.8	95
5	89.1	93.8	95.2	94.5
6	94.6	93.8	94.6	93.6
All Years	94.4	94.3	94.8	94.7
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	7.94
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.42
Other Positions	0

*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	21

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. Two staff members gained accreditation at proficient in 2017.

Examples of professional learning accessed by staff

engaged in 2017 included:

- Targeting Early Numeracy Strategies (TENS)
- L3 (Language, Learning and Literacy) Early Stage 1 and Stage 1
- Code of Conduct update
- Child Protection update
- Emergency Care, CPR, Asthma and Anaphylaxis training
- Principal Network Meetings – Southern Tablelands
- Assistant Principal Network Meetings – Southern Tablelands
- Building School Leadership in Aboriginal Education
- NSWTF Deputy and Assistant Principal Conference
- WH&S Induction e-learning
- Merit Selection Panel Training e-learning
- Focus on Reading (Phase 1) Workshops
- NSWTF Representative Women's Conference
- Best Start Assessment Training
- Beginning Teachers Conference
- High Impact Leadership – Mentor
- Reading Recovery Support Teacher
- Non-teaching staff PDP Supervisor e-learning
- Injury Management & Return to Work training
- Cardholder Purchasing Card Training
- NSW Public Schools Leadership and Management Credentials
- LMBR training
- Enhancing transition from preschool to school
- Spelling and the NSW English K–6 syllabus
- iPlay leader training
- Braille Level 1

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	120,468
Global funds	89,538
Tied funds	142,520
School & community sources	38,541
Interest	1,064
Trust receipts	5,666
Canteen	0
Total Receipts	277,329
Payments	
Teaching & learning	
Key Learning Areas	4,007
Excursions	6,182
Extracurricular dissections	9,647
Library	237
Training & Development	0
Tied Funds Payments	80,080
Short Term Relief	484
Administration & Office	54,065
Canteen Payments	0
Utilities	14,768
Maintenance	26,825
Trust Payments	2,156
Capital Programs	31,342
Total Payments	229,791
Balance carried forward	168,006

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	443,782
Appropriation	366,511
Sale of Goods and Services	5,799
Grants and Contributions	71,392
Gain and Loss	0
Other Revenue	0
Investment Income	81
Expenses	-322,000
Recurrent Expenses	-322,000
Employee Related	-135,173
Operating Expenses	-186,827
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	121,782
Balance Carried Forward	121,782

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	1,638,946
Base Per Capita	33,316
Base Location	21,634
Other Base	1,583,995
Equity Total	204,325
Equity Aboriginal	7,668
Equity Socio economic	83,417
Equity Language	0
Equity Disability	113,240
Targeted Total	80,670
Other Total	50,517
Grand Total	1,974,457

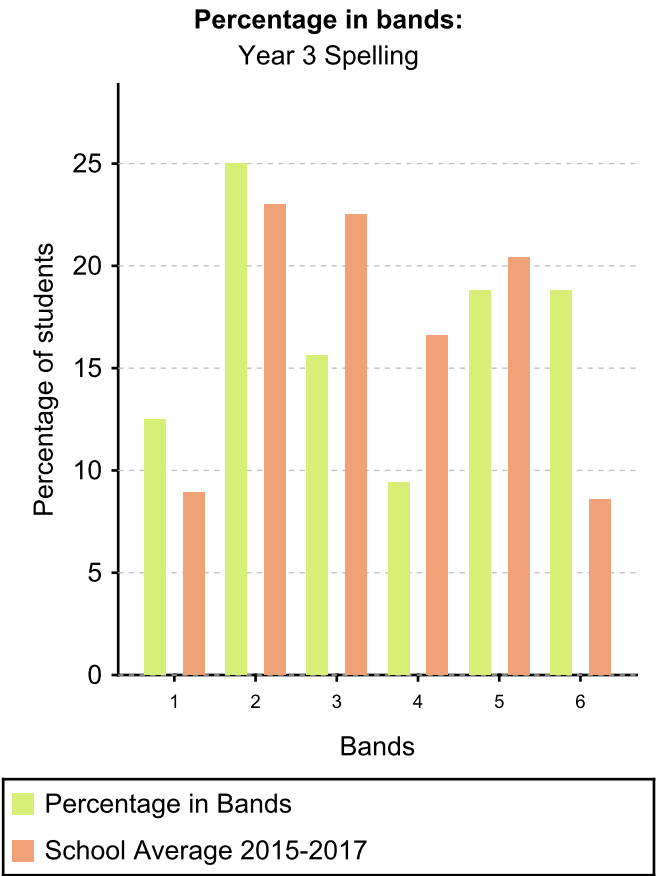
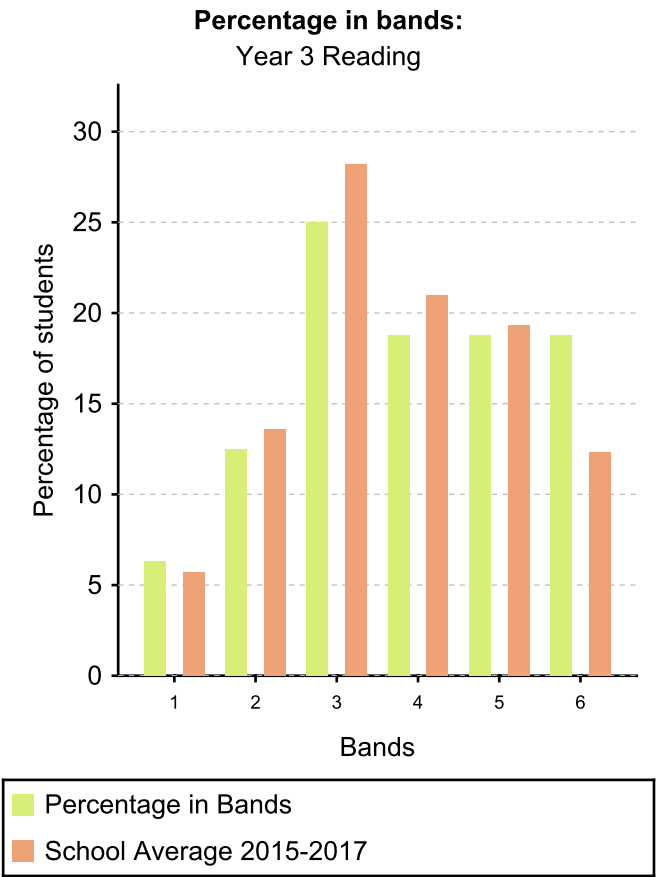
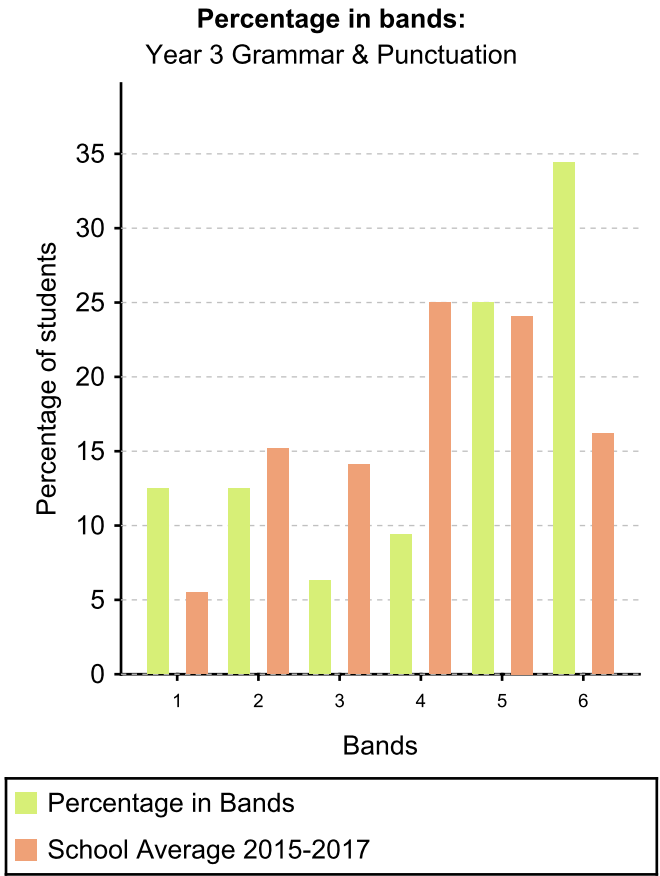
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

