

Crookwell Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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.

Michael Whittington

Principal

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Message from the Principal

I wish to acknowledge the traditional custodians of the land. I pay my respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the nation.

It is with tremendous honour and great pride, as the Principal of Crookwell Public School, to deliver the 2018 Annual School Report.

I can't begin to explain how much it means to me to have the honour of leading our school in to the future, a future that is exciting and blindingly bright due to our amazing students, staff and wider school community. You are the people who make our school what it is today and you are the people who will continue to make our school the very special place that it is in the future.

I wish to thank you, the parents and students, for your unwavering support of Crookwell Public School and the support you have given me. Firstly, as a classroom teacher when I began in January of 2003 teaching a Year 3 class, as an Assistant Principal and now as Principal of our wonderful school.

I would like to make special mention of Mr Gregory Atfield. Mr Atfield started his teaching career at Nowra East PS before being appointed to Crookwell Public School in March of 1980. He taught every class across the school during his career, and still can't tell you which was his favourite grade to teach!

He held every teaching role across the school such as Learning Support Teacher, Reading Recovery Teacher, Assistant Principal and Principal and will be the first to tell you that teaching is the greatest job in the world and he would do it all again in a heartbeat!

Mr Atfield, thank you on behalf of the hundreds of students you have taught over your forty year career. Thank you for making Crookwell Public School the amazing school that it is today and thank you for being my mentor and friend.

One of the Premier's priorities for all public schools across the state of NSW is 'that every child is known, valued and cared for'. I know, without any doubt whatsoever, that Crookwell Public School achieves this priority through our professional, dedicated and caring staff and is evidenced through the relationships and bonds they form with the students of our school. My role is made all the more easier thanks to the wonderful staff we have at Crookwell Public School. I sincerely thank each of you, outdoor, administrative, cleaning, grounds and teaching staff, for the incredible work you've done throughout the year. I would also like to thank the wonderful contributions that our hard working P&C have made this year, this small, but fiercely dedicated group, go above and beyond to ensure our students are provided with the very best resources on offer.

To our 216 students, you make each day a delight, no two days are ever the same. You keep us feeling young and we are so fortunate to be your teachers. You are special young people who are caring, thoughtful, brave, talented, curious, funny, creative, challenging at times, but you are always willing to give everything your very best. You are what makes Crookwell Public School a great school.

Your achievements this year have been remarkable, both as individuals and as groups and teams from debating to chess, hockey to touch football, building and programming robots to singing, dancing and drumming in GCOPS to the incredible stage of Schools Spectacular. You embrace the opportunities that are on offer and always make us extremely proud. Well done students on all of your amazing achievements this year.

I would like to congratulate our four prefects, Addison, Emma, Joseph and Levi. You have done an amazing job representing your school and your peers this year. Well done!

I look forward to what 2019 has to offer for our students and our school and I know that we, as a staff, can depend on the open, honest relationships that have been built over time to ensure the needs of every student continue to be met.

As a school community, we are extremely proud of our achievements and successes. I thank you for allowing me to work with you and your children in 2018, it has been a privilege, and I look forward to working with you again in 2019 as we strive at Crookwell Public School to capitalise on all that our great system of public education offers our children.

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

Michael Whittington

Principal

Message from the school community

The P&C is vital to our school, not only through assisting policy such as the Healthy Canteen Guidelines, but through raising funds to better equip our school for our children's growing needs. We assist in providing the most recent technology for the students and staff to keep us up to date. We also now have our own garden to enable the students to get back to basics and learning how to take control of their nutritional future.

The P&C is happy to have been able to raise a profit of \$28,000 in 2018; this does not include our final fundraiser for the year, the Colour Fun Run. We have taken on some new challenges in hosting two luncheon days for charity car rallies which were highly successful.

The P&C have donated this back to the school in the form of;

- * New SMART televisions \$15,564
- * Food for Thought School Garden \$4,813
- * Nancy Martin fund \$1,000
- * Year 6 Camp \$792.72
- * Presentation Evening gifts and awards \$2,000
- * Kindergarten Orientation \$800
- * Gifts \$308.70
- * Allocation for additional SMART television \$8,000

We look forward to our future projects within the school to create the best learning experiences possible for our children and staff. To be able to do this, we will need ongoing support from our parents and wider school community. We recognise that we live in a rapidly changing and extremely busy world and any time that parents can spare to support the P&C in our endeavours to improve the school are greatly appreciated.

Kassandra Rowe

President

Message from the students

As Crookwell Public School's Prefects for 2018 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 great ambassadors that Crookwell Public School can be proud of.

Highlights of 2018 for us include representing Crookwell Public School at the ANZAC Day march and Remembrance Day, running weekly assemblies, Education Expo 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. 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 sporting events at school, district and state levels. All in all, Year 6 has been a tremendous year.

Our advice for future students, particularly students in Year 6, is to have a go at any opportunities that are offered and to try hard to succeed in your education.

We would like to take this opportunity to thank the whole school community: students, teachers, ancillary staff, P&C, parents and the wider school community for your help and support throughout 2018. Thank you also to Miss Bell and Mrs Bell for spending your time and effort to make this year an awesome one. Thank you to Crookwell Public School for seven outstanding years of schooling and we wish the prefects for 2019: Annie, Lillian, Luke and Sam, all the very best as they take on their important role next year.

Joseph Anderson, Emma Ward, Addison Whittington and Levi Woods

2018 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 216, with 5% having an Aboriginal/Torres Strait Islander (ATSI) heritage and 2.4% coming from a Non English Speaking Background (NESB). The school has eight 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 11.618 teachers, 2.422 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.

This year the staff at Crookwell Public School employed a more collaborative and focused approach to the School Excellence Framework to facilitate a more thorough self assessment and to also assess implications for informing, monitoring and validating our journey of excellence. Time was dedicated at executive meetings to further examine the elements and how we could use these as we moved towards achieving targets in our school plan. These were then discussed at whole school staff meetings as required. This was particularly important as we were implementing a new school plan, in which we wanted all staff to have ownership and a collegiate team that were all working towards the same vision. We also wanted to have a strong understanding of what we were doing well as a whole school and identify areas for future improvement.

In the domain of learning, our efforts have primarily focused on curriculum and wellbeing. We have continued to provide additional attention to students requiring more individualised support. Students with additional learning needs are identified by teaching staff and our teachers work in conjunction with our Learning and Support Teacher to establish programs that can be delivered by teachers and SLSOs. We have started to implement the How2Learn program with all teaching staff across the school and will continue this in 2019.

Our main focus in the domain of teaching has been to have a focused approach to collaborative practice for staff members and to ensure high quality teaching and learning programs are implemented. Teachers across stages, in teams

led by the executive staff, have continued to work together to refine the key aspects of a high quality teaching and learning program. This has continued to ensure cohesion within stages and a greater understanding of expectations and implications for teaching and learning. The professional standards are referred to within staff PDPs and lesson observations with peers. Teachers are continuing to use varying forms of data to inform their teaching practice to strive for further excellence. Data is collected from L3, PLAN, NAPLAN and other school based assessments.

In the domain of leading our priorities have been to continue to develop leadership management across the school. There were huge changes to the executive staff in 2018 with a relieving principal and relieving assistant principal in place for most of the year. These changes identified a need to build leadership capacity across the school. The executive and teaching staff worked very hard on establishing a professional learning community with our local public schools and we finished the year with the establishment of the Uplands Learning Community which is focused on building strong relationships amongst our network of schools and providing high quality education for all students. The development of leadership skills and capacity in all staff is ensuring that everyone is proactively seeking to improve their own performance and using their initiative to foster improvement.

