

Crystal Creek Public School

Annual Report



2017



1690

Introduction

The Annual Report for **2107** is provided to the community of **Crystal Creek 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.

Crystal Creek Public School has an enrolment of 87 students and is situated in a rural setting 11km west from Murwillumbah. Crystal Creek Public School is committed to providing quality teaching and learning in an environment that fosters respectful and successful learners, along with confident and creative individuals who are responsible, informed global citizens. The school has a clear vision for learning that is future focused. Crystal Creek Public School has a dynamic teaching staff with a mixture of experience and expertise. Student wellbeing initiatives ensure our students are in a safe, supportive and engaging learning environment based on self-care and respect. Our high expectations are consistent with each student's ability and the belief that all students can achieve their personal best. We value and promote strong partnerships with our families, the local community and educational networks.

Brad Davis

Principal

School contact details

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School background

School vision statement

To broaden and enrich the school experience of our students in preparation for high school and beyond by collaboratively providing outstanding school and group programs that engage students.

To continually improve literacy and numeracy standards through the planning, development and sharing of high quality, consistent teaching and learning programs

School context

Crystal Creek Public School has an enrolment of 87 students and is situated in a rural setting 11km west from Murwillumbah. Crystal Creek Public School is committed to providing quality teaching and learning in an environment that fosters respectful and successful learners, along with confident and creative individuals who are responsible, informed global citizens. The school has a clear vision for learning that is future focused. Crystal Creek Public School has a dynamic teaching staff with a mixture of experience and expertise. Student wellbeing initiatives ensure our students are in a safe, supportive and engaging learning environment based on self-care and respect. Our high expectations are consistent with each student's ability and the belief that all students can achieve their personal best. We value and promote strong partnerships with our families, the local community and educational networks.

Our Community of Schools group is made up of four small rural schools situated in the Tweed Valley. We have a similar range of students with a similar variety of abilities and backgrounds. While each school retains its own individual character and identity, each is committed to working together to achieve our shared vision and prepare our students for a successful transition to Wollumbin High School.

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.

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/self-evidence-guide>

Strategic Direction 1

Literacy

Purpose

To improve student learning and outcomes in Literacy through the development and delivery of consistent high quality teaching practice in all areas of English

Overall summary of progress

Overall targets for Literacy were achieved greater than expectations, with 100% of Year 3 students testing at or above the national minimum standard for Reading, Writing, Spelling Grammar and punctuation in NAPLAN. 100% of Year 5 students tested at or above the national minimum standard for Reading and 91% for Writing and Spelling.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN trend data to 2017		
NAPLAN student growth data from Year 3 to Year 9		

Next Steps

Focus on maintaining above or expected growth with an additional focus on increasing the percentage of students in the top two bands for NAPLAN



Strategic Direction 2

Numeracy

Purpose

To improve student learning and outcomes in numeracy through the development and delivery of consistent high quality teaching practice in all areas of mathematics

Overall summary of progress

Overall targets for Numeracy were achieved greater than expectations, with 91% of Year 3 students testing at or above the national minimum standard for Numeracy in NAPLAN. 100% of Year 5 students tested at or above the national minimum standard for Numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN trend data up to 2017		
NAPLAN student growth data Year 3 to Year 9		

Next Steps

Focus on maintaining above or expected growth with an additional focus on increasing the percentage of students in the top two bands for NAPLAN



Strategic Direction 3

Engagement

Purpose

To enhance the engagement of students in the learning process to improve learning outcomes

Overall summary of progress

By observing student engagement and experience of classroom practices alongside student performance measurements Crystal Creek PS teachers have been able to quantify how much difference they make to learning. Using survey data from students and teachers, student engagement has increased significantly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff, student, community responses recorded via surveys		
Engagement plans and strategies embedded in routine business of schools in the group.		