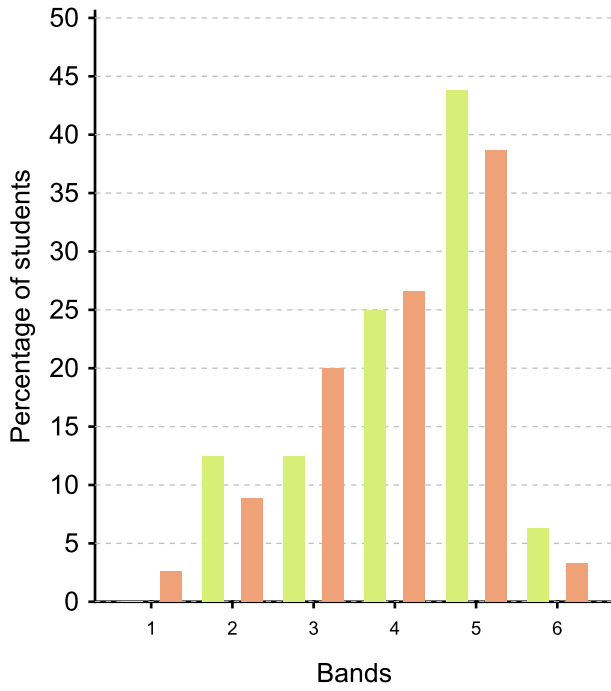
School performance

NAPLAN

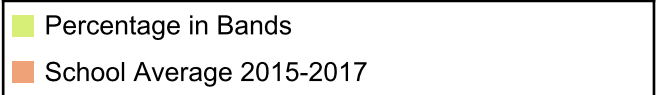
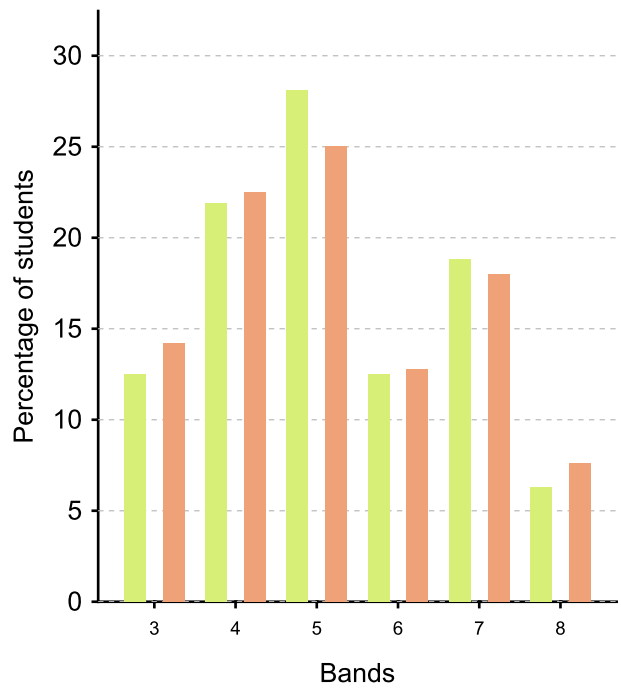
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



