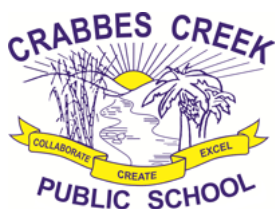


Crabbes Creek Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Crabbes 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.

Brev Belleville

Principal

School contact details

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School background

School vision statement

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

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

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

Our school motto is Collaborate, Create, Excel

School context

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The results of the self assessment process indicated that in the School Excellence Framework or **Learning**: Crabbes Creek Public School is delivering. The aspirations and expectations of our students and parents are known and inform planning for learning. We believe our school offers a curriculum that meets departmental requirements that is engaging and creative. Our school provides a high expectations framework, that all students enjoy while developing their knowledge, understanding and skills.

The results of this process indicated that in the School Excellence Framework domain of **Teaching**: Crabbes Creek Public School is delivering. Teachers collaborate within our school and across the S8 COS group to share curriculum, knowledge, feedback and other information about student progress and achievement to inform the development of evidence based programs such as literacy, numeracy and STEM to meet the need of all our students. A school wide approach to effective and positive classroom management is evident. All teachers have successfully maintained a high

level of expertise through professional learning that facilitates effective strategies in teaching.

The results of this process indicated that in the School Excellence Framework domain of **Leading**: Crabbes Creek Public School is delivering. Our engaged community has cultivated an exceptional educational environment. We have achieved this through strategic planning. Crabbes Creek Public School community members have embraced opportunities to engage in, support and implement curriculum to create meaningful learning.

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 and Wellbeing

Purpose

Excellent schools have a strategic and planned approach to develop whole school well-being processes. These processes support the well-being of all students so that they can connect, succeed, thrive and learn. Our purpose is to develop engaged, self-directed and resilient learners through a focussed approach to professional learning surrounding the 'What Works Best' document. We aim to develop in students the ability to set goals, self-direct and articulate their learning.

Overall summary of progress

Students continue to develop skills in setting goals, maintaining self direction and articulate their learning intentions. Crabbes Creek Public School are working towards maintaining our key strategic directions and developing whole school processes..

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student engagement and satisfaction analysed through surveys, interviews, observations and data collection which show ongoing improvement.	Nil	Students continue to develop skills in goal setting, peer and self reflection activities that demonstrate growth and foster engagement in their own learning.
School is 'Excelling' (SEF/Wellbeing) through self-assessment or External Validation processes.	Nil	The self assessment process indicates delivering in all three areas of teaching, learning and leading. Crabbes Creek Public School is delivering in the element of wellbeing. The external validation process will be completed in 2019.
Increase the proportion of students achieving proficiency in line with the Premier's Priorities.	Nil	Crabbes Creek Public School are reevaluating implementing a plan to ensure the students are achieving proficiency in line with the Premiers Priorities.
Students will achieve their year appropriate expected growth in Literacy and Numeracy.	nil	School and external assessment data indicates that most students are achieving expected year level outcomes in Literacy and Numeracy.

Next Steps

Crabbes Creek Public school will continue gather data and assess it to inform strategic planning to improve learning and wellbeing.

Strategic Direction 2

Excellence in Teaching

Purpose

Highly skilled and passionate teachers are an essential part of improving student outcomes. Our purpose is to create stimulating, challenging yet supportive professional environment for teachers which uses research to underpin quality practice. We understand the need for genuinely collaborative planning dialogue and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the school. We understand that effective professional learning and coaching/mentoring is crucial to developing teacher capacity.

Overall summary of progress

Staff this year engaged in regular team meetings. Within the S8 community of schools staff met to receive professional learning and spent time collaboratively planning. Teachers rated these sessions highly with 95% of teachers rating the sessions a 7/10 or higher.

Crabbes Creek Public school implemented a formal process to gather data using the product PAT. This online data tool along with school based assessment enabled teachers to gather baseline data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Regular staff evaluation and feedback of professional learning, coaching and mentoring indicates increased engagement, understanding and capacity for all staff.	\$3,250 – S8 Professional learning coordinator. 8 Teacher release days.	Staff surveys were positive although the biggest impact being the ability to have time to meet.
Staff teams regularly and systematically collaborate using student data to improve teacher practice and student outcomes.	\$3,250 – S8 Professional learning coordinator. 8 Teacher release days.	Staff indicate an improved use of student data to improve teacher practice and student outcomes.
The school is deemed to be excelling through the self-assessment or External Validation process in the area of Effective Practice and Learning and Development.	Nil	The self assessment process indicates delivering in all three areas of teaching, learning and leading. Crabbes Creek Public School is delivering in the element of Effective Practice and Learning and Development. The external validation process will be completed in 2019.