Next Steps

Further enhance student engagement through future focussed learning initiatives



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	The funding allocation equity loading for Aboriginal students was \$648.	The funds contributed to support teachers to meet the additional learning needs of Aboriginal students. In addition these funds also contributed towards enhancing the school's cultural responsiveness.
English language proficiency	The funding allocation for English language proficiency was \$9,246.	This loading was combined with other sources and used to support the English language learning of EAL/D students in at Crystal Creek School this year. The loading was allocated as a flexible teaching component.
Low level adjustment for disability	The funding allocation for low level adjustment for disability was \$6,043	Principals and learning and support teams consulted with staff, parents or carers to determine the best way to provide personalised learning support for students in accordance with their additional learning needs. This allocation was combined with other school and local resources to support students who have additional learning and support needs without the requirement for a formal diagnosis of disability. The flexible funding was used to purchase additional school learning support officer time to support students and teachers.
Quality Teaching, Successful Students (QTSS)	The funding allocation Quality Teaching, Successful Students (QTSS) was \$6,000.	QTSS allocations were combined with other resources to provide release time for teachers to establish collaborative practices in the school, and indeed across a number of neighbouring schools, allowing teachers to work together and learn from each other by observing and discussing how they develop lesson plans and assessment tasks. The allocation was also used to provide comprehensive and focused support for teachers with the accreditation processes they need to undertake and with the new Performance and Development Framework.
Socio-economic background	The funding allocation for Socio-economic background was \$34,277.	The equity funding was combined with other resources and used to support the school strategic directions and maximise opportunities to explore innovative practices that support continuous improvement in student achievement. The main areas for spending were: a focus on literacy and numeracy as the foundations for learning, providing challenging and rich learning experiences across the curriculum and building leadership capacity with students, teachers, school leaders and community.
Support for beginning teachers	The funding allocation for Support for beginning teachers was \$4063.	The Beginning Teacher Support Funding was used to enhance the professional growth of teachers during their induction period in a variety of ways including: observing other teachers' lessons; engaging in collaborative practices; evaluating impact of their teaching on student progress and achievement; and compiling evidence to achieve mandatory accreditation at Proficient Teacher level with the NSW Education Standards Authority (NESA).

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	33	42	51	46
Girls	32	27	39	40

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.9	92.6	92.8	91.3
1	93.5	92.6	91.1	90.3
2	89.9	92.6	87.4	87
3	94.6	93.3	93	92.7
4	89.9	93.5	90.5	90
5	97.5	89.3	94.1	88.3
6	96	94.1	90.8	92
All Years	93.2	92.7	91.4	90.1
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

Crystal Creek Public School is proactive in managing students of non attendance. Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of a concern. These students are monitored closely through: Weekly staff welfare meetings, consistent communication with parents by notification letter, telephone or interview, stringent adherence to HSLO procedures, and meetings between the Principal, teachers and parents to discuss areas of concern and ways the school can support improved attendance.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.51
Other Positions	0

*Full Time Equivalent

In 2017, 15% of the workforce identify as being of Aboriginal or Torres Islander descent

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

The teaching staff at Crystal Creek Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. As well staff has been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring school leaders. 100% of permanent teaching staff are accredited as proficient teachers.

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.

<You may use this text box to comment on:

- voluntary school contributions
- any significant variation between income and expenditure
- high levels of retained income and retained income held in trust
- significant expenditure on student curriculum materials, resources and technology.>

Delete text not required.