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>

QUALITY LEARNING

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

In 2018 staff identified, with evidence, our progress in relation to key milestones achieved. These milestones allowed us to track our improvement measures and identify future directions. Staff gave students timely and effective feedback, learning intentions were utilised across the school and feedback was provided to students based on the learning intentions. Identified personal learning goals were initiated and worked towards with feedback provided. Staff have updated student assessment data in Student Tracking in line with the CPS assessment and reporting policy, PLAN data updated at the end of each term and L3 data updated every 5 weeks. At risk students are identified and supported at working below stage level outcomes through intervention such as Multilit, Reading Recovery, extra SLSO time and LaST time.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Each child to progress by one year for each year they are at school in literacy and numeracy. 		<p>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 continued, focused approach on the continuums in 2018 teachers and students have gained a greater understanding of the continuums and students are being exposed to specific elements of the continuums. Students were also encouraged to identify personal learning goals based on their level of achievement to ensure they were constantly progressing and improving in key areas. 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 and mathematics scope and sequence.</p> <p>In 2019 our focus will shift to the new progressions to ensure students are progressing in literacy and numeracy and to identify any areas of weakness for students that need to be addressed.</p>
<ul style="list-style-type: none"> All students participating in high quality learning experiences incorporating the English and maths scope and sequence. Students K–6 will be presented with challenging learning tasks at their level of learning to promote high academic standards and life-long learners. This will be evident in teachers' programs, observations and student work samples. 	\$12 926.86 spent on literacy and numeracy resources.	<p>A more focused and explicit approach to teaching and learning programs was utilised in 2018. Executive staff supported teaching staff with identifying the elements of high quality teaching and learning programs and how to record learning and assessment. This has allowed for high quality and well planned lessons to take place in the classroom to ensure students are engaged and are improving through teacher identified goals that are evidence based.</p> <p>All staff are utilising the English and mathematics scope and sequences to ensure all outcomes are addressed throughout the teaching and learning cycle. Staff are collaborating when assessing</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> All students participating in high quality learning experiences incorporating the English and maths scope and sequence. Students K–6 will be presented with challenging learning tasks at their level of learning to promote high academic standards and life-long learners. This will be evident in teachers' programs, observations and student work samples. 		<p>student work samples and learning intentions are being shared across stage groups to focus on key improvement areas of English and maths.</p>
<ul style="list-style-type: none"> Increase the percentage of students experiencing expected or better growth in learning reflected in NAPLAN, PAT tests, standardised tests and PLAN data. 		<p>Teaching staff engaged in SCOUT training to allow them to access SCOUT reports in 2018. Executive staff participated in and completed SCOUT for Schools training this year. NAPLAN results were very slow to be released in 2018 and have not been analysed on a whole school level but have been reviewed by individual staff. A more thorough analysis of NAPLAN (growth and trends) has been planned.</p> <p>A high percentage of students across all stages made improvements in PAT Maths assessments. 83% of Early Stage students improved their PAT M score in 2018, 91% of Stage 1 students improved their PAT M score in 2018, Stage 2 and 68% of Stage 3 students improved their PAT M score in 2018.</p>

Next Steps

In 2019 staff and students will be introduced to the new Literacy and Numeracy Progressions. Staff will monitor students' level of individual achievement so they can work towards plotting students on the progressions for select aspects which have been collaboratively agreed upon by all staff. Ongoing professional learning at a school based level will continue with programs such as HOW2Learn as well as whole staff analysis of PLAN2 data at the end of each term to effectively monitor progress throughout the year. The focused and strategic approach to quality learning, in conjunction with quality teaching, will continue in 2019 as we strive to have each and every student improve each year.



Strategic Direction 2

QUALITY TEACHING

Purpose

To create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture and research – based teaching strategies that develops skilled and high performing teachers.

Overall summary of progress

In 2018 there was a large increase, 114%, in the percentage of staff trained in and implementing quality research-based teaching strategies. The HOW2Learn professional learning will continue to be a focus for all staff at Crookwell Public School in the future.

There was a significant increase in collegial observations in 2018. The focus of these observations was to improve the implementation of teaching and learning programs, and to support staff through the PDP process. This will continue in 2019 to enhance the skills of all staff, particularly beginning teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increase in the percentage of staff trained and implementing quality, research-based teaching strategies including Focus on Reading, L3 strategies, HOW2Learn and TENS from 2017 baseline data.	<p>How2Learn Professional Learning \$1400</p> <p>Reading Recovery Ongoing Professional Learning \$4414</p> <p>L3 \$3800</p> <p>Berry Street \$300</p> <p>Bridges Out of Poverty \$500</p>	<p>Students and staff have engaged in many educational opportunities in 2018 as a result of quality professional learning opportunities.</p> <p>This year, two stage one teachers have trained in L3 (100% increase from 2017) and one early stage one teacher has undertaken ongoing professional learning in L3 (100% increase since 2017). All K–2 teachers are currently trained in L3 and three (out of seven) 3–6 teachers are L3 trained and embed L3 strategies into their literacy sessions.</p> <p>Unfortunately due to the unavailability of TENS professional learning no teachers were able to train in TENS in 2018. However, this program has still been a focus for numeracy planning in K–2. In years 3–6 a previously trained TENS teacher has introduced TEN into the primary years and purchased resources for all seven classrooms and the Learning & Support room to support the TENS implementation. 100% of classes are participating in TENS activities.</p> <p>One teacher has continued ongoing professional learning in Reading Recovery in 2018 (same as 2017). In addition to this, we have been fortunate to have the Reading Recovery facilitator at our school on a regular basis to support the K–2 network with guided reading, running records and literacy programs. In 2019, we hope to train an additional staff member in Reading Recovery.</p> <p>One teacher has training in the new Best Start assessments in 2018 (100% increase). This teacher will support the second Kindergarten teacher in 2019 to administer and enter Best Start information.</p> <p>One teacher has trained in the Berry Street Model. Strategies for positive relationship building and</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> Increase in the percentage of staff trained and implementing quality, research-based teaching strategies including Focus on Reading, L3 strategies, HOW2Learn and TENS from 2017 baseline data. 		<p>wellbeing has been embedded into classrooms. CPS staff attended a session on Berry Street at Crookwell High School. Also in regards to wellbeing, two teachers attended the 'Bridges out of Poverty' conference in May of 2018.</p> <p>Two teachers have undertaken professional learning in 'Introduction to the Literacy & Numeracy Progressions 2018' and 'Using the Progressions with PLAN2'. This professional learning was passed onto the Staff at CPS where they identified a target area to focus on for literacy (writing). Staff also attended a PLAN2 workshop at Goulburn South Public School in December to become more familiar with the PLAN2 software.</p> <p>How2Learn has been a fantastic professional learning experience for all staff at Crookwell Public School. Two teachers were trained in H2L over a period of three terms (200% increase from 2017). They completed the Phase 1, Phase 2 and Phase 3 trainers' conference. How2Learn sessions were a focus for our Term 2 and Term 3 Professional Development staff meetings on Wednesday afternoons. Another school in our network joined us for one of these sessions based a building a positive school culture and identifying school improvement measures. CPS is currently working in Module 3 of Phase 1 in How2Learn and will continue to pursue this in 2019, with additionally involving the Uplands Learning Community.</p> <p>No teachers have been trained in Focus on Reading in 2018. However it continues to be a focus across Key Learning Areas in all K-6 classes.</p> <p>All teachers have trained in iPlay in 2018. This has involved the training of 3 lead teachers at CPS with a mentor from the University of Newcastle. iPlay has enriched PDHPE outcomes for all students and has become a priority for staff to enable all students to be as active as possible at school. Each teacher engaged in collegial observations with a buddy and the mentor from UoN.</p> <p>Overall there has been a 114% increase in staff participating in high quality, evidence-based professional learning in 2018. Due to the increase of early careers teachers at Crookwell Public School professional learning is going to be a focus for many years to ensure all staff are current with research based initiatives. With an allocated 'Professional Development' staffing meeting most week's teachers have been able to share their professional learning with colleagues and build capacity across the whole school.</p>
<ul style="list-style-type: none"> Increase in the frequency of collegial observations and shared best practise through the PDP process and the monitoring and 		<p>Collegial Observations have taken place throughout 2018 for every teacher at Crookwell Public School. This has been through the PDP process and also through the implementation of iPlay.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
sharing of teaching and learning programs from 2017 baseline data.		<p>All staff have completed two observations relating to different goals in their PDP by a person of choice.</p> <p>Additionally all staff have participated in two observations through iPlay based on skill development in physical education. One of these observations was by an iPlay facilitator from the University of Newcastle, Ian Shepparton. This allowed staff to receive feedback from an external provider to improve the physical activity and health outcomes for all students from K–6.</p> <p>The second iPlay observation was from a colleague of choice who also gave feedback on a skill development session after they too had been participating in the iPlay modules. These observations have definitely improved the knowledge and skills of teachers to deliver rich and worthwhile PDHPE lessons. 100% of teachers completed their iPlay training and observations in 2018.</p> <p>The monitoring and sharing of Teaching and Learning programs took place every term in a range of formats. In Term 1 supervisors gave feedback to teachers on their programming. In Term 2 teachers shared their program with a colleague and received feedback. In Term 3 teachers evaluated their own program using an updated programming components template. In Term 4 programs were reviewed by the principal.</p> <p>Collegial observations and the monitoring of teaching and learning programs have both increased since 2017.</p>

