

# Crown Street Public School

## Annual Report



2018



3935

## Introduction

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

Craig Nielsen

Principal

### School contact details

Crown Street Public School

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### Message from the Principal

Within the context of a caring environment where staff are committed to nurturing wellbeing and attaining outstanding learning outcomes for our students, 2018, has been a year of significant growth and achievement for Crown Street Public School in all aspects of educational and community endeavour.

All members of staff have worked in collaboration with the wider school community to ensure that all students at Crown Street Public School continue to develop into:

- Successful Learners & Participants – articulate, confident learners with a good grasp of fundamental literacy and numeracy skills.
- Well-rounded, creative & healthy individuals with a rich set of experiences, who are able to make connections locally and understand their place in the community.
- Critical thinkers who are able to understand their place in a global community, a solid grasp on the Arts & Technology and its role in a global society.
- Active, informed citizens with a solid sense of responsibility for sustaining our planet.

I am proud of the achievements of our students across a range of academic and extracurricular opportunities and am equally proud of the ongoing successes of the quality teaching and learning programs and strategies implemented by our teaching staff. The success we experience as a learning community is only possible due to the positive relationships that exist at all levels of the school. Students, staff and parents work together to foster a culture of shared responsibility for student learning. This culture of learning is underpinned by three elements that enable our school to grow and sustain teaching, learning and extracurricular programs that are deeply valued by all members of the school community.

Firstly, our students are passionate learners who actively seek opportunities to be active participants in their own learning journeys. Secondly, we have a highly collaborative and dedicated team of teachers who are committed to creating a learning culture that nurtures students and encourages them to do their best. Finally, we enjoy incredible support from school families and wider school community.

The guiding belief demonstrated daily at our school is the essential role of schools in building social capital among young people. A belief that in the rush to get things done in our busy lives, adults often takeaway the sense of responsibility so fundamental for children in developing their sense of belonging and contribution to their schools and families. Kids are capable of so much more than we sometimes give them time and credit for. Our students are amazing. They teach us more about collective spirit, shared fun and abundant energy each and every day than many people will learn in a lifetime.

Our staff, as highly dedicated professionals continued their work towards our school's goals, each bringing individual strength and skill, and all committed to one goal: a safe and inclusive school, where students are given the best

opportunities to reach their full potential in all areas of learning. They work collaboratively to provide teaching and learning programs that engage and challenge our students within an inclusive environment.

Alongside the hardworking and productive P&C Association led by Viv Thatcher and P&C Executive and the raft of volunteers who have worked with teachers and students with the reading and maths groups, as local experts; artists, photographers, film makers, accountants, creative designers, environmentalist, chefs, bakers, cooks and food producers, scientists, musicians, engineers, designers and sports people. I take this opportunity to acknowledge your enormous volunteer efforts this year. Thank you on behalf of our students and staff, we appreciate all you do and are strengthened by your continued support and encouragement.

These achievements would not be possible without the support of the school leadership team and I thank and acknowledge the leadership of Ms Alex Heagney, Ms Karla Eckersley and Mr William Watt. I also extend this thanks to the office and support teams led by Ms Danielle Bingham, who help make learning possible in our school and finally, I thank our inspiring and dedicated teachers who have wholeheartedly embraced a vision for the school that puts learning and learners at the core of all that we do as a school community.

"Every face, has a place, at Crown Street Public School"

Craig Nielsen

Principal

# School background

## School vision statement

Our school will continue to provide quality educational policies and practices, to promote students to be:

- Successful Learners & Participants – articulate, confident learners with a good grasp of fundamental literacy and numeracy skills.
- Well–rounded, creative & healthy individuals with a rich set of experiences, who are able to make connections locally and understand their place in the community.
- Critical thinkers able to understand their place in a global community and with a solid grasp on the Arts & Technology (STEM) and its role in a global society.
- Active, informed citizens with a solid sense of responsibility for sustaining our planet.

### Goals for our children

- Successful learners
- Confident individuals
- Active and informed citizens

### Core Focus

- Quality Teaching & Learning
- 21st Century delivery of curriculum
- Technology

### Core Priorities

- Literacy & Numeracy
- Global and Local Connections
- Student Wellbeing

## School context

CSPS has a current student enrolment of 301 students. At present, the student population is comprised of: 54% who were from a language background other than English, in K to Yr 6; 28% who identify their language background as 'Chinese Languages'; Other language backgrounds identified to be spoken in family homes are Greek, Italian, Thai and Indonesian; 54 students accessed additional support for their learning through the school's English as a Second Language (EALD) program; 28% accessed additional support for their learning through the school's Community Language Program – Assisting Chinese / Mandarin speaking students and families.

Through school improvement initiatives in the 2015–2017 planning cycle, CSPS has achieved steady academic growth as demonstrated in large value added measures in the school's NAPLAN results. Working to achieve excellence in Literacy and Numeracy, remain key focus areas for our 2018–2020 School Plan.