Receipts	\$
Balance brought forward	115,856
Global funds	132,264
Tied funds	127,877
School & community sources	18,106
Interest	1,351
Trust receipts	1,894
Canteen	0
Total Receipts	281,493
Payments	
Teaching & learning	
Key Learning Areas	8,230
Excursions	3,784
Extracurricular dissections	4,766
Library	1,035
Training & Development	1,044
Tied Funds Payments	134,777
Short Term Relief	19,975
Administration & Office	30,557
Canteen Payments	0
Utilities	9,761
Maintenance	15,529
Trust Payments	1,894
Capital Programs	0
Total Payments	231,351
Balance carried forward	165,998

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	179,478
Appropriation	169,403
Sale of Goods and Services	620
Grants and Contributions	9,339
Gain and Loss	0
Other Revenue	0
Investment Income	116
Expenses	-126,059
Recurrent Expenses	-126,059
Employee Related	-64,608
Operating Expenses	-61,451
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	53,419
Balance Carried Forward	53,419

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

School performance

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	722,151
Base Per Capita	13,754
Base Location	1,819
Other Base	706,578
Equity Total	70,541
Equity Aboriginal	658
Equity Socio economic	34,277
Equity Language	9,246
Equity Disability	26,358
Targeted Total	94,090
Other Total	8,406
Grand Total	895,187