Next Steps

In 2019, Crookwell Public School aims to have highly skilled and committed staff that engage in professional learning and successfully implement and deliver effective learning programs. Differentiation will be a focus in network meetings through professional learning sessions and collegial sharing.

Instructional rounds is identified professional learning that will assist all staff to receive and give quality feedback using a structured method to improve their planning and delivery and ultimately student outcomes.

CPS staff will continue to commit their staff meetings to sharing Professional Development and build capacity in others. A termly schedule of PL will allow for making this a timely and beneficial exercise.

Two staff members will continue to deliver How2Learn sessions for CPS staff and extend this opportunity to all staff in the Uplands Learning Community (CoS).

The updated 'Crookwell Public School's Essential Programming Components' will be a guide for all teachers for their 2019 teaching and learning programs. This will be presented again at the beginning of 2019 for teachers to work towards creating and delivering quality teaching opportunities for their students. Supervisors and teachers will evaluate their own and others teaching and learning programs using this format to provide positive and constructive feedback to their colleagues.

Strategic Direction 3

WELLBEING – COMMUNITY CONNECTIONS

Purpose

To develop positive relationships between students, staff, parents and the broader school community to foster a positive school culture and enhance the wellbeing of staff and students.

Overall summary of progress

The staff of Crookwell Public School work collaboratively to promote the school and a cohesive culture that supports students, families and the wider community. This is achieved through involvement in community-based activities, including the Binda Picnic Races and the Anzac Day March and by extending the invitation for the wider community to participate in school-based activities, including assembly items, Grandparents' Day and the Middle School Program.

Crookwell Public School continues to provide a safe and supportive learning environment that fosters students' growth and achievement. Students are encouraged to develop and extend their skills and talents by participation in extracurricular activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">A higher attendance rate for students and staff.		<p>Crookwell Public School has maintained high student and staff attendance rates during 2018.</p> <p>Students' attendance rates have increased from 89.99% in 2017 to 91.99% in 2018. This is evidence that students feel safe supported and valued in the school environment.</p> <p>Staff members attend social functions throughout each term and are involved in weekly 'check ins' with other colleagues. Professional collegial discussions occur during weekly professional development staff meetings. Through these conversations, 'check ins' and social gatherings, staff feel a sense of value and belonging to the staffing group.</p>
<ul style="list-style-type: none">An increase in parent participation and community involvement in school activities.	<p>Middle School Program \$939.13</p> <p>Food for Thought Program \$135.44 plus a P&C contribution of \$4884.78</p>	<p>The central location of Crookwell Public School creates an ideal opportunity to invite the community to access the school and for the school to access the community.</p> <p>Opportunities for local community members and parents to access the school throughout 2018 included; A Police Cyber Safety workshop, Harmony Day activities, reading assistance with the 'Read to Succeed Program', sports clinics, sport training sessions, Middle School Program workshops, volunteering in the canteen and the uniform shop, Grandparents' Day, Assembly Items, Education Expo, Flying Start Information Sessions, The Annual Garden Festival, NAPLAN Information Sessions, Meet and Greet afternoons, Parent/Teacher interviews, Easter hat making activities, Infants athletics sporting carnival, Colour Fun Run, NAIDOC Week and P&C meetings.</p> <p>The school participated in events within the community such as; Crookwell High School's</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> An increase in parent participation and community involvement in school activities. 		<p>Academy of Excellence STEM program, Schools Clean Up Australia Day initiative, The Dame Mary Gilmore Weekend, environmental activities at Roslyn coordinated by the local Landcare team, Anzac Day commemorations, GCOPs, CWA Country of Study, The Crookwell Show, The Binda Picnic Races and Book Busking in the main street during Book Week, to name a few.</p> <p>Crookwell Public School remains to have an 'open door policy'.</p> <p>2018 Attendance records</p> <p>Flying Start information session 26/3/18: 8 participants</p> <p>Flying Start information session 5/4/18: 10 participants</p> <p>Education Expo 12/4/18: 24 Families (7 new families)</p> <p>Anzac Day March 25/4/18: 67 students, 10 staff members</p> <p>Grandparents' Day: 62 grandparents</p>

Next Steps

In 2019 Crookwell Public School will continue to make the wellbeing of students, staff and community members the centre of all that we do. We will ensure there are numerous opportunities presented for families and community members to access the school and be involved in the students' learning.

We will continue to offer a wide variety of extracurricular activities that foster and enhance students' sense of belonging within the school. This will in turn, maintain or increase the already high attendance rate for students and staff.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8 745	<p>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 assisted class teachers, in conjunction with students and their families, prepare Personalised Learning Paths (PLP) for each of our identified Aboriginal students.</p> <p>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 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, Ryka Ali, who introduced forms of Aboriginal music to the students, displayed Aboriginal artefacts and shared some of the history of the Aboriginal people.</p>
Low level adjustment for disability	\$126 021	<p>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 programs. 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.</p>
Socio-economic background	\$73 732	<p>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</p>

Socio-economic background	\$73 732	outcomes and a greater sense of wellbeing amongst students.
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	103	107	118	121
Girls	114	111	108	95

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	93.8	94.9	89.8
1	95.2	93.6	95	93.5
2	95	94.6	95.2	92.6
3	95.2	95.7	94.8	92
4	93.8	95.8	95	92.9
5	93.8	95.2	94.5	90.2
6	93.8	94.6	93.6	92.4
All Years	94.3	94.8	94.7	92
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

The management of non-attendance is executed, initially, through the support of classroom teachers and executive supervisors making contact with parents and carers when issues arise regarding non-attendance. This is followed by further support from the school executive team, Learning and Support Team, School Counsellor and Home School Liaison Officer procedures to ensure students are attending school.