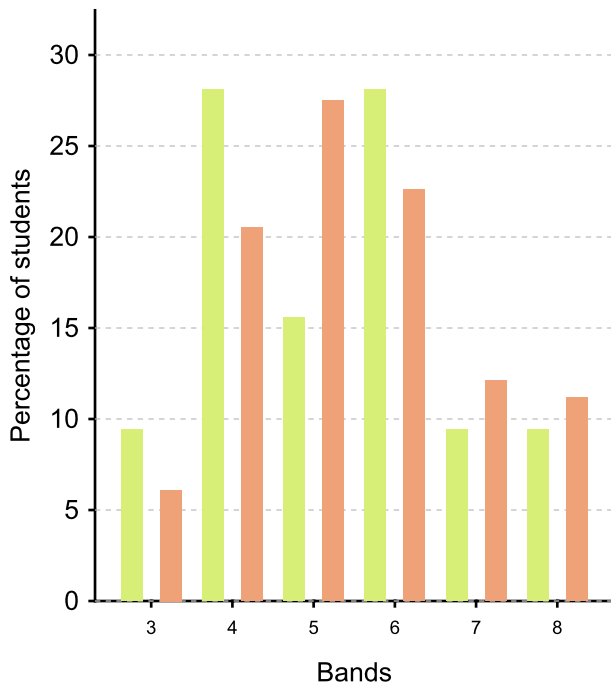
Percentage in bands:
Year 3 Writing



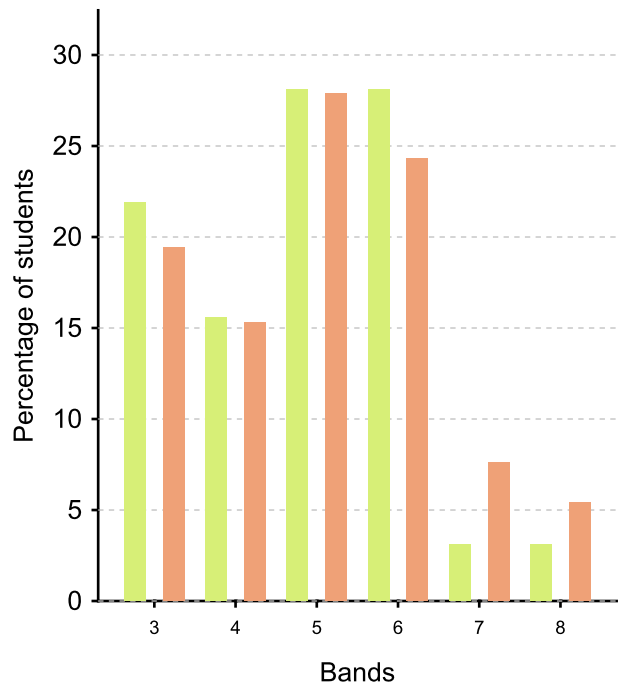
Percentage in bands:
Year 5 Reading



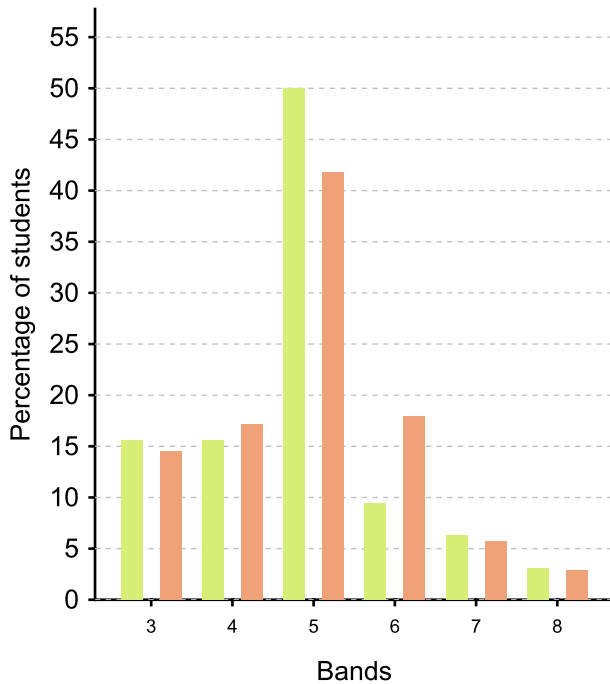
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

