

Crystal Creek Public School

Annual Report



2018



1690

Introduction

The Annual Report for 2018 is provided to the community of Crystal Creek Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Sophie McMahon

Relieving Principal

School contact details

Crystal Creek Public School

RMB 321 Numinbah Road

CRYSTAL CREEK, 2484

www.crystalcrk-p.schools.nsw.edu.au

crystalcrk-p.school@det.nsw.edu.au

6679 1223

Message from the Principal

2018 has been an exciting year with many changes and achievements. The community, students and staff have continued to work together to enhance the safe and nurturing environment for our students with a focus on learning, respect, fun and kindness.

Community involvement is the keystone of our school. Students continually benefit from the tireless work of the Parent and Citizens' Association (P&C). I would like to acknowledge our parents and community members who have supported our school throughout the year, as volunteers in the classroom, marshals at sporting events, transporting students and of course those in the P&C who have worked tirelessly to raise funds for our children and supported us in so many other ways. The canteen has done an outstanding job of providing the children with delicious and nutritious home cooked meals, often using produce from our own garden! A huge thank you to Kym for maintaining the garden and involving the students from Kindergarten to Year 2. Our 'Kids in the Kitchen' (KIK) program is enjoyed by all. Thank you Sally and parent helpers for your continued support in running the programs. We are indeed fortunate to have such a dedicated group of parents working in the best interest of our school.

The opportunities for family involvement and fun seem endless. The students have thoroughly enjoyed the numerous special fun days throughout the year and it is wonderful to see more and more parents coming into the school. Some activities included Funky Hair Day, Easter Hat parade, Book Fair, Grandparents Day and Open Classrooms.

We have seen many initiatives and programs evolve and the students are reaping the rewards. Students have participated in Public Speaking, School Representative Council (SRC) Representatives, School Captains and some students in Year 5 and 6 attended the Grip Leadership Conference and Years 5 and 6 participated in REALskills program 'Super Me' and 'Prime to High' delivered by the dedicated staff from the Tweed Family Centre.

Students from years 3–6 enjoyed participating in the PSSA Soccer and Netball teams. All students represented our school with pride and always showed great sportsmanship. Earlier in the year we were fortunate to have a representative from Tennis Australia coach students from Year K – 6. This was a seven week program, providing the school with enough equipment for every child to enjoy. We also had a six week Athletics Program in the lead up to our annual Small Schools Athletics Carnival. Many students benefited from our Swimming Scheme program having students represented at North Coast Swimming Carnival.

2018 brought some new and exciting changes in our classroom with the inclusion of Future-Focussed Learning spaces. Each classroom had some furniture replaced to create flexible learning spaces and whole school technology upgrades to enable students to be engaged in their learning.

I would like to acknowledge our support staff Rebecca (retired), Anna and Ian for cleaning and maintaining the school to such a high standard and being part of our team, Learning and Support Officers Mrs Lasker and Mr Kane for their outstanding work providing assistance to students and teachers and regularly going above and beyond their duty for the children, and Mrs Turner in the office for her kindness, patience and professionalism.

It is important that we take time to consider how fortunate we are to have the teachers we do. Crystal Creek students benefit each day from the hard work, care and compassion of our teachers. Thank you Mrs Kane, Mrs Brown, Miss Purkiss, Mrs Dawney, Ms McRae, Mrs Oakes and Mr Hartmann for the impact they have on the learning and wellbeing of our students.

School background

School vision statement

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

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

School context

Crystal Creek Public School has an enrolment of 81 students and is situated in a rural setting 11km west from Murwillumbah. Crystal Creek Public School is committed to providing quality teaching and learning in an environment that fosters respectful and successful learners, along with confident and creative individuals who are responsible, informed global citizens. The school has a clear vision for learning that is future-focussed. Crystal Creek Public School has a dynamic teaching staff with a mixture of experience and expertise. Student wellbeing initiatives ensure our students are in a safe, supportive and engaging learning environment based on self-care and respect. Our high expectations are consistent with each student's ability and the belief that all students can achieve their personal best. We value and promote strong partnerships with our families, the local community and educational networks.