Parents and students are reminded through the school newsletter and at school assemblies about the importance of regular attendance and the associated benefits of regular attendance. Programs designed to improve student attendance are individualised or aimed at the entire school cohort. Programs such as the

Middle School Program, STEM projects and Rock and Water aim at building positive student wellbeing and engaging the students which increases their desire to be involved in these programs and attend school regularly.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	7
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.42

*Full Time Equivalent

No staff identify as Aboriginal or Torres Strait 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	15

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 2018 – 2020 Crookwell Public School Plan of QUALITY LEARNING, QUALITY TEACHING and WELLBEING – COMMUNITY CONNECTIONS. The staff participated in face to face learning opportunities, online training and teacher led professional development within the school. One staff member maintained accreditation at proficiency in 2018. Examples of professional learning accessed by staff engaged in 2018 included:

* 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
- * Leadership Network Meetings – Yass Network
- * H&S Induction e-learning
- * HOW2Learn (Phase, Modules 1 – 3) Workshops
- * NSWTF Representative Women's Conference
- * New Kindergarten Best Start Assessment
- * Reading Recovery Teacher ongoing professional learning
- * NSW Public Schools Leadership and Management Credentials
- * iPlay
- * Athletics coaching level 1
- * New PDHPE syllabus training
- * Plan2 and Learning Progressions training
- * TechGirls are Super Heroes
- * STEM workshops
- * Live Life Well @ School Online training
- * An Introduction to Scout – Business Intelligence for Education
- * Scout for Schools – Business Intelligence for Education
- * Bridges Out of Poverty – 'A framework for understanding poverty'
- * NSW Curriculum Review
- * Introduction to the Literacy & Numeracy Progressions 2018
- * Centre for Effective Reading
- * Autism – Traffic in my Brain workshop
- * Trauma Informed Learning and the Science of Wellbeing (Berry Street Education Model)
- * Educating Students with an Acquired Brain Injury Conference, 2018
- * Music Education Skills for the Primary Classroom 2018
- * Music Performance and Ensemble Skills Workshop –

Choral Music Stage 3, 2018

- * SAP Finance for Principals
- * Managing the Total School Budget in the eFPT
- * Choreographic Workshop for the Primary Teacher
- * ARCO training
- * Peer Support training
- * Rock & Water

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	121,782
Revenue	2,319,413
Appropriation	2,187,574
Sale of Goods and Services	22,411
Grants and Contributions	108,950
Gain and Loss	0
Other Revenue	0
Investment Income	478
Expenses	-2,189,535
Recurrent Expenses	-2,189,535
Employee Related	-1,945,079
Operating Expenses	-244,456
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	129,879
Balance Carried Forward	251,661

Crookwell Public School's financial management processes and governance structures meet financial policy requirements. Finance meetings are held monthly between the School Administration Manager and the Principal. We have a strategic planned budget in line with the School Plan (2018–2020) which is established and monitored by our budget committee made up of the School Executive including the School Administrative Manager. There is a carry over balance of \$251 661. This figure includes sick leave and

beginning teacher support funds which are to be utilised in 2019. Funds have also been carried over for the installation of synthetic turf on Benson's Green at a cost of \$50 000 and a library refurbishment of \$30 000. Carry over funds will also be used in 2019 for extra teaching staff to reduce class sizes and employ School Learning Support Officers to support students with low level disabilities.

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	1,555,025
Base Per Capita	43,701
Base Location	23,857
Other Base	1,487,467
Equity Total	208,498
Equity Aboriginal	8,745
Equity Socio economic	73,732
Equity Language	0
Equity Disability	126,021
Targeted Total	107,966
Other Total	73,029
Grand Total	1,944,519

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.

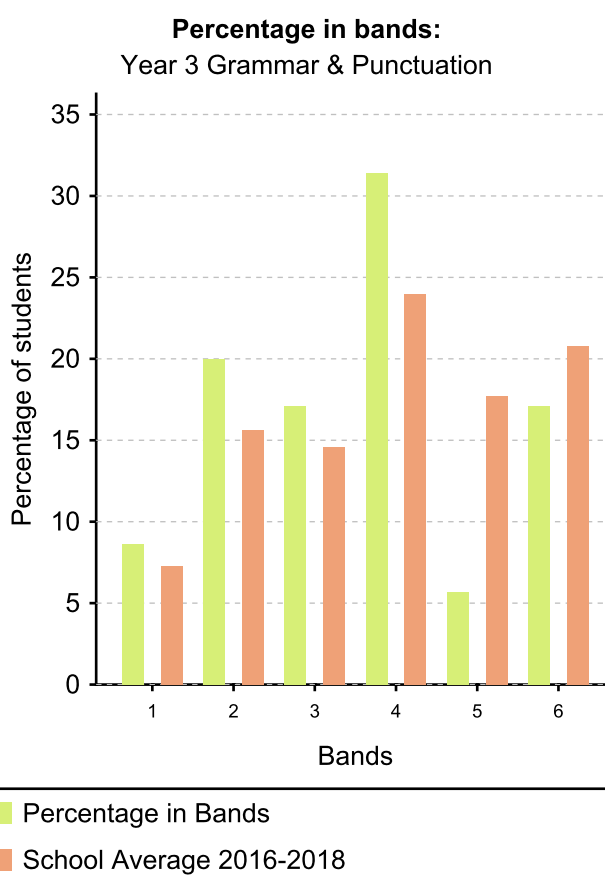
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported

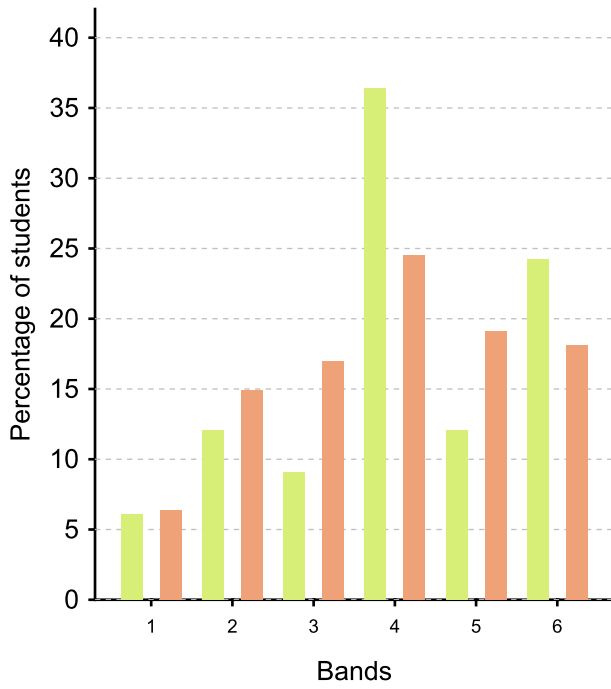
on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Year 3 students' performance in literacy: 23% in the top 2 bands in grammar and punctuation, 36% in the top 2 bands in reading, 17% in the top 2 bands in spelling and 17% in the top 2 bands in writing.