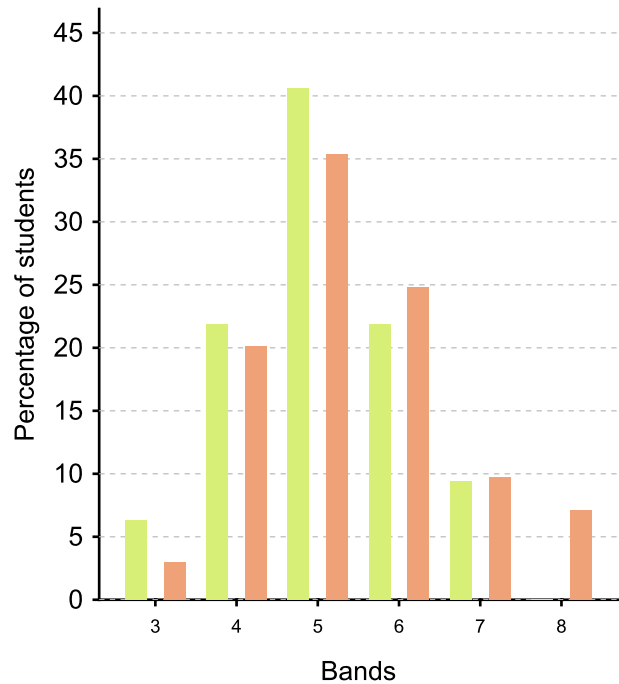


Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy

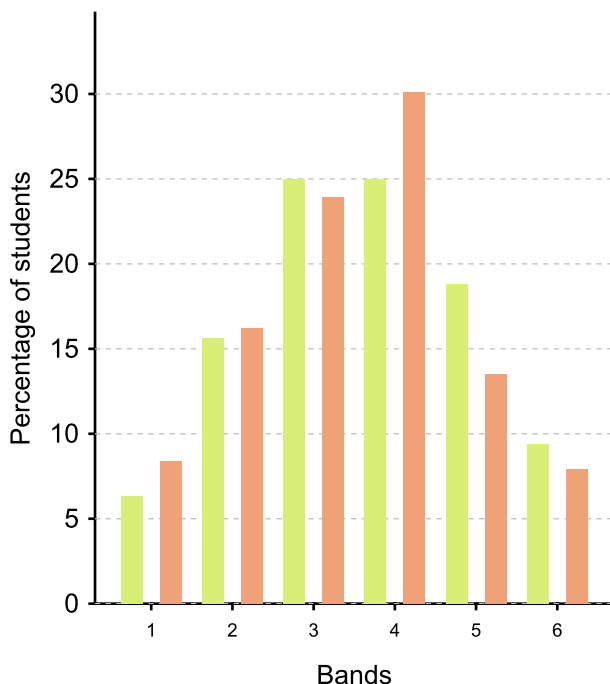


Percentage in Bands
School Average 2015-2017

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

In regards to the Premier's Priority of: *Increase 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 area of: Year 3 Grammar & Punctuation. There is an increase of students achieving in the top two bands for Year 3: Writing and Numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions about the school of parents, students and teachers. In 2017, 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. 86 students in the school completed the survey.

Social – Emotional Outcomes

74% 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. 91% of students had positive relationships, having friends at school they can trust and who encourage them to make positive choices. 91% of students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 65% of students in this school were interested and motivated in their learning while 87% of students tried hard to succeed. 39% 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 14% 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 7.7 out of 10.

Relevance

Students find classroom instruction relevant to their everyday lives. In this school, students rated Relevance 7.8 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 8.0 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 7.4 out of 10.

Positive teacher–student relations

and encourage independence with a democratic approach. In this school, Positive Teacher–Student Relations were rated 8.1 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 6.2 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 school work, 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: 8.8 out of 10

Parents are informed: 7.8 out of 10

Parents support learning at home: 6.6 out of 10

Parents feel the school supports learning: 7.8 out of 10

Parents feel the school supports positive behaviour: 8.6 out of 10

Parents feel their children are safe at school: 8.2 out of 10

Parents feel the school is inclusive: 7.9 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: 8.1 out of 10.

Learning Culture: 7.8 out of 10.

Data informs practice: 7.7 out of 10.

Teaching Strategies: 7.5 out of 10.

Technology: 6.3 out of 10.

Inclusive School: 7.6 out of 10.

Parent Involvement: 6.3 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: 7.4 out of 10.

Planned Learning Opportunities: 7.7 out of 10.

Quality Feedback: 7.2 out of 10.

Overcoming Obstacles to Learning: 7.6 out of 10.



Policy requirements

Aboriginal education

Aboriginal Education is highly recognised and respected at Crookwell Public School. In 2017 our school provided opportunities for students to become more aware and responsive towards Indigenous culture. 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 excellent 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. Two students were this year nominated as candidates to be considered for the 2017 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 2017. 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 Support Team

The Learning Support Team at Crookwell Public School consists of numerous staff including: Assistant Principal, Learning and Support Teacher, Reading Recovery Teacher, School Learning Support Officers, School Counsellor, Vision Itinerant Teacher and classroom teachers. The Learning Support Team meets every term in weeks 3, 6 & 9 to discuss student learning and welfare issues surrounding academic programs, social skills, wellbeing, behaviour management, attendance and support interventions. The team assigns recommendations and future plan to support students in areas of need. In Term 4 review meetings took place to set goals to support students for further success in 2018.

Language, Literacy and Learning (L3)

Language, Literacy and Learning (L3) is a research based literacy program that is implemented in the early years of schooling. It is a literacy intervention that targets reading and writing skills. It intends to provide rich literacy experiences through systematic, informed and explicit teaching aimed at addressing individual student needs. This program allows for every child to have increased opportunities to achieve learning outcomes. At Crookwell Public School, L3 is implemented across Kindergarten to Year 2. In 2017 one Early Stage 1 teacher and one Stage 1 teacher trained in the program.

Best Start

The Best Start Assessment Program occurs at the beginning of the school year before Kindergarten students start school. It evaluates literacy and numeracy skills that each student brings to school. It is performed by the Kindergarten teachers in the classroom. The assessment measures students' early reading and writing, their ability to communicate and, how they recognise and work with numbers, groups and patterns. After this screening occurs, parents receive a report informing them of their child's results. It also provides suggestions and strategies that parents can use at home to assist their child's learning. The information collected about each student is used by the teachers to inform their teaching program, gather an indication of student's prior knowledge and monitor student progress throughout the year.