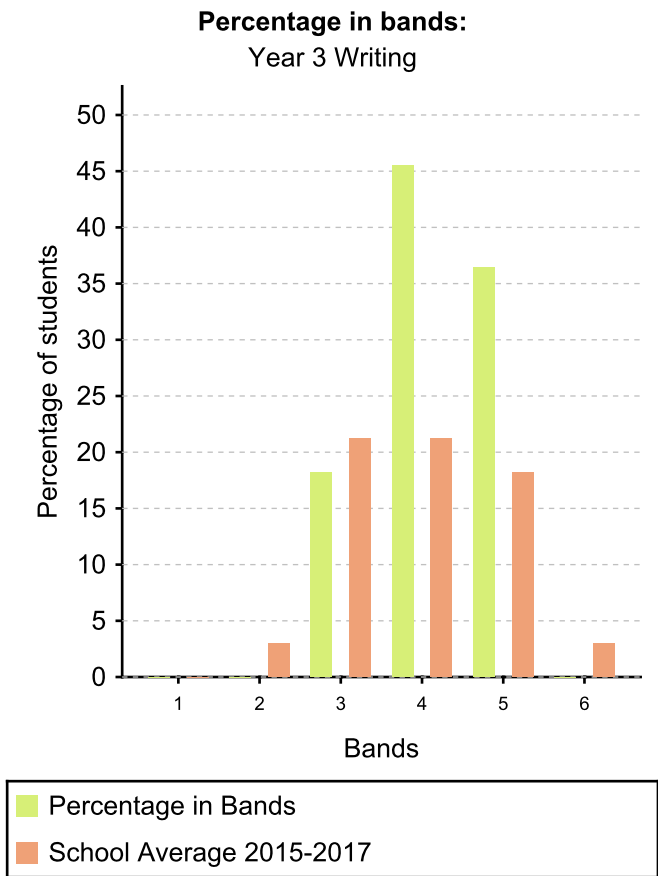
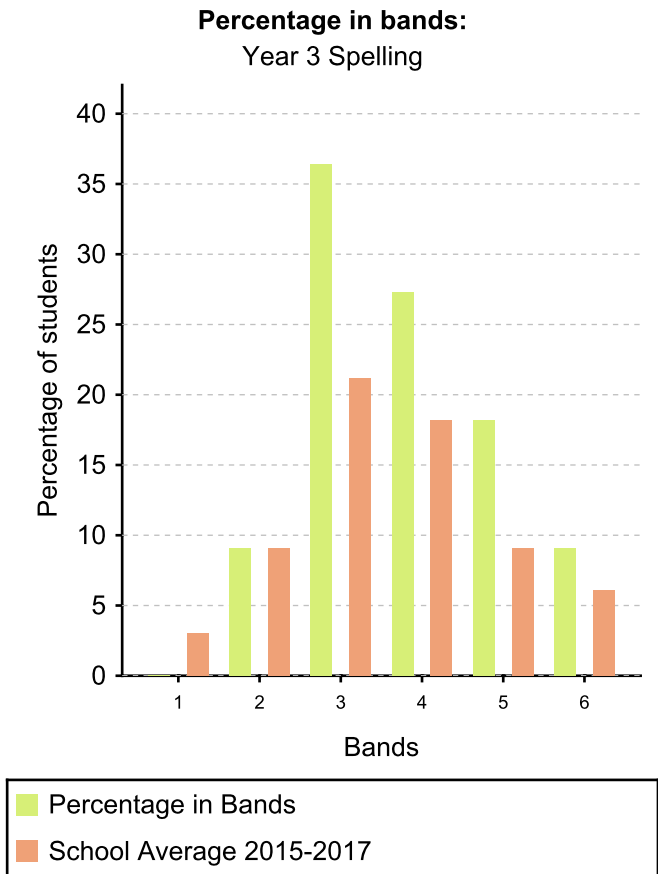
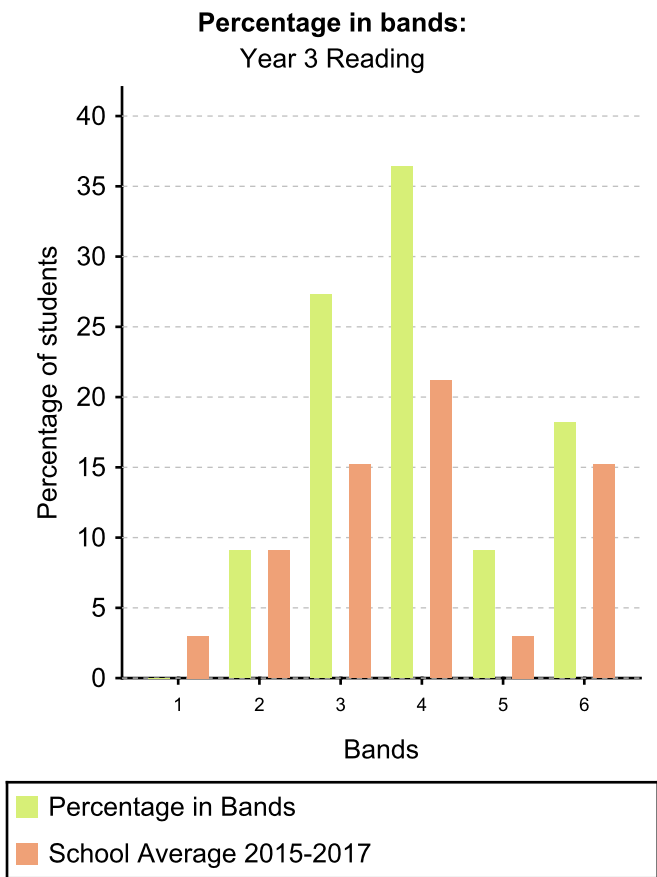
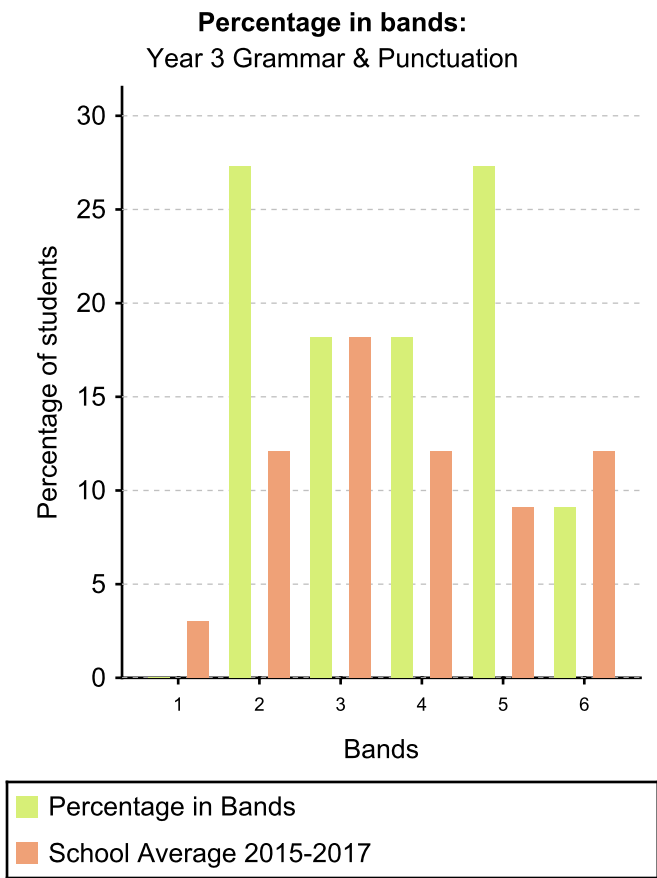
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