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.

In the domain of Learning, the overall school self-assessment was Delivering. Crystal Creek Public School offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. Positive and respectful relationships across the school community underpin a productive learning environment, and support student's development of strong identities as learners. Using the Friendly Schools program as a framework, our school has adopted a number of strategies that support cognitive, emotional, social, physical and spiritual wellbeing of students to ensure student wellbeing is a school focus. Teachers collect and use assessment data that monitors and identifies gaps in learning to inform planning for particular student groups and individual students.

In the domain of Teaching, the overall school self-assessment was Delivering. Crystal Creek Public School realised we are in a period of growth, as we work towards our new Strategic Directions of Growing Teaching and Learning and Future-Focussed Teaching and Learning. Within the theme of Expertise and Innovation, the school made significant progress in transforming the classrooms to create flexible, future-focussed learning spaces. The classes also received an upgrade in technology which is utilised to enhance student learning. Teachers engaged in a variety of professional learning targeted to the school priorities and their own professional goals in their PDPs. Staff maintenance of accreditation were supported by the school throughout the year.

In the domain of Leading, the overall school self-assessment was Delivering. The school's staffing is organised and managed to ensure an effective learning environment. Resources were allocated to support the achievement of the school's future directions. Strategic financial management has been used to maximise resources available to implement the school plan.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Growing Teaching and Learning

Purpose

To grow student learning and outcomes in literacy and numeracy through the development and delivery of innovative high quality teaching practice.

Overall summary of progress

We continued our school wide focus on engagement and differentiation, enabling us to continue to enhance student achievement.

Future-focussed programs were improved through the involvement of all staff attending the iOnTheFuture professional learning outside of normal school hours. Other staff members also attended technology rich professional learning opportunities to ensure we were maximising our use of available resources in an ever changing world.

We have enhanced our teaching to meet students' learning needs by providing targeted and differentiated programs in the areas of writing, literacy and numeracy. Enabling students to set and achieve their learning goals through the introduction of the learning progressions.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|---|
| Increasing individual student expected growth or value added against internal (PLAN) and external (NAPLAN) measures. Increase the proportion of students in the top 2 bands in writing, reading and numeracy. Improved teacher expertise as measured through collaborative practice, observations, lesson studies and teacher feedback. | Professional learning opportunities provided at school and FoCoS level. Professional learning costs for staff to attend '10 tips for teaching Writing.' Professional learning costs for 'The importance of effective feedback in the classroom'. | Students were at or above state average for delivering value added results. Baseline data was gathered for expected growth. To measure the growth in 2019, the figures below need to be higher. 62% of students were at or above expected growth in writing. 37% of students were at or above expected growth in reading. 50% of students were at or above expected growth in numeracy. Progress towards top 2 bands in NAPLAN: Writing: Year 3– 42%, Year 5– 0% Reading: Year 3– 50%, Year 5– 18% Numeracy: Year 3– 50%. Year 5– 18% |

Next Steps

Continued implementation of the school's Learning and Support program to support students in the area of reading.

Develop targeted teaching to ensure specific students are provided with opportunities to be challenged to assist with increasing the percentage of students in the top 2 NAPLAN bands and ensure individual student value add is achieved.

Professional learning on the literacy and numeracy progressions.

Increase the percentage of at or above expected growth in NAPLAN 2019 in reading, writing and numeracy.

Strategic Direction 2

Future-focussed Teaching and Learning

Purpose

To enable a repertoire of teaching strategies and the development of a range of capabilities and future-focussed skills to support the move from traditional teacher-focussed instruction, to active competency-based, student-centred ways of learning. To enhance the socially oriented, participatory, independent learning approaches required of the future student.