Focus on Reading

The Focus on Reading program is implemented in Years 3–6. It is a concentrated literacy learning program to support the explicit teaching of reading, vocabulary, text fluency and with a huge emphasis on comprehension. The researched based program identifies these key literacy aspects and justifies the need for these to be at the forefront of our teaching. It allows educators to incorporate reading and comprehension throughout all Key Learning Areas of

the curriculum. In 2017, two staff who attended Focus on Reading training in 2016, successfully trained all Crookwell Public School staff in Phase 1 of the program. All staff members have implemented Focus on Reading in their classrooms during 2017.

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 including Memorial Oval, the hospital and school surrounds. All students happily contributed to the day by taking ownership of a specific area within or around the school, ensuring its care and cleanliness.

Land Care tree planting at Roslyn

Students in Stage 2 participated in the local environmental land care program on the 19th October. Students learned about native flora and fauna, pests and threats to local ecosystems through various workshops. Students also enjoyed the opportunity to help plant over 200 native trees throughout the day in the beautiful spring sun.

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 tree planting initiatives in the primary years to expand their thoughts and theories is an experience that all students enjoy. Infants enjoyed the hands on approach to science when learning about materials that have the ability of melting, freezing and liquefying.

Technology

This year Crookwell Public School purchased 45 new HP laptops which are located both in the Technology Centre and the library. With the installation of the schools Wi-Fi the laptops are able to be better utilised for student learning and engagement. We have also purchased 2 additional Interactive Televisions which are located in the Year 6 and Year 5 classrooms.

Library

Crookwell Public School Library exposes all students from Kindergarten through to Year 6 to quality literature. Students participate in weekly library lessons where they have the opportunity to browse and borrow

from the extensive range of fiction and non-fiction books. During library sessions, students learn important research and library skills that are embedded in the different subjects being taught such as Health and Science. The shelves are well stocked with a wide range of carefully selected books and resources alike. Technology such as the interactive whiteboard, computers and ipads, are utilised during library lessons to enhance and support student learning. The school library is also used to host our annual book fair. The school library is open every day of the week during lunch periods, where students can relax and read quietly. There is plenty of space for student's fabulous artworks to be displayed, and creativity is encouraged.

National Simultaneous Story Time

Students across the school participated in the National Simultaneous Story Time. Students around the country in schools, libraries, preschools and child care centres shared their enthusiasm for reading by simultaneously reading the same story. Students enjoyed the story "The Cow Tripped Over the Moon" by Tony Wilson this year and enthusiastically completed literacy and creative activities to support the reading.

Primary students read the book and examined various versions of childhood rhymes and attempted to recreate their own versions of them. Students visited the local library to participate in their community read of the story and Kindergarten worked with the Early Learning Centre to help younger children enjoy the story and complete craft activities centred around the themes of the book.

Games and Gadgets

Students across Kindergarten to Year 6 participated in a new STEM based program called Games and Gadgets. This program educated students on responsible gaming and the reasons behind the health benefits of responsible gaming. Students also painted using robots, build robots to play music and programed robots to move around. 30 students and 2 teachers also participated in an intensive whole day workshop working with Robotics. Students had to either build a dance bot or a rescue bot. Dance bots were built and programed to complete a dance routine to music within a given time. Rescue bot's were constructed and programed to move around a course and locate an item and move it to safety. Students were excited with this new initiative and look forward to the possibility of using these skills to compete in interschool competitions.

Premier's Reading Challenge

Crookwell Public School's participation in the Premier's Reading challenge this year has been very pleasing with approximately 30% of Kindergarten – Year 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. Ten students in Stages 2 and 3 successfully completed the Premier's Reading Challenge, entering

their progress data independently. Some 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 2017. All students should be very proud of their efforts.

Book Fair

Crookwell Public School hosts the Scholastic Book Fair in the Library, annually. Teachers, parents, students and the wider school community have the opportunity to purchase a wide variety of quality texts and products. With the monies raised, we purchased an extensive selection of new and exciting books for the library. There was a record number of sales, which resulted in an excess of book club rewards to be claimed and used to purchase books in the future.

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, Music, Art, Drama and Dance (MADD Night), Schools 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

Crookwell Public School successfully auditioned for Schools Spectacular Choir for the second year in a row. Students Chanel Allwright, Alana Hollis, Logan Knight, Connor Osborne, Makayla Cole, Mya Hape, Bonita Holman, Saxon Long, Jessie McCann, Riley Osborne, Emma Ward and Addison Whittington joined a cast of over 5 700 Public School students from across the state, performing in four breathtaking performances to crowds in excess of 10 000. The performances held in November at Qudos Bank Arena, Olympic Park, Sydney were the culmination of weeks of rehearsals. In addition to performing our students experienced the culture of Sydney with ferry rides on the harbour, dinner in Chinatown, commuting on peak hour trains and gaining pivotal skills of independence. The students believe that Schools Spectacular gave them the experience of a lifetime and strongly encourage Stage 3 students to audition for the highly contested event next year.

Year 6 Drumming and Dance

This year provided some new opportunities for our senior students through the Year 6 Dance Group. A small group of 12 students were involved in this group and worked closely with a teacher to choreograph and rehearse a dance item. This item was then used to audition for the 2017 Schools Spectacular. Students

performed at a whole school assembly, as well as at the Goulburn Community of Public Schools (GCOPS) concert and at the Music Art Drama and Dance (MADD) night at Crookwell High School.

Year 6 also formed a Djembe Drumming Group. Djembe is a style of West African drumming. Students greatly enjoyed this experience, performing for the school as a whole class, as well as travelling to Goulburn and the local high school to perform and the GCOPS concert and MADD night alongside the dance group.

These two opportunities further involved Year 6 students in the performing arts, establishing interest and confidence in performing onstage, as well as further developing an appreciation for music and dance.