Next Steps

Staff will continue to be involved in team meetings across the S8 community of schools. Formal processes have been set up across the S8. Staff will meet each term and have a full day to collaboratively plan and engage in professional learning

Crabbes Creek Public school will continue gather data and assess it to inform strategic planning.

Strategic Direction 3

Whole School Improvement

Purpose

A focus on whole school improvement requires excellent leaders who have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. Our purpose is to enable a self-sustaining and self-improving community that will continue to support the highest levels of learning.

Overall summary of progress

The S8 community of schools employed a Professional Learning Coordinator one day a week. This Professional Learning Coordinator was employed to drive targeted professional learning across the community of schools. The Professional Learning Coordinator organised staff development days and coordinated professional learning hubs across the S8 CoS. These hubs had a particular focus. Firstly they began with targeted Professional Learning and then teachers engaged in gaining feedback on the implementation of ideas used in these hubs through teacher observations. The S8 community of schools also continued to work as a team towards a set of goals. At the beginning of the year staff aligned strategic directions and Principals met every term to drive progress towards these targets. Through this collaboration Principals continued to develop our team leaders and encourage collaboration across the S8 community of schools. They worked with team leaders to help understand how to build collaboration and put strategies in place to ensure teachers could learn from each other.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff are engaged in collaborative partnerships building capacity, leadership and facilitating mentoring through observations, stage meetings and community of school / network groups.	\$3,250 – S8 Professional learning coordinator. 8 Teacher release days.	Feedback from teachers shows that Professional Learning and collaborative planning is positively impacting on the quality of teaching occurring within the classroom.
Consistent data collection that shows improved student performance, which informs planning.	Nil	Crabbes Creek Public School implemented and analysed internal and external data to inform planning to improve student outcomes.
The school celebrates successful teaching and learning and improvements in student and school results.	Nil	Crabbes Creek Public School participated in and held regular event, to celebrate successes in teaching and learning. Such as open day, science fair and end of year awards ceremony.

Next Steps

Crabbes Creek will continue to be an active participant in the S8 CoS. The group will Continue to support the Professional Learning Coordinator. We will collaborate and evaluate current implementation of this role to ensure teachers develop high quality professional learning that involves deep learning in specific areas.

Crabbes Creek Public school will continue to gather data and assess it to inform strategic planning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$733	Students participated in integrated learning across all KLA's and participated in significant days including NAIDOC day and Harmony Day.
Low level adjustment for disability	\$4,505	Continued progress identified with ongoing assessment and focused individualised learning at point of need in both Literacy and Numeracy.
Quality Teaching, Successful Students (QTSS)	\$6,723	Resources were incorporated into weekly timetable to provide additional learning support and professional development.
Socio-economic background	\$10,672	Staffing allocation incorporated into weekly timetable to provide additional learning support.

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	23	22	18	21
Girls	13	16	14	21

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.6	89.4	97.9	89.8
1	88.9	89.5	88.5	88.7
2	78.2	91.4	88.5	76.5
3	99.1	91.8	86.2	83.4
4	97.6	92.2	89.2	94.6
5	95.1	93.8	92.2	86.1
6	88.5	85.8	94.6	90.6
All Years	90.7	90.4	90.6	87
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Teachers mark the roll electronically in EBS ontrack. Parents may explain an absence with either a signed note or in person. Unsatisfactory attendance is reported to the Principal. The Principal will endeavour to contact the student's family/carers for an explanation of absences. The Principal will notify the school liaison officer if absences cannot be satisfactorily explained.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.42
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

There are no teachers who identify as Aboriginal or Torres straight Islander.

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

Crabbes Creek Public School staff participated in a variety of professional learning session.

As a whole staff we have participated in training around the , the new Science and Technology Syllabus, writing and implementing Personalised Learning Plans and Mandatory CPR, Anaphylaxis, Emergency Care, Code of Conduct and Child Protection training.

Staff participated in collaborative planning and teacher moderation sessions.