Overall summary of progress

Student classrooms underwent a complete makeover to include modern furniture which now allows students to take control of their learning in student-centred ways. Creating flexible learning spaces allowed students to choose where they felt comfortable to produce quality work. Teachers participated in intensive iPad and technology professional learning to support learning in the classroom that focuses on student ownership. Staff attended the iOnTheFuture conference where they learnt a variety of skills to assist with technology delivery as well as monitoring student use of iPads in the classroom.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|---|
| Create flexible learning and student-centred learning spaces in all classrooms. High degree of teacher expertise in using future-focussed teaching and learning strategies. High number of students are actively engaged in their learning through critical thinking, collaboration and well developed IT and communication. | See Key Initiatives page and financial summary. iOnTheFuture professional learning costs for all staff. | New iPads, docking station, iPad Pro's for teaching staff and interactive SMART boards for every classroom. Progress on teacher expertise is a priority for 2019, as 2018 was focussed on upgrading school technology. Professional learning opportunities are already put in place to assist in the delivery of these improvement measures in Term 1 2019. |

Next Steps

Staff to attend the National Future School Expo and Conference Week 8 Term 1 2019.

Term 2 SDD 'Transforming Schools Through Student-Centred Assessment' with our FoCoS group.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--------------------|---|
| Low level adjustment for disability | \$29 272 | Funds were used to support teachers and students in the classroom by employing School Learning and Support Officers. |
| Socio-economic background | \$28 929 | <p>Funds were used to purchase whole school computer licenses, technology professional development for Term 1 and Term 2.</p> <p>New iPads were also purchased for students, as well as, Ipad Pros for the teachers.</p> <p>Some funds were also allocated towards replacing all classroom whiteboards and updating classroom furniture to support the school's future-focussed learning strategic direction.</p> |
| Support for beginning teachers | \$2849 | <p>A beginning teacher was appointed in May 2018, and then commenced maternity leave. The funds allocated after appointment to support the beginning teacher were rolled over to be used during 2019 when the staff member plans to return to work.</p> <p>\$2849 was used to support other beginning teachers on staff.</p> |

Student information

Student enrolment profile

| | Enrolments | | | |
|----------|------------|------|------|------|
| Students | 2015 | 2016 | 2017 | 2018 |
| Boys | 42 | 51 | 46 | 45 |
| Girls | 27 | 39 | 40 | 36 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 92.6 | 92.8 | 91.3 | 89.4 |
| 1 | 92.6 | 91.1 | 90.3 | 89.9 |
| 2 | 92.6 | 87.4 | 87 | 91 |
| 3 | 93.3 | 93 | 92.7 | 88.6 |
| 4 | 93.5 | 90.5 | 90 | 78.8 |
| 5 | 89.3 | 94.1 | 88.3 | 89.4 |
| 6 | 94.1 | 90.8 | 92 | 85.9 |
| All Years | 92.7 | 91.4 | 90.1 | 87.3 |
| 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

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

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Classroom Teacher(s) | 3.48 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.2 |
| School Administration and Support Staff | 1.51 |

*Full Time Equivalent

In 2018, Crystal Creek Public School had two members of staff who identified as Aboriginal.

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 | 10 |

Professional learning and teacher accreditation

In 2018, all staff completed their mandatory training in Emergency Care, Anaphylaxis, Child Protection and Code of Conduct. In addition, staff completed face-to-face CPR and Anaphylaxis training.

Staff at Crystal Creek Public School were provided with many opportunities to support their own professional learning journey. All of the learning undertaken was linked to the future directions of the school and individual staff professional development goals.

Accreditation is based on the Australian Professional Standards for Teachers. These have been developed by the Australian Institute for Teaching and School Leadership (AITSL). AITSL is the national body with responsibility for driving high quality professional development for teachers and school leaders, and working collaboratively across states. All teachers hold Proficient Teacher Accreditation and are currently in their maintenance phases which requires the completion and registration of professional learning courses.