Physical Programs

Sport

The students of Crookwell Public School were provided with a wide range of sporting opportunities throughout 2017. 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 2017 once again 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 hockey, Jesse Croker made the NSW team with Mason Kearney, Tilly Plumb and Namphone Hattam being selected for the South Coast team. Sean Ward, Mason Kearney and Cameron Herd were all successful in making the South Coast cricket squad. In rugby league, Sean Ward was also successful in making the South Coast team. Lillian Skelly and Luke Palmer were the District Athletics and Cross Country Age Champions for 2017.

Carnivals

Crookwell Public School offers students 3 sporting carnivals each year, providing students with the opportunity to display their athletic abilities. These carnivals consist of swimming, athletics and cross country. Students this year have become even more competitive, students represented Crookwell Public School at the Crookwell/Goulburn district carnivals and many participated at the regional carnivals.

SPACEpo

External sporting events are regularly attended by students, one of these include the Sports and Culture Expo (SPACEpo). This event that is always supported

by Crookwell Public School. In 2017 Year 3 and 4 students take part in laser tag, cricket, netball, golf, art and emergency services demonstrations.

Hockey Gala Day

The Hockey Gala day is a competition that Crookwell Public School assisted in organising this year. Schools from the Crookwell and Goulburn District attend a friendly hockey competition to include all students in hockey, with modified rules and shortened fields. The hockey gala day was a great success seeing over 70% of primary students attending. Students who participated ranged from NSW state players to first timers.

Gilbert/Croker Rugby League

The Gilbert/Croker Rugby League Competition is an annual event held in Goulburn. Crookwell Public School attended with two competitive rugby league teams and over 10 touch footy teams. For the first time in the history of the Gilbert/Croker Cup Crookwell Public School won the final in both the Year 3/4 division and the Year 5/6 division. This allowed the Year 5/6 team to gain a place in the Legends of League competition held in Sydney in August.

Gymnastics

Over the course of Term 2, all students participated in weekly gymnastics lessons run by Vaughn Edmonds. 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 and abilities. Students thoroughly enjoyed the program and the variety of new movements and skills that they experienced and developed throughout the program.

Swimming Program

In Term 1, students in Years 2 and 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 reinforced students learning and further promoted swimming for both sport and enjoyment.

School Hockey

This year Crookwell Public School entered both a girls and a boy's hockey team into the PSSA competition. While the girls were unlucky in the early rounds the boys proceeded to become both Riverina and South Coast Champions and bringing them closer to the State Championships. For the first time in a long time, the boys were lucky enough to qualify for the State Championships. The boys attended the Gala Day Championships at Macarthur and fought hard against some very talented hockey teams gaining third place in

the state. The team showed tremendous courage and sportsmanship and made the school proud for their fantastic effort. Five players within our school shone with their hockey skills and were chosen to represent the South Coast Hockey Team in 2017. Namphone Hattam and Tilly Plumb were selected for the girls' team and Jesse Croker, Sam McGregor and Mason Kearney proudly represented the boys South Coast team. Jesse Croker was also selected into the NSW PSSA Hockey team for 2017, an amazing achievement.

Girls Touch Football

The CPS Girls Touch football team consisted of eleven girls from Year 6, Year 5 and Year 4 and was coached by an enthusiastic parent: Liddy Skelly. This team entered in the 2017 NSW PSSA Knockout competition for Touch football. This year the girls were defeated in Round 1 by Bradfordville Public School in a friendly and skilled game. The girls then went on to attend a NSW Touch Gala Day at Carr-Confoy Park in Goulburn who were undefeated in their pool.

Infants Sport

Each week students from Kindergarten, Year 1 and Year 2 came together to participate in a variety of sport activities. Some of these exciting sport activities included yoga, Rock and Water, Zumba, basketball, soccer, mini tabloids, catching and throwing and dodge ball. Physical activity is vital for a child's development and lays the foundation for a healthy and active life. By participating in these regular sport activities our students gained a variety of benefits, including promoting healthy growth and development, improving balance, coordination and strength, assisting with the development of gross motor and fine motor skills and providing the opportunity to develop fundamental movement skills.

Infants Athletics Carnival

Our infants Athletics Carnival was held at school in Term 1 this year due to inclement weather. Students enjoyed participating in class running races, parent races, sibling races and teacher races. Students divided into sports teams to rotate around tabloid activities, including obstacle course, egg & spoon races, skipping, tunnel ball and catching and throwing activities, ran by teachers and parent helpers. Parents and guests remained at school for a picnic in the shade with their family members.

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 2017 Hannah Shipton, Chanel Allwright, Mason Kearney and Sean Ward 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 Training

Peer Support ran each Friday during Terms 1 & 2 in 2017. Training for all students in Year 6 took place in March with Year 10 students from Crookwell High facilitating training sessions over two days. Peer Support Groups were formed comprising students from each stage across the school, led by two Year 6 students. Under the guidance of Peer leaders the groups participated in sessions based on strategies to overcome bullying, designed to:

- Enhance self esteem
- Build resilience
- Cope with their changing environment
- Foster positive relationships with others
- Contribute to the wellbeing of the school community

In a change from usual practice, the Peer Support training for Year 6 students continued throughout Friday night with a 'sleepover' in the school hall. Students participated in a variety of Peer Support games before a barbeque dinner. Year 6 students spoke enthusiastically about this change and recommend that it continues to be included in Peer Support training.

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 their parents proudly present them with their badges. Class Captains take on additional responsibilities in and out of their classroom demonstrating and modelling excellence, leadership and self-discipline.