Two teachers attended the 'Revised Best Start' course. This will be implemented in 2019

Two teachers participated in 3 sessions based on Differentiation in Maths.

Three staff also participated in a Lesson Study around Differentiation in Maths, run with our Community of Schools.

Four staff attended the Visible Learning Foundation Day which was facilitated by Corwin based on John Hattie's research. This will be focus in 2019.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	57,193
Revenue	590,204
Appropriation	561,068
Sale of Goods and Services	1,855
Grants and Contributions	26,528
Gain and Loss	0
Other Revenue	0
Investment Income	753
Expenses	-534,337
Recurrent Expenses	-534,337
Employee Related	-484,358
Operating Expenses	-49,980
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	55,867
Balance Carried Forward	113,059

The financial summary consists of school income broken down by funding source and is derived from the Annual Financial Statement. This is a true and accurate account of our school financial status. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	444,895
Base Per Capita	6,188
Base Location	1,526
Other Base	437,181
Equity Total	24,959
Equity Aboriginal	739
Equity Socio economic	10,411
Equity Language	0
Equity Disability	13,808
Targeted Total	52,174
Other Total	6,670
Grand Total	528,698

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the small numbers of students enrolled in each grade and to maintain privacy Literacy results can not be published in this report.

Due to the small numbers of students enrolled in each grade and to maintain privacy numeracy results can not be published in this report.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

we have prioritised learning and wellbeing, excellence in teaching and whole school improvement in accordance with our strategic directions.

Parent/caregiver, student, teacher satisfaction

The community of Crabbes Creek Public School compiled a list of things they love about Crabbes Creek Public School. They are passionate about maintaining and developing these aspects of the school.

Things we love about Crabbes Creek Public School

- Music– Singing, playing instruments (ukuleles en masse!), writing songs, collaborating on songs, playing songs.

- Healthy eating– No waste/naked lunch boxes, minimal "junk" food, healthy homemade share plates at gatherings. Healthy, homemade canteen choices.

- Excursions– so many and varied valuable learning opportunities (and fun)

- Mindfulness– programs for the kids to learn about being mindful and present in the moment.

- Kitchen/Garden program– the kids growing food, cooking it and sharing it– "Shared table"

- Dancing– for fun, for exercise, as team work, for performances– the whole school getting into it

- The school song– at any opportunity (the need for tissues while watching/listening)

- Outdoor classroom days– what better way to learn than being in nature..

- Waste awareness–using reusable plates and cups at events, minimal packaging use, recycling, composting.

- Eldest kids looking after the little kids–watching out for them, helping them, supporting and taking responsibility for their well-being.

- Passion projects– self directed learning

- STEM

- Whole School activities– All ages/grades interact and participate eg games, sports days, dances, songs and importantly– Morning fitness where everyone gets to run, throw, jump, shake and shout out all the wriggles before getting down to learning.

- Public speaking– impromptu or organised. Frequent and fun.

- Culture of kindness– everyone looking out for one another

- Family participation in all aspects of school– Parents donating their time, effort and money to get stuff done that needed doing.

- Parents hanging out at school just because it is such a great place and they love seeing their kids have a great time.

- Canteen volunteers, garden volunteers, reading volunteers, bbq volunteers, set up and pack down volunteers.

- Community connection– Inviting community members to events, seniors morning tea etc

- Inclusiveness– everyone has their part in the school and does their best to participate in the team effort to make it great

Policy requirements

Aboriginal education

Through out 2018 Crabbes Creek Public School promoted the educational outcomes of Aboriginal Students and to educate all students about aboriginal Australia. Crabbes Creek Public School sits on the traditional lands of the Bundjalung nation. The original custodians of the land are acknowledged at all formal assemblies and community events. In 2018 Crabbes Creek Public School visited Fingal Head Public School to be involved in many cultural experiences during NAIDOC day celebrations. Throughout the year Indigenous Australian perspectives are embedded into all key learning areas K–6. In addition, all students engaged in activities to acknowledge Reconciliation Week and Sorry Day.

Multicultural and anti-racism education

In 2018, teaching programs and learning activities continued to emphasise the importance of cultural diversity and racial harmony within Australian society. The whole school participated in Harmony Day. The appreciation of different cultures and languages and how people from different backgrounds come together to make Australia a great and successful country was reinforced through a range of activities on the day. In addition, multicultural perspectives are embedded and are cross-curriculum priorities in all key learning areas.