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 | 53,419 |
| Revenue | 991,768 |
| Appropriation | 954,323 |
| Sale of Goods and Services | 4,450 |
| Grants and Contributions | 32,515 |
| Gain and Loss | 0 |
| Other Revenue | 0 |
| Investment Income | 480 |
| Expenses | -991,770 |
| Recurrent Expenses | -991,770 |
| Employee Related | -862,013 |
| Operating Expenses | -129,757 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -2 |
| Balance Carried Forward | 53,417 |

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

2018 expenditure included the purchasing of; 10 classroom iPads and docking station \$5529, 5 iPad Pro's for Teachers \$8493, technological licenses, software and staff professional learning \$7523, 1 portable interactive Smart (TV) board \$9413, 4 interactive Smart (TV) boards \$28191 and additional classroom furniture \$2915.

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 | 753,922 |
| Base Per Capita | 16,630 |
| Base Location | 1,670 |
| Other Base | 735,623 |
| Equity Total | 61,746 |
| Equity Aboriginal | 2,253 |
| Equity Socio economic | 28,929 |
| Equity Language | 1,292 |
| Equity Disability | 29,272 |
| Targeted Total | 64,281 |
| Other Total | 16,058 |
| Grand Total | 896,007 |

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.

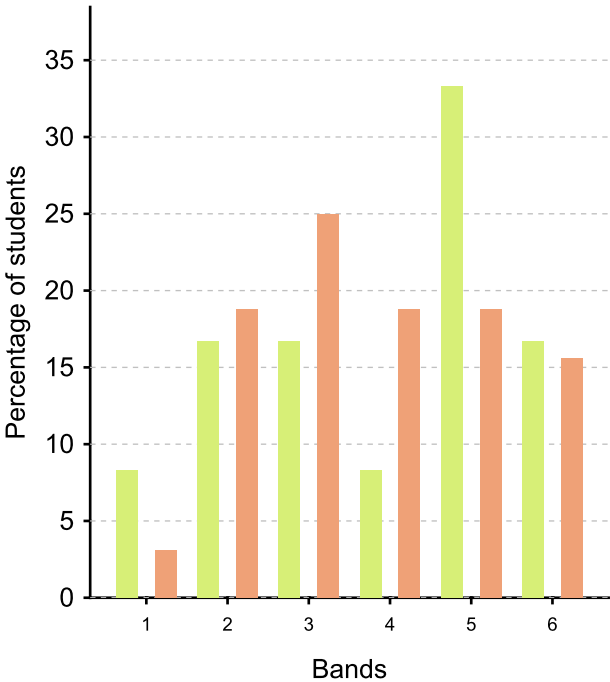
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

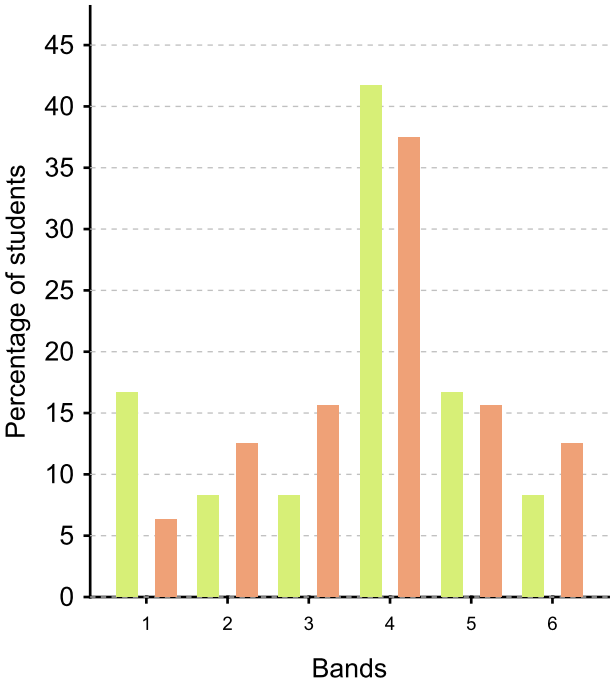
In 2018, student data shows that as a school, the percentage of students in Bands 3–5 has increased over the 2016–2018 period. In Year 3, 25% of students achieved a Band 5 in Grammar & Punctuation, 33% achieved Band 5 in Reading and 41% achieved Band 5 for Writing. Reading will remain a focus for Teaching and Learning in 2019 across all grades to ensure growth is achieved, as well as, working towards moving a higher percentage of students from Bands 3 and 4 to 5 and 6.