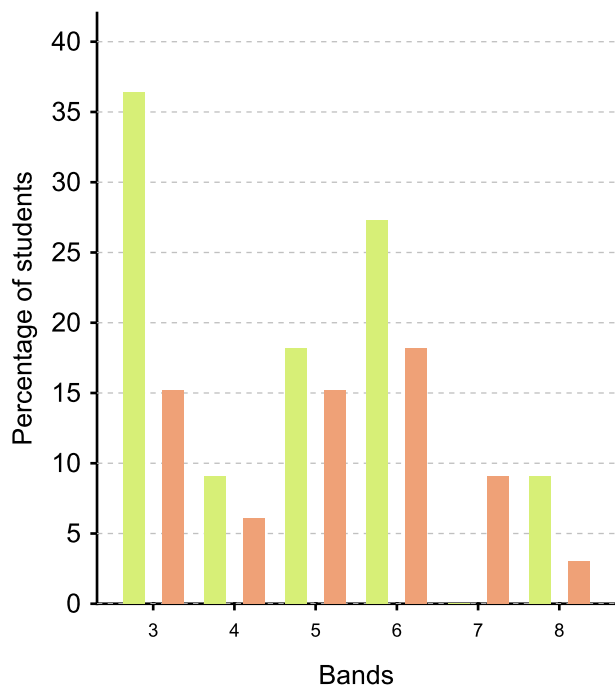
NAPLAN

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.

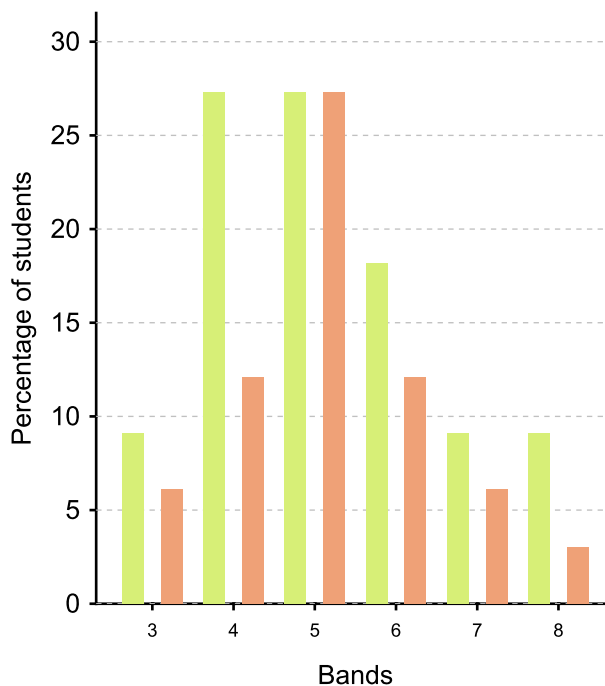
In 2017 Crystal Creek PS. had 100% of Year 3 students test at or above the national minimum standard for Reading, Writing, Spelling Grammar and punctuation. 100% of Year 5 students tested at or above the national minimum standard for Reading and 91% for Writing and Spelling.