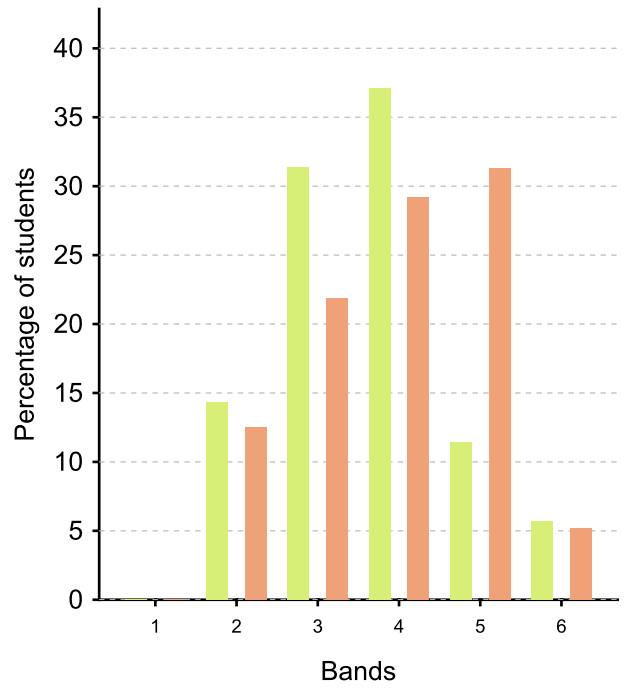
Year 5 students' performance in literacy: 30% in the top 2 bands in grammar and punctuation, 24% in the top 2 bands in reading, 15% in the top 2 bands in spelling and 0% in the top 2 bands in writing.



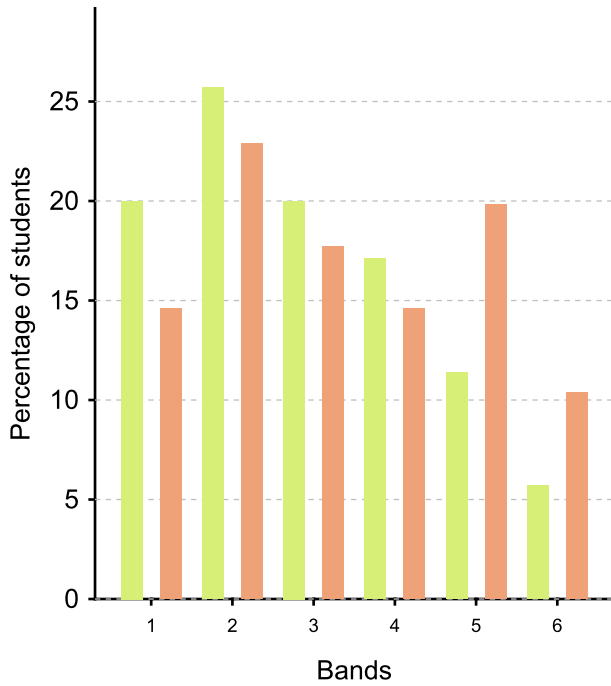
Percentage in bands:
Year 3 Reading



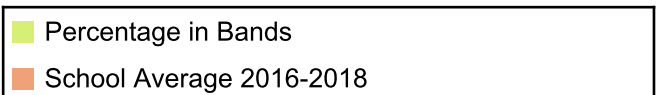
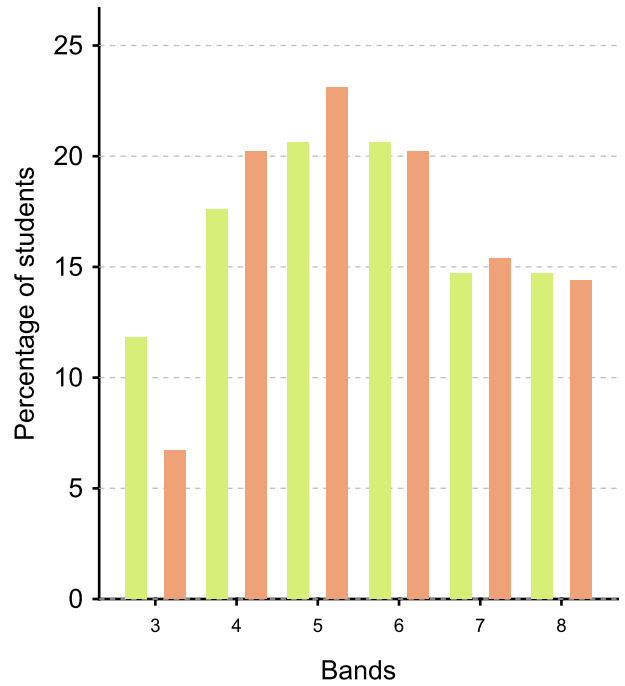
Percentage in bands:
Year 3 Writing