In Year 5, 36% of students achieved Band 4 for Reading and 27% achieved Band 5.

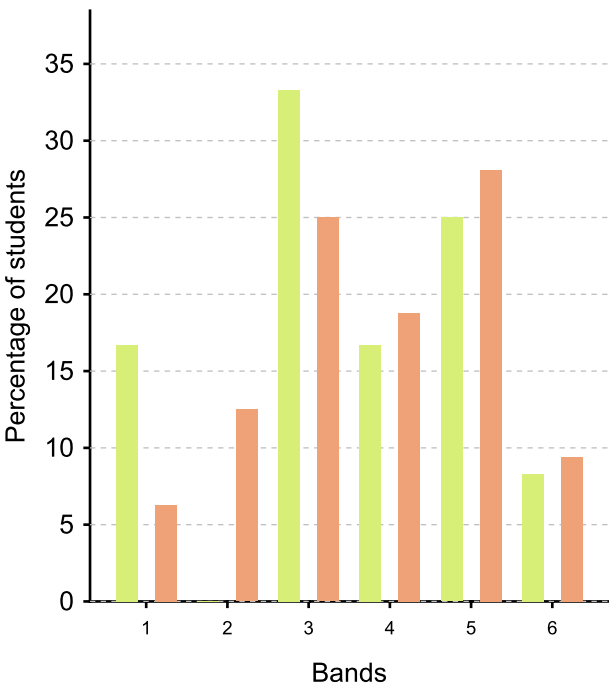
Percentage in bands:
Year 3 Reading



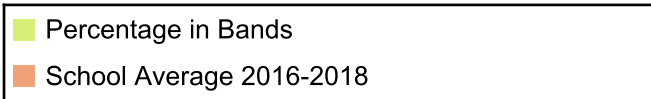
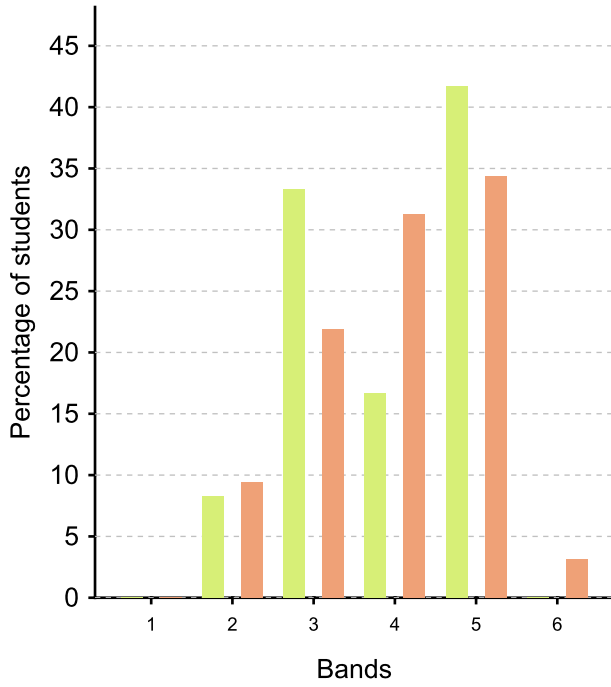
Percentage in bands:
Year 3 Spelling