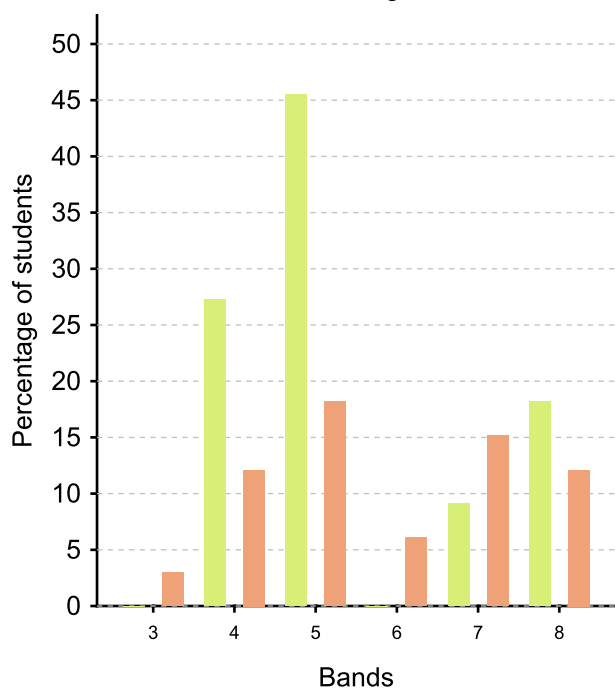
Percentage in bands:
Year 5 Grammar & Punctuation



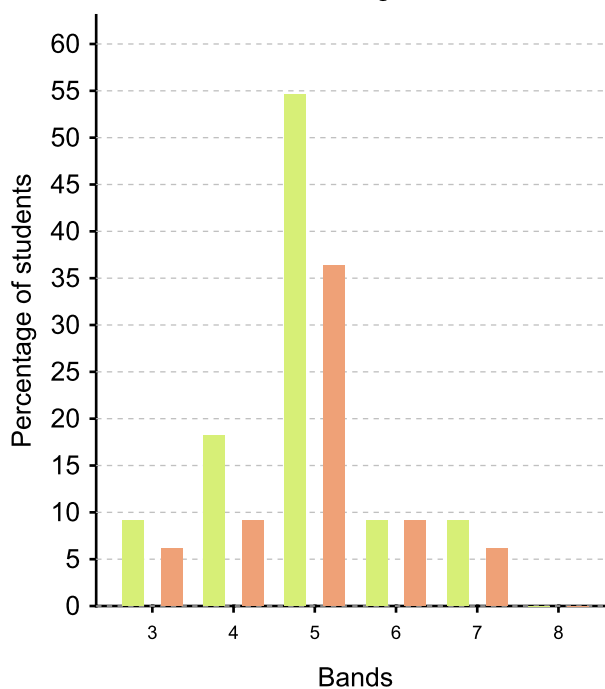
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

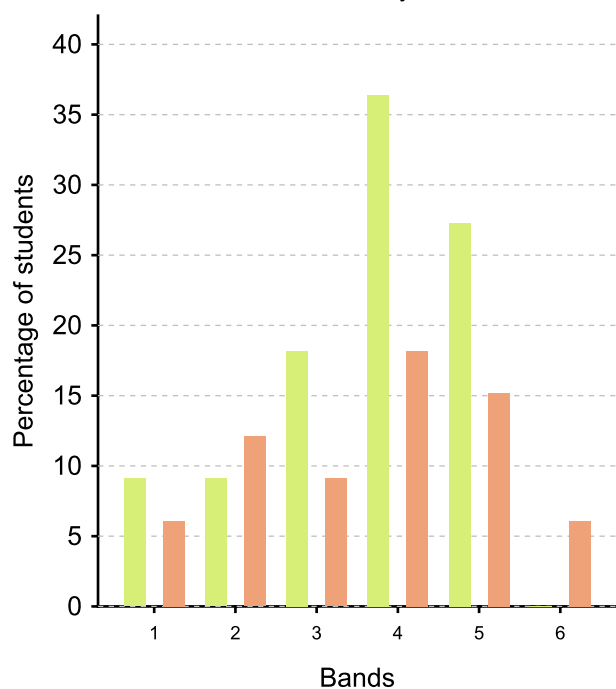


Percentage in bands:
Year 5 Writing



In 2017 Crystal Creek PS. had 91% of Year 3 students at or above the national minimum standard for Numeracy, while 100% of Year 5 students were at or above the national minimum standard for Numeracy.