Student Forum

Two members from Years 2–6 are elected to the School Forum annually. In 2017, the forum continued to support charities such as Jeans for Genes, and Crazy Hair Day. Forum raised money for the school through different activities such as Hot Dog day, Mini-Olympics, tuck shops, and a movie afternoon. With monies raised, forum was able to purchase new soccer goals for the bottom oval, an eye catching sign for the Buddy Bench, and is looking into refurbishing the school's basketball court. Forum organises a fun filled social each term for the students to enjoy.

School Community Events

Book Week

Every year, the Children's Book Council of Australia holds Book Week to celebrate and promote Australian children's literature. This year the theme for Book Week was "Escape to Everywhere." Crookwell Public School's book week celebrations were a sight to be seen! During book week, students participate in a variety of Literacy and Numeracy activities, based on quality literature. In 2017, students had a great deal of fun dressing up as their favourite book character for the book parade and attended a special assembly run by the Year 6 Library Monitors. Teachers dressed up as

the cow from 'The cow tripped over the moon' by Tony Wilson and Laura Wood, this year's National Simultaneous Story time book. Book week is a wonderful opportunity to share the enjoyment and appreciation of literature.

ANZAC Day March

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.

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.

Colour Fun Run

This year we held our first Colour Fun Run. The student body and their families put in an amazing effort with their fundraising and raised over \$9500.00 for our school. The day was a huge success and both the staff and students enjoyed the fun run and were all shades of colour by the end of the day! The money raised was used to purchase over 800 new books for our new home reading program, 'Read to Succeed'.

Grandparents Day

Grandparents Day celebrates the role grandparents and older people play in our society – both the things they have done, and the things they keep doing. Grandparents are very special people in the lives of young people and Grandparents Day is a time to spend with an older loved one and connect across the generations. This year many grandparents, great grandparents and special guests visited our school to participate in activities with their student family members. There was an array of activities for all ages and classes including traditional games, succulent plant potting, sun catcher art and Bingo! It is always lovely to meet and speak to all the wonderful grandparents who are so fond of their grandchildren. The smiles on students', grandparents' and teachers' faces showed us just how important these people are in our lives!

Garden Show

Crookwell Public School students were once again happy to participate in the Willowtree Sculpture Garden

competition in 2017. Through the participation of after school workshops, students constructed organic forms using natural materials (bird nests). Congratulations to Addison Whittington and Isla Stephenson who both achieved recognition and commendation for their efforts.

The opportunity to showcase Crookwell Public School's creative/artistic talent was rewarded through the public sales of all the student sculptures. Well done to all students for their efforts.

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 Public School community.

Year 6 Sport and Recreation Camp

Once again this year, 39 Year 6 students and 4 teachers spent an amazing week at Sydney Academy of Sport and Recreation. Both students and staff enjoyed a fabulous week in the sunshine. There were many highlights including high ropes, rock climbing, archery, abseiling, raft building, canoeing and so much more, with a particularly memorable experience being the whole day spent exploring Palm Beach. The students thoroughly enjoyed the experience and successfully overcame many challenging activities, demonstrating teamwork, problem-solving and communication skills. The week also served to consolidate and build friendships and to further prepare students for the challenges of high school. Undoubtedly stories and fond memories from Year 6 Camp 2017 will be told for many years to come.

Year 5 Camp

Year 5 attended a two-day camp in Canberra at the beginning of Term 3 this year. The camp involved engaging educational opportunities in a variety of learning areas. Year 5 were taken on guided tours at the War Memorial, Parliament House, Mount Stromlo Observatory and the Australian Institute of Sport. There were plenty of opportunities for general tourism as well. Many of the students experienced their first night away from home, which was an important step in their personal development.

Harmony Day

Harmony Day encourages the celebration a range of

cultures and traditions within our local and extended communities. Students at CPS thoroughly enjoyed experiencing different foods, traditional dances, language and arts from a wide range of cultures. Crookwell Public School celebrated Harmony Day in 2017 through volunteer workshops run by local members of the Crookwell community who shared various aspects of their unique cultures, including local Indigenous stories, Laos culture, Mexican Day of the Dead, Mandarin language and Maori culture.

Flying Start

The Flying Start program is aimed at children who are looking to start school the following year. It operates every Monday morning during Term 2 and Term 3 from 9:30 until 11:00am. The program is designed to provide a successful foundation for students to begin their schooling. It includes structured learning activities and routines which are intended to promote a smooth transition for students and parents entering Kindergarten in 2018. This program supports the students to build confidence in the school environment, become aware of school routines, develop and foster friendships and extend their social and emotional skills. Thirty four children participated in the Flying Start program during 2017.

Middle School Program

The Middle School Program was very popular with students, parents and community members in 2017. 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 martial arts, wood work, paper craft, bush survival skills, fairy and troll gardens and bike maintenance and safety.

Fruit and Vegetable Month and The Big Crunch

Students across the school participated in Fruit and Vegetable Month to bring awareness to increasing the consumption of fruit and vegetables within our daily diets. Students participated in cooking tasks to experiment with new tastes in their 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. Students also participated in the 'Big Crunch' in which students attempted to increase their daily intake of vegetables. Students became more familiar with a larger variety of vegetables and were able to experience eating a greater range of vegetables. They also learnt the benefits of eating vegetables and how to increase their daily consumption.

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 every day from 9.30 until 11.45am, during Week 6 of Term 4. Twenty three students attended throughout the week and participated in activities to prepare them for school in the following year. While students are engaged in classroom experiences, parents and family members attended information workshops in the school's Technology room. These workshops were facilitated by staff members and school volunteers and they are designed to inform parents and family members about programs offered at Crookwell Public School and ways in which they can become involved in their child's learning. On Friday of that week, students and parents attend a presentation in the school hall, where all students receive a *Welcome to School Pack* which is donated by the school's P&C committee.