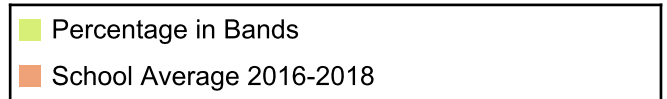
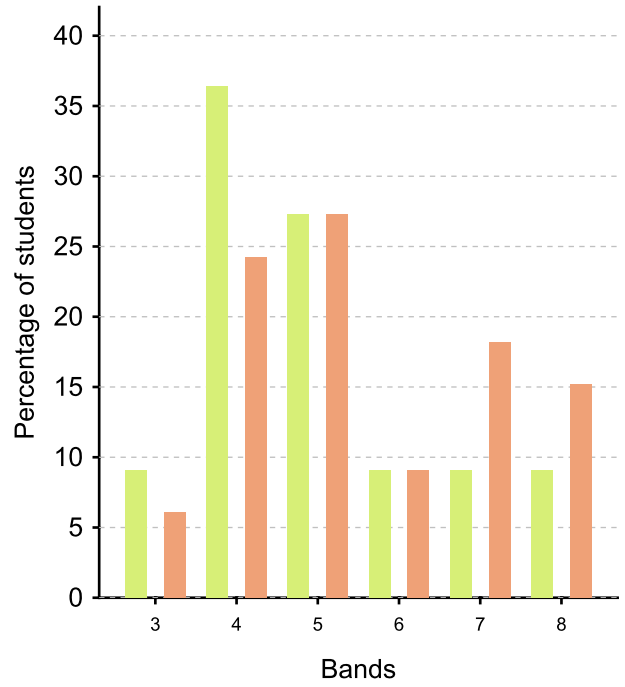
Percentage in bands:
Year 3 Grammar & Punctuation



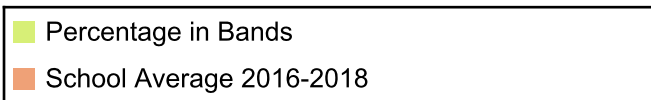
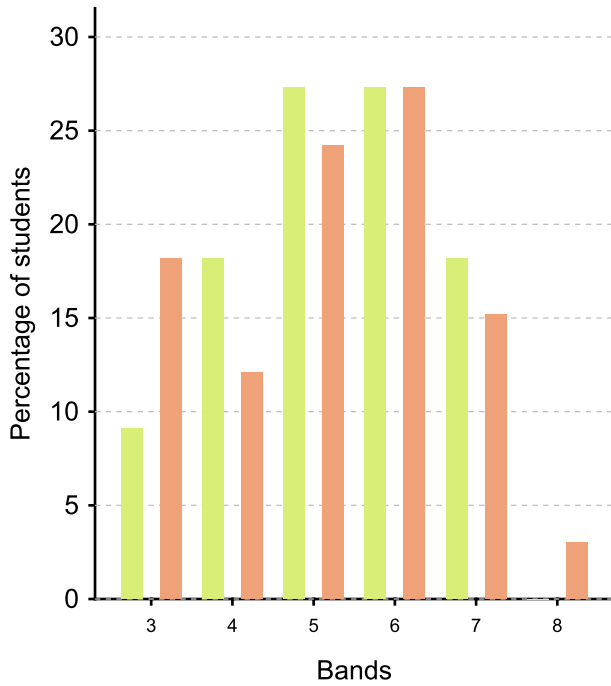
Percentage in bands:
Year 3 Writing



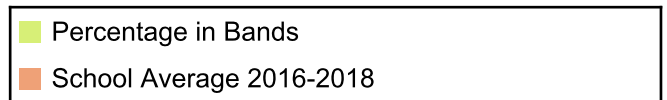
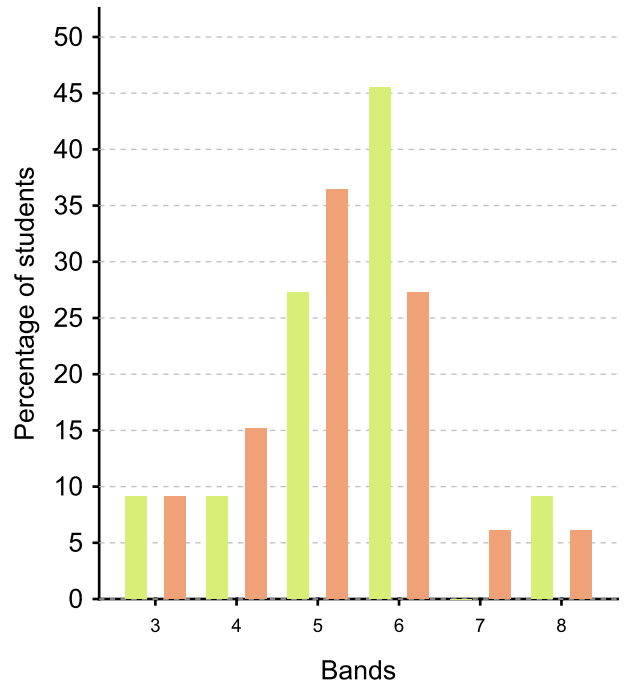
Percentage in bands:
Year 5 Reading