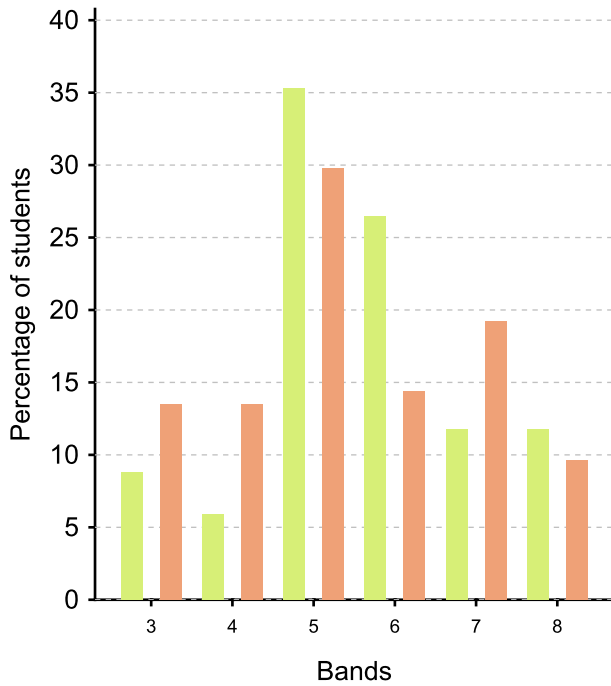
Percentage in bands:
Year 3 Spelling



Percentage in bands:
Year 5 Grammar & Punctuation

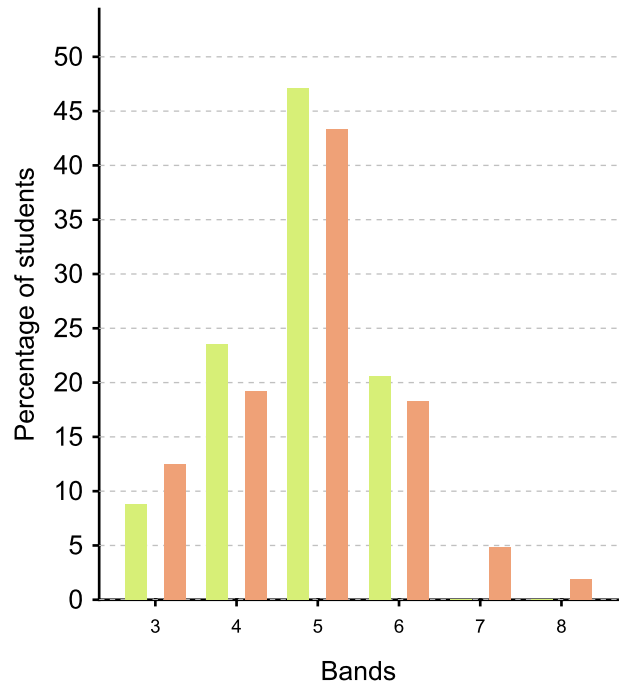


Percentage in bands:
Year 5 Reading



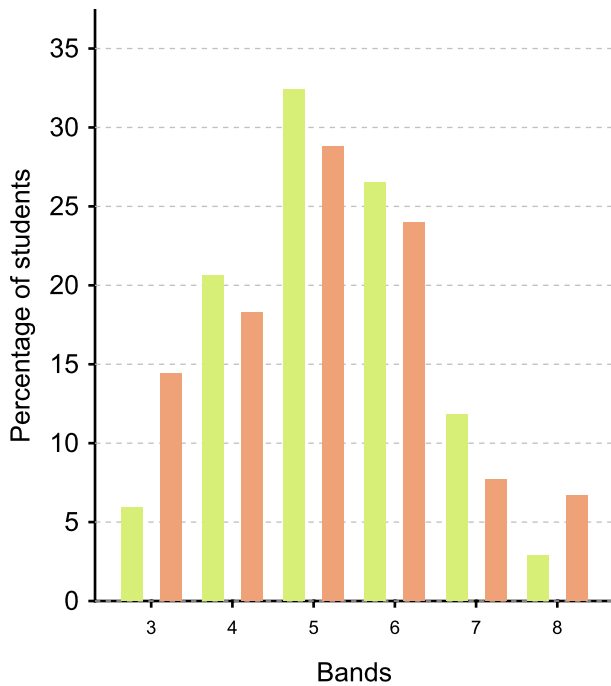
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling

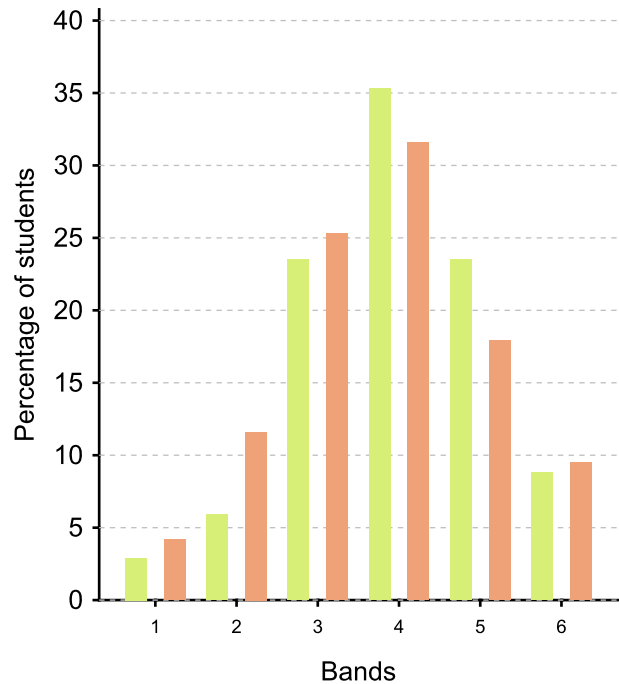


Percentage in Bands
School Average 2016-2018

Year 3 students' performance in numeracy: 33% in the top 2 bands, an increase of 5% compared to 2017, and only 3% in Band 1, which equates to one student.

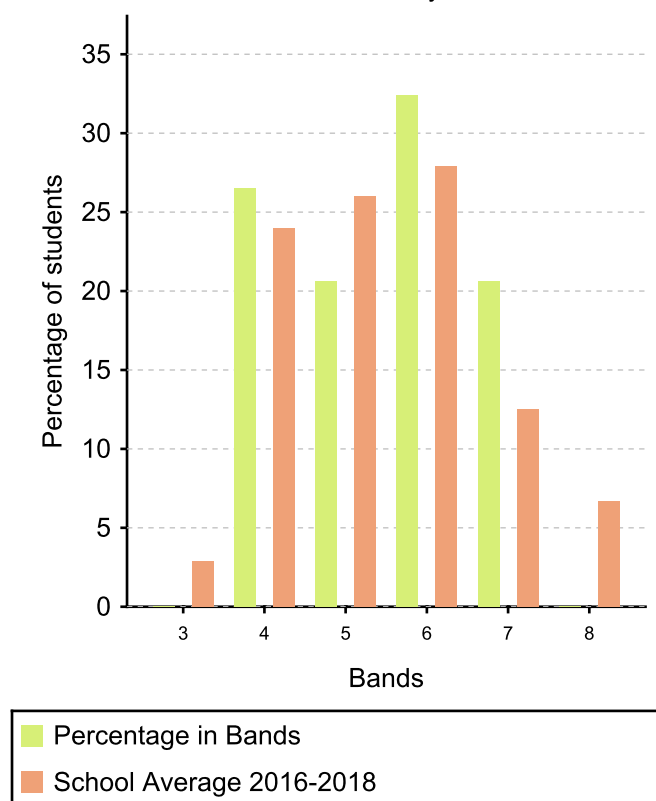
Year 5 students' performance in numeracy: 21% in the top 2 bands, an increase of 12% compared to 2017, and 0% in Band 1.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



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 Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands in numeracy and reading, 67% of the Year 3 Aboriginal students were in the top 2 bands for numeracy and 33% of Year 3 Aboriginal students were in the top 2 bands for reading. 33% of the Year 5 Aboriginal students were in the top 2 bands for numeracy and 33% of Year 5 Aboriginal students were in the top 2 bands for reading.

The overall percentage increase of Aboriginal students in the top 2 bands was 42% compared to 2017.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions about the school of parents, students and teachers. In 2018, parents, students and teachers were invited to complete '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. 94 students in the school completed the survey.

Social – Emotional Outcomes

73% of students at Crookwell Public School had a high sense of belonging where they feel accepted and valued by their peers and by others at their school. 87% of students had positive relationships, having friends at school they can trust and who encourage them to make positive choices. 98% of students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 79% of students in this school were interested and motivated in their learning while 87% of students tried hard to succeed. 45% 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 16% 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 8.0 out of 10.

Relevance

Students find classroom instruction relevant to their everyday lives. In this school, students rated Relevance 7.9 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 8.2 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 7.8 out of 10.

Positive teacher–student relations

Teachers encourage independence with a democratic approach. In this school, Positive Teacher–Student Relations were rated 8.3 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 6.8 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

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). These results are based on data from 15 respondents in this school who completed the Parent Survey.

Parents feel welcome: 7.8 out of 10

Parents are informed: 6.6 out of 10

Parents support learning at home: 5.1 out of 10

Parents feel the school supports learning: 6.5 out of 10

Parents feel the school supports positive behaviour: 7.5 out of 10

Parents feel their children are safe at school: 6.8 out of 10

Parents feel the school is inclusive: 6.6 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). These results are based on data from 10 respondents in this school who completed the Teacher Survey.

Leadership: 7.3 out of 10.

Collaboration: 7.8 out of 10.

Learning Culture: 8.2 out of 10.

Data informs practice: 7.3 out of 10.

Teaching Strategies: 7.7 out of 10.

Technology: 6.4 out of 10.

Inclusive School: 7.9 out of 10.

Parent Involvement: 6.8 out of 10.