Visiting Performances

Forum invited two entertaining performances to visit our school in 2017. In Term 1, we hosted our favourite science based show, *Jollybops*. This performance captivated us with loud explosions and with Rusty the Robot's hilarious sense of humour. During Term 3, an Aboriginal performer, *Phil Geia*, presented interesting Indigenous stories told through songs and dance. This was a show to help celebrate NAIDOC Week.

Playground Sounds

Crookwell Public School was excited to host Playground Sounds this year on Wednesday 22nd November. Students and staff danced and moved to a range of different music tracks, working up a sweat. The event was thoroughly enjoyable for all participants and will be happily remembered as a highlight of the year!

Life Education

Healthy Harold and the Life Education van visited Crookwell Public School in November. The Life Education team provided students with an interactive and engaging experience. Students learned about a variety of aspects of physical and mental wellbeing and how to maintain it. Each year group was provided with a different learning experience relevant to their age. Students and teachers were given resources for follow-up activities to consolidate the learning that took place in the Life Education sessions.

Beautification Committee

There have been many fantastic changes made to the interior and exterior of Crookwell Public School in 2017. The school and P&C have worked tirelessly to continue improving the grounds and facilities of our school. The school residence has been utilised as a Beyond Curriculum Centre to provide more equitable services

such as speech therapy, occupational therapy, counselling, playgroup and music to students and the community. The library has undergone minor refurbishments including the design and relocation of the borrowing desk and browsing computer. There are plans for a more comprehensive refurbishment of the library for 2018. A tree audit was completed in June to check, monitor and remove any trees that are considered low, medium or high-risk.

Rock & Water

In 2017 K–2 students participated in the Rock & Water program with a trained Rock & Water teacher. The Rock and Water program aims to awaken the individual's awareness of their own strength and opportunities and the ability to play, work and live together with other people in a rapidly changing and multicultural society.

The program allows students to receive support in their personal development, in making balanced and individual choices, and in finding their own way in life. It benefits each individual in their physical, social and emotional development.

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.

University Students

Four university students completed placements at Crookwell Public School in 2017. The students came from a range of universities including Curtin University, The University of New England and Charles Sturt University. During their placements the pre-service teachers prepare for teaching by being involved in observations, lesson planning, behaviour management, supervision and all school events. Placements took place in Early Stage One, Stage One and Stage Three classrooms. It is a very positive experience for university students, our school and our students.

Work Experience

Year 10 High School students chose to partake in work experience at Crookwell Public School. They worked

with small groups of students in literacy and numeracy. As well as enjoying sport activities they also experienced some of the other roles of teachers such as playground duty and lesson preparation. In 2017 three high school students participated in work experience at Crookwell Public School.

Gifted and Talented

Debating

Crookwell Public School entered two teams in the Premier's Debating Challenge in 2017. The debating season commenced with students from the Year 5 and Year 6 debating teams travelling to Bowral Public School to participate in a debating workshop run by Tony Davey from the Arts Unit. Students were given instruction in the three Ms of debating: Manner, Matter and Method. Later in the day they put this into practice when each of the students had to defend their argument and rebut the opposing team on the topic of "School Uniform Should be Banned". The teams went on to participate in debates against Braidwood Central, Sutton and Jerrabomberra Public Schools as well as the two teams challenging each other. Topics covered the areas of education, the media, health and fitness, and parents and kids.

Public Speaking

For the past 22 years the Multicultural Perspectives Public Speaking Competition has been encouraging primary school students to explore ideas of multiculturalism in Australia, as well as giving them a place to practise their public speaking skills and improve their confidence.

Primary students at Crookwell Public School participated in this competition by preparing a speech on a variety of pre-set topics each with a theme of multiculturalism. Each student presented their speech to their class. Students were selected from each class to represent their year group at the school final of the Multicultural Perspectives Public Speaking Competition. From this group of speakers, two students from Stage 2 and two students from Stage 3 were chosen to represent Crookwell Public School at the regional final of the competition.

Stage 3 students Ari Stephenson and Saxon Long along with Florence Dark and Luke Palmer from Stage 2 competed in the South Coast Region Queanbeyan 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 our four representatives, while not progressing to the next level, did Crookwell Public School proud. They delivered their prepared speeches clearly and confidently. Each student also had to deliver an impromptu speech with only five minutes preparation time. The topic for Florence and Luke was "My Best Friend" while Ari and Saxon each presented an impromptu speech on "We Control the Future".

Chess Team

In 2017, Crookwell Public School formed a talented team of chess players to compete in two state-wide chess tournaments. The CPS chess team comprised of a mix of students from Stages 2 and 3. In Term 3, a one-day tournament was held in Moss Vale where an individual CPS chess team gained second place out of 37 teams. Chess is a great strategic game that challenges and develops key skills in problem solving, memory and creativity. Well done all team members!

Equestrian

In 2017 Crookwell Public School formed an equestrian team and represented the school at the New South Wales Interschool Equestrian competition. Four Crookwell Public School students competed against NSW Public Schools, Catholic Schools and Independent Schools at Camden Bicentennial Park in November. These students were highly successful bringing home an array of ribbons and received an award of excellence. The equestrian program caters for all abilities from beginning riders, including special needs, to experienced open rings for students from Kindergarten to Year 12.

STEM Camp

During the Term 3 break one teacher and six students participated in an intensive three day STEM Camp. The camp challenged students in the areas of Science, Technology, Engineering and Mathematics. They challenged their ideas, worked in teams and created a variety of objects including building a tricorder to use for GPS, temperature reading and communicating through Morse code. Students were challenged and had to expand their thinking, all students thoroughly enjoyed the experience.