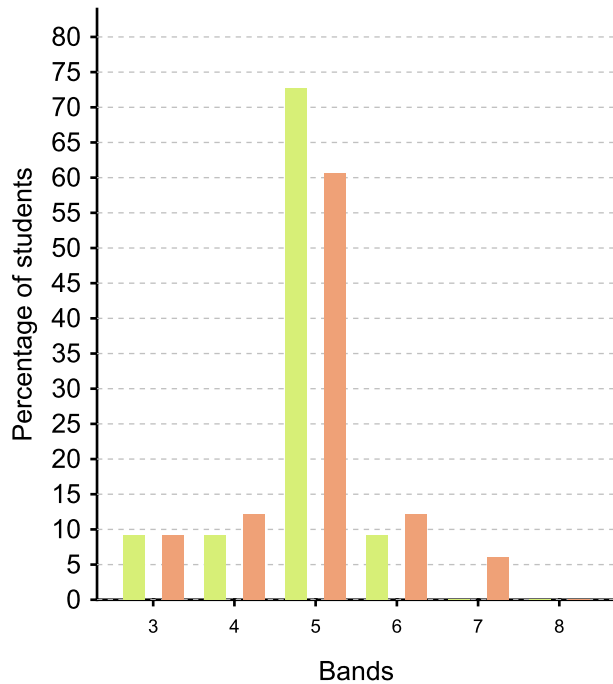
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



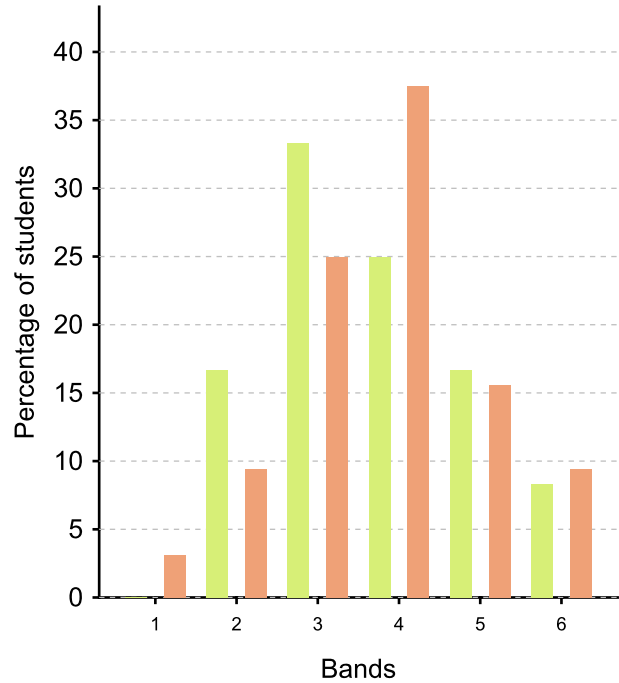
Percentage in bands:
Year 5 Writing



In Year 3 Numeracy, 33% of students achieved Band 3 and 25% achieved Band 4. As a school, 2018 results indicate that Crystal Creek achieved growth in Bands 4, 5 and 6 over the 2016–2018 period.