Policy requirements

Aboriginal education

Aboriginal Education is highly recognised and respected at Crookwell Public School. In 2018 our school provided opportunities for students to become embedded in Indigenous culture.

Early in Term 1, thirty five students from Crookwell Public School visited the Goulburn Regional Art Gallery to engage in an Aboriginal Art Program. The program consisted of two sessions; the first being a gallery tour of Godinymayin Yijard Rivers Arts with Education Officer, Sally O'Neill, and the second a practical workshop with Duncan Smith, a Wiradjuri Echoes consultant.

Ryka Ali, an Indigenous visiting performer was welcomed into the school in Reconciliation Week. His cultural awareness program involved all students across the school and encouraged discussion about his rich and diverse culture.

In partnership with Goulburn High School, Crookwell Public School created a whole-school mural that has been erected in our school playground. This artwork represents peace and a sense of belonging for students, staff, parents and guests at our school.

During NAIDOC week, our school mural was officially opened during a special ceremony. Also in NAIDOC week, students in K-6 also participated in a range of activities last week surrounding the NAIDOC week theme: **'Because of her, we can!'** Year 6 students created paired presentations that recognises and celebrates the invaluable contributions that Aboriginal and Torres Strait Islander women have made – and continue to make – to our communities, our families, our rich history and to our nation. They shared their presentations with all students from Kindergarten to Year 5 in peer support groups. Students then added designs, symbols and words of inspiration to pieces of

a puzzle that join together to combine our knowledge of the NAIDOC week theme.

Five percent 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. This year, four students were nominated and successful in gaining 2018 Aboriginal Education Excellence Awards under the category of attendance.



Multicultural and anti-racism education

Multicultural Perspectives were 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 2018. 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.

This year, students from K–6 celebrated Harmony Day with the theme being, *'Everyone Belongs'*. The day was a celebration of our cultural diversity, a day of cultural respect for everyone who calls Australia home. Students enjoyed learning about a variety of cultures including Chilean, Spanish, Macedonian, Canadian, German, Laos, Chinese, Indonesian & Indigenous. The workshops, ran by volunteers from the local community, gave the students cultural experiences through language, different foods, games, stories, dance, craft and some amazing magic! This year we also involved the Goulburn Multicultural Centre with our Stage 3 students enjoying African Zumba before the commencement of the days workshops.

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 and 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 planning to support students in areas of need. In Term 4, review meetings took place to set goals to support students for further success in 2019.

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 2018 one Early Stage 1 teacher engaged in ongoing professional learning and two Stage 1 teachers 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 in 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.

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 the 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.

Native Bees Project

Students from Year 5 and Binda Public School students got together to share and examine our STEM knowledge and explore the variety of native bees found in our region. Both schools have been examining the importance of bees, and in particular the native bees in the area. Bees are an integral aspect of our environment and students are designing ways in which to create a more 'bee friendly' environment in their own gardens and that of the school's. Students had the knowledge of Mr Brian Faulkner, a local bee expert and parent, who was able to share extensive knowledge about our local bees. He also took students on a bush walk in the Binda School Reserve to highlight key flowers and habitats. Students also made their own bee hotels and planted seeds for bee friendly plants that they can use at home and at school.

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 and STEM strategies. 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. Students also explored soil acidities, weather studies and animal habitats in the new school orchard, greenhouse and garden as well as excursions to the Crookwell Community Garden.

STEM ShowCASE

At the end of Term 3 and extending into Term 4 all students in Stage 3 participated in a community STEM project initiated by Crookwell High School. Students and teachers joined our local community of schools in a number of workshops, excursions and activities based around an agricultural problem. Students designed solutions using robots, solar panels, wind turbines, drones and go-pros to solve the student identified problems that local farmers may encounter. All students worked together and culminated in a whole community ShowCASE (Crookwell Academy of STEM Excellence) where they had the opportunity to exhibit, explain and share their designs.

Technology

This year, Crookwell Public School purchased 10 new HP laptops; these laptops, along with others have been distributed into several classrooms, replacing desktop computers. The school has been fitted with additional Wi-Fi hubs and Wi-Fi boosters, allowing students and

staff to have wireless access to the internet in all parts of the school including all outdoor spaces. We have also purchased 3 additional interactive televisions, these are located in the: Echidna room (Year 3/4), Koala room (Year 3/4) and Kangaroo room (Year 1/2).

Library

Crookwell Public School library is a warm and inviting space with many artworks from the students displayed. It exposes all students from Kindergarten through to Year Six to quality literature. Students are given the opportunity to browse and borrow books each week; they are able to borrow from a large range of fiction and non-fiction books. During library sessions, students explore KLA's such as Health or Science. The shelves are well stocked with a wide range of carefully selected books and resources alike. Technology such as the interactive whiteboard and laptops are utilised during library lessons to enhance and support student learning. The school library is also used to host our annual book fair and Parent/Teacher interviews. The school library is open every day of the week during lunch periods, where students can relax, play board games and read quietly.

National Simultaneous Storytime

Students across the school participated in the National Simultaneous Storytime. 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 "Hickory Dickory Dash" 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.

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 fantastic 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, 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 the, highly acclaimed, Schools Spectacular event for the third year in a row. We were one of only three primary schools in the region to be represented in the 2 700 strong combined choir. Students Mia Anderson, Makayla Cole, Jesse Faulkner, Rhiannon Foster, Kiarna McCarten, Riley Osborne, Jasmine Palmer, Luke Palmer, Miles Pitt–Lancaster, Ava Rogan, Regan Selmes, Eli Stewart and Addison Whittington participated in four performances at Qudos Bank Arena, Olympic Park, Sydney in late November. Schools Spectacular is a show case of the amazing talent in NSW Public Schools and is televised each year on Channel 7. Students experienced Sydney's culture during their five day stay including dinner in Chinatown, shopping at Paddy's Markets, a ferry ride to Manly and commuting during peak hour. Both parents and students were impressed with the increased levels of independence that participants gained through their involvement in this unique opportunity. There is an enthusiastic group of students ready to audition for next year's event, with their fingers crossed for another successful audition.

Year 6 Drumming and Dance

This year, once again provided opportunities in the performing arts for our senior students through the Year 6 Dance Group. A small group of passionate dance students worked closely with their teacher to choreograph and rehearse a dance item. This item was then used to audition for the 2018 Schools Spectacular. Students performed at a whole school assembly, as well as at the Goulburn Community of Public Schools (GCOPS) concert. Year 6 also formed a Drumming Group, working with their teachers to create an item that utilised both vocal talents and percussion elements. Students greatly enjoyed this experience, performing for the school as a whole class, as well as travelling to Goulburn to perform and the GCOPS concert. These two opportunities involved students in the performing arts, establishing interest and confidence in performing on stage, as well as further developing an appreciation for music and dance.

Physical Programs

Sport

The students of Crookwell Public School were once again provided with a wide range of sporting opportunities in 2018. This ranged from weekly school sport, district, zone and regional sporting teams, PSSA carnivals, knockout competitions and gala days. Primary students competed in the NSW Schools Knockout Competition in sports including 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 2018 participated in the Premier's Sporting Challenge which allowed 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, Annie Knight, Sam McGregor and Myles Kearney represented the South Coast. Lillian Skelly and Levi Woods became District Athletics Age Champions along with Lillian Skelly and George Lee who achieved District Cross Country Age Champion status.

Carnivals

Crookwell Public School offers students three 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 more than ever participating in the regional carnivals.