Percentage in bands:
Year 3 Numeracy



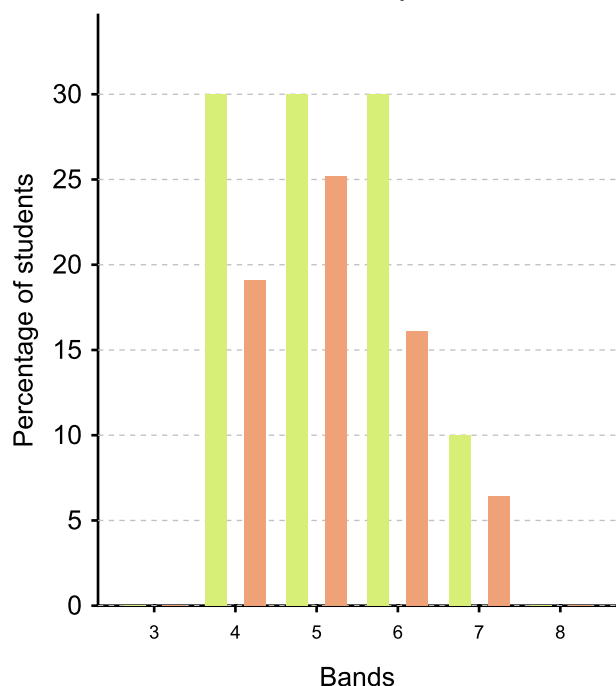
Percentage in Bands
School Average 2015-2017

opportunities to receive information about and discuss their child's learning. The school's procedures for reporting to parents is based on the department's policy and developed in consultation with parents/carers and teachers.

Crystal Creek Public School provides parents/carers with a written report on their child's learning at least twice per year. The components of the written report meets the Policy Standards.



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.>

Crystal Creek Public School provides parents/carers, throughout the school year, with formal and informal

Parent/caregiver, student, teacher satisfaction

To determine our school identity and improve communication and engagement within our school community and the wider community Crystal Creek PS teaching staff and Principal designed and implemented a Communication and Engagement Plan. The Communication and Engagement Team met to establish a collective vision and key directions for the school. A SWOT analysis was used to identify **Strengths, Weaknesses, Opportunities** and **Threats**. Key strengths identified were: Child centred learning, Innovative teaching, Environmental programs and parental involvement.

Next, two focus groups were conducted with students and parents to establish perceptions of the school's identity. Using this information an extensive survey was designed and conducted with students, parents and teachers. Results of the survey were overwhelmingly positive.

100% of parents indicated that Crystal Creek PS staff provide a nurturing and caring environment for students and feel welcome in the school. While 92% of students indicated that they were happy at school.

Further findings include: 88% of parents think that Crystal Creek Public School encourages students to do their best and 92% of parents read the school newsletter each fortnight. 86% of students have a high sense of belonging, 96% of students feel that their learning is important and 92% of students feel that they are trying hard to succeed in their learning.



Policy requirements

Aboriginal education

Crystal Creek Public School is committed to the continual improvement of the educational outcome and well being of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. In 2017, four students identified as being of Aboriginal and/or Torres Strait Islander descent. Crystal Creek Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of

the Aboriginal people in the following forms: Acknowledging the traditional custodians of the land in all assemblies; Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples; A staff member filling a role as an Aboriginal Education Liaison Officer to oversee Aboriginal Education policies, programs, initiatives and events.



Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help to support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony. There were no reported incidents of racism in 2017.