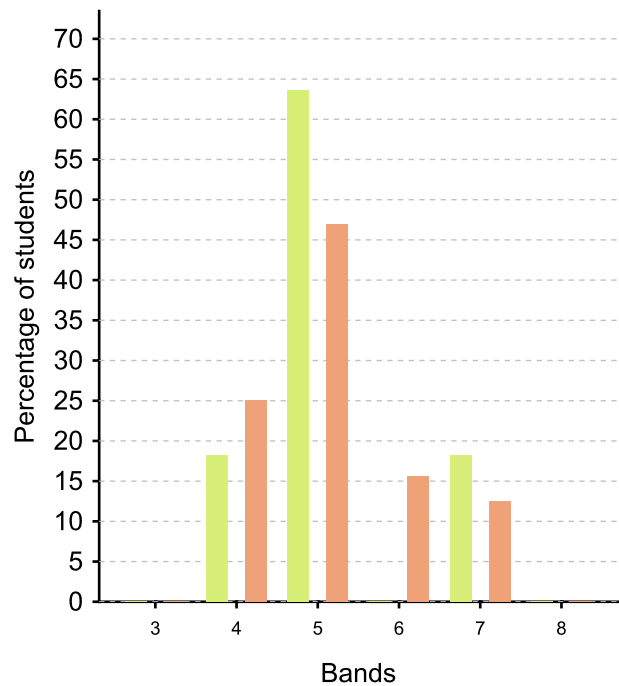
In Year 5 Numeracy, 63% of students achieved Band 5.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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

Crystal Creek Public School is working towards ensuring that there is an increase of students in the top two NAPLAN bands by 2020 as this is one of the Premier's Priorities. This is reflected in the school's strategic direction improvement measure within the 2018–2020 school plan. Improving Aboriginal education outcomes is also a priority. To ensure improvement occurs, the student, teacher and parents/caregivers collectively work on student goals and improvements throughout the year and consistently monitor their progress.

Parent/caregiver, student, teacher satisfaction

To determine our school identity and improve communication and engagement within our school community and wider community, Crystal Creek Public School teaching staff and Principal designed and implemented a Communication and Engagement Plan. As a result 92% of Crystal Creek Public School parents believe that parental involvement is important for student success and 100% parents feel welcome at the school. Additionally, 94% of parents feel that the staff at Crystal Creek Public School know their child well and effectively communicate their child's progress.



Policy requirements

Aboriginal education

Crystal Creek Public School is committed to the continual improvement of the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

In 2018, four students identified as being of Aboriginal and Torres Strait Islander descent. Crystal Creek Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms: Acknowledging the traditional custodians of the land in all assemblies, integration of Aboriginal perspectives

across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples, a staff member filling a role as an Aboriginal Education Liaison Officer to oversee Aboriginal Education policies, programs, initiatives and events.

National Aboriginal Islander Day of Celebrations (NAIDOC) were held in Term 3. Our senior students delivered a speech in regards to the significance of the day. Students worked in groups, rotating through different activities. Those activities included: Storytelling (Because of Her We Can), cooking damper, Aboriginal art (Rainbow Serpent) and Indigenous games.

Personalised Learning and Support Plans were implemented for all Aboriginal students and they were reviewed with parents and carers to discuss progress made towards achieving their goals.

Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a support person towards these values. Students, teachers, parents and the community are doing a great job of living together in harmony. There were no reported incidents of racism in 2018.

Other school programs

Harmony Day is about inclusiveness, respect and belonging for all Australians, regardless of cultural or linguistic background, united by a set of core Australian values. Crystal Creek Public School celebrated Harmony Day as a school. The children participated in craft, music, art and trivia activities in multi age groups. The day focussed on tolerance, friendship and to welcome and celebrate the differences of people in our school community.

Music and Drama was taught as a specialist subject. A customized program was designed that taught students how to gain confidence and express themselves creatively. Students learned how to play percussion instruments to the beat and how to read Music Notation during the Unit of Work "The Hall of the Mountain King". Students completed a Unit of Work, called "Australia" which taught students all about Australian songwriters and history. Student social skills were developed in Drama by having them work in groups and use real world situations to demonstrate solutions to problems.