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 introducing 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 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 entered both a girls' and a boys' 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, bringing them closer to the State Championships. The boys ended up defeated in a very close game against Tamworth resulting in a top eight position in the state. The team showed tremendous courage and sportsmanship and made the school proud with their fantastic effort. Three players within our school shone with their hockey skills and were chosen to represent the South Coast Hockey Team in 2018. Annie Knight was selected for the girls' team and Sam McGregor and Myles Kearney proudly represented the boys South Coast team. Miss Kemp represented the school as selector for both Goulburn/Crookwell Districts and the Highlands Zones.

Infants Sport

Students from Kindergarten, Year 1 and Year 2 have

enjoyed participating in a variety of sport activities this year. Each sport lesson was spent focusing on developing fundamental movement skills, improving balance, coordination and strength and assisting with the development of gross motor and fine motor skills. Some of our sport activities included basketball, soccer, dodgeball, table tennis and gymnastics. Through our sport program, the students have not only developed their physical skills but they have also enhanced other attributes such as, cooperating with others, leadership skills and improved confidence.

Infants Athletics Carnival

Our infants Athletics Carnival was held in Term 1. Students enjoyed participating in class running races, parent races, sibling races and teacher races. Students divided into sports teams to rotate around table tennis activities, including obstacle course, egg and spoon races, skipping, tunnel ball and catching and throwing activities, ran by teachers and parent helpers.

iPLAY

This year, all staff participated in the professional development course, iPLAY. iPLAY is a program which enhances teachers' confidence and competencies in physical education and school sport delivery. iPLAY is designed to improve students' fundamental movement skills, and increase opportunities to engage in moderate-to-vigorous physical activity during PE lessons and school sport sessions. The program enhances student's motivation to not only be physically active during these structured activities, but also during their leisure time.

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 2018, Emma Ward, Addison Whittington, Joseph Anderson and Levi Woods 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 2018. 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

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

Two additional teachers undertook Peer Support training in 2018.

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

The Student Forum has had a busy and productive 2018, with lots of student engagement observed. Two members from Years 2–6 are elected to the School Forum annually. In 2018, the forum continued to support charities such as Crookwell Community Trust, Jeans for Genes day, National Buddy Day and The Daniel Morcombe Foundation. The forum raised money for the school through different activities such as the Mini-Olympics and a movie afternoon. As a result of fundraising for the year, we improved the infants playground by updating our basketball court with new hoops and new painted perimeters. As well as new handball squares that will be painted on the concrete for the students to enjoy. Forum organises a fun filled social each term for the students which was thoroughly enjoyed by all students who attended.

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 "Find your Treasure". 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 2018, 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 pirates to match the theme of "Find your Treasure". 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 and importance of Anzac Day.

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 families, friends and community members in a very special 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, Crookwell Public School held a Colour Fun Run for the second consecutive year. The student body and their families put in an amazing effort with their fundraising and raised over \$6000.00 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 will be used in 2019 to purchase quality products to enhance our students' learning.

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, craft, potting plants and cooking activities. 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!

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. 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 with 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

Thirty three Year 6 students and three teachers spent an amazing week at the 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 2018 will be told for many years to come.

Year 5 Camp

Students in Year 5 participated in an overnight excursion to Canberra in November. This is often the first time some students have ever been away from their parents and it a great chance for students to prepare for the week long camp in Year 6. Students had a very busy two days where they visited Parliament House, Questacon, National Art Gallery of Australia, Stromlo Observatory, Australian Institute of Sport and The Australian War Memorial.

Flying Start

The Flying Start program is designed for 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 support a smooth transition for students and parents entering Kindergarten in 2019. 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. This year the executive team conducted two Flying Start information sessions to better inform parents about the program.

Middle School Program

The Middle School Program was very popular with students, parents and community members in 2018. This program is a part of the school's Boys Education strategy operating six afternoons in Term 3. Positive male role models from the Crookwell community as well as staff members work with all students in Years 3, 4 and 5 on leisure pursuits such as mechanics, woodwork, paper craft, bush survival skills, cooking, fishing and bike maintenance and safety.

Kindergarten Orientation Week

Kindergarten Orientation Week occurred every day from 9.30 until 11.45am, during Week 6 of Term 4. Twenty six 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 Centre. 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 they can become involved in their child's learning. On Friday of Orientation Week, students and parents attended a presentation in the school hall, where all students receive a *Welcome to School Pack*, donated by the school's P&C committee.

Visiting Performances

Forum invited two entertaining performances to visit our school in 2018. In Term 1, we once again hosted our favourite science based show, *Jollybops*. This performance mesmerized us with loud explosions and with Rusty the Robot's hilarious sense of humour. During Term 3, African Beats visited our school. This was a great interactive show where we learn about different instruments and songs in Africa. All students and staff got to have a turn of creating a beat using the drums.

Playground Sounds

Crookwell Public School was excited to host Playground Sounds this year in 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 provided with resources for follow-up activities to consolidate the learning that took place in the Life Education van.

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.

Rock & Water

In 2018, 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.

In 2018 an additional teacher undertook Rock & Water training.

Food for Thought Program

This year, students from across the school became involved in various activities based on the school orchard, greenhouse, vegetable garden, community gardens and bee house. All students across the school have access to the gardens and a variety of vegetables, herbs and fruits are harvested and then used in the school canteen. This program is linked to the school canteen which is guided by the Department's Healthy Guidelines. Students have enthusiastically participated in this program which was officially opened in 2018 by Costa from ABC's Gardening Australia, during the Crookwell Potato Festival. The Food for Thought program endeavours to create awareness of healthy eating, creating a sustainable future, knowledge about producing your own foods and engaging all students through their hands on learning.

Fruit and Vegetable Month and The Big Crunch

Students across the school participated in Fruit and Vegetable Month to increase the consumption of fruit and vegetables in our diets. Students participated in cooking tasks and 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 with the Sydney Markets to encourage healthy choices through lunch boxes and the school canteen. There were weekly incentives and prizes to be won. Students also participated in the 'Big Crunch' where they 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.

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 or temporary 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

Six university students completed placements at Crookwell Public School in 2018. The students came from a range of universities including Curtin University, The University of New England, Charles Sturt University and Australian Catholic 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 2018 four 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 2018. The debating season commenced with students from the Year 5 and Year 6 debating teams from Bungendore Public School to participate in a debating workshop facilitated 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 "Homework wastes kids time". The teams went on to participate in debates against Marulan PS, Moss Vale PS and Burrawang PS. Both teams should be very proud of their efforts this year! Topics covered include the areas of education, the media, health and fitness, and parents and kids.

Public Speaking

For the last 23 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 once again 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 Ella Anthony and Oliver Corbally–Stourton along with Evelyn Dark and Stirling Inder 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. Evelyn and Stirling were asked to prepare a speech on "getting distracted" whilst Ella and Oliver spoke about "No direction".

Chess Team

In 2018, Crookwell Public School formed a talented team of chess players to compete in a state-wide chess tournament. The CPS chess team comprised of a mix of students from Stages 2 and 3. In Term 2, a one-day tournament was held at Crookwell Public School where all CPS teams were competitive with CPS team taking out first place. Well done on another fantastic year of chess, congratulations to everyone involved.

Equestrian

In November, students represented Crookwell Public School at the ACT State Interschool's Equestrian Championships in Bungendore. One of our students, Zackery Eldridge, was named State Champion for Year One. Students were highly successful winning many 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.