The community has continued to see Crown Street Public School operates in a highly successful and effective manner and in doing so, maintain its position as the local school of choice for the families of this community.

Our longstanding reputation for providing a curriculum which is broad and well balanced has again been enhanced, as our students have consistently displayed exceptional standards of achievement across each of the academic, sporting, cultural and social fields.



# 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 school's efforts have focused on wellbeing, curriculum and learning and learning culture. There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities. The ongoing implementation of the New South Wales Syllabuses for the Australian Curriculum has provided learners with enriched opportunities to demonstrate 21st century learning skills and knowledge across all learning areas. The results of our integrated approach to embedding 21st century pedagogical practices are evident through increased engagement in creation based, rich ICT based learning opportunities.

Well-developed and current policies, programs and processes identify, address and monitor student learning needs. The successful work of the school's Learning and Support Team has seen excellent 'value-added' results for students receiving additional learning support. The improved transition to high school program was a highlight of this success.

Teams, consisting of teachers from across all year levels worked to initiate, implement and evaluate programs and initiatives to improve the delivery of quality teaching, improve student wellbeing and foster a learning culture underpinned by high expectations. Key projects and teams driving improvement across these aspects of the school excellence framework included positive behaviour for learning (PBL), STEM projects with University of Sydney, capacity building via differentiated instructional leadership and a quality teaching model centred on learning intentions and success criteria, formative assessment and feedback, especially in the literacy strand of writing.

Systematic and current policies exist for curriculum programming, assessment of student learning, attendance, child protection and bullying prevention. Student leadership and wellbeing initiatives are embedded in all school plans and programs and focus on all students. The TTFM survey data and school based evaluations continue to identify these programs as being of high value to students and effective in build positive relationships, providing students with a platform to actively and authentically contribute to the school, the community and the society in which they live.

In the domain of Teaching – Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class. Classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Individual learning is supported by the effective use of school and system expertise and resources through contextual decision-making and planning. School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language).

Collaboration has been encouraged and fostered with teachers being provided with opportunities to plan, program, assess and review data, building skills as a stage team. A stronger focus on the importance of data collection and a greater emphasis on the analysis of achievement data ensures that the decisions made at whole school level regarding teaching and learning are evidence based and measurable. Our collaborative approach to teaching, increased effectiveness in data gathering and analysis and the desire for our teaching staff to grow their professional practice all highlight a teaching culture that is fostering effective student learning.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement. Teachers work together to improve teaching and learning in stage teams. Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice. Processes are in place to provide formal mentoring or coaching support to continue to strengthen teaching practice and build leadership capacity. The school identifies expertise within its staff and draws on this to further develop its professional community and teachers are actively engaged in planning their own professional development to improve their performance. The school's continued focus is on embedding routinely explicit systems for professionalised collaboration, classroom observation, the modelling of effective practice and the provision of professional feedback in line with the AITSL Professional Standards for Teachers and Principals.

In the domain of Leading – School leaders continued to build a culture demonstrating the building of educational aspiration and ongoing performance improvement across its community.

Our effectiveness in this domain is due to three key factors. Firstly, embedding a coaching based approach to the annual performance and development review process has increased the teacher's sense of ownership of school programs by directly connecting their professional goals with strategic directions and initiatives. Secondly, leadership across the school has been enhanced by a distributive leadership model providing staff with authentic opportunities to lead professional development and project teams. Finally, the leadership team worked collaboratively to refine whole school

management practices with the view to shaping a culture where learning is fostered as the core function of the school.

The school is strongly committed to the development of leadership skills in staff and students as evidenced by the strength of our highly valued student leadership teams and wellbeing programs. Our work as a school community contributing for success in teaching, learning and leadership further builds on successful links within the community of schools, other educational providers and other organisations to support the schools programs and to build the capacity of all members of the community.

To ensure our shared values of inclusivity, celebration of diversity and high expectations continue to expand through the delivery of effective student learning, welfare and wellbeing programs ie. KidsMatter and Positive Behaviours for Learning (PBL).

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

### High Quality Teaching and Learning

#### Purpose

To foster a learning culture underpinned by high expectations and quality teaching where explicit feedback and rigorous assessment strategies drive student growth in literacy and numeracy across the school.

#### Overall summary of progress

Collaboration in stage based teacher teams improved the quality of teaching through the implementation of formative assessment strategies in literacy and numeracy. Teachers reported an increased efficacy in using formative assessment strategies in classrooms. Professional learning in the seven steps to writing success saw teachers embark on a year of intensive learning and action research working on building quality teaching pedagogy as a basis for developing a school-wide culture of creative writing and text type. As part of the initiatives supporting numeracy development, teachers actively participated Professional Learning sessions with school leaders, with a focus on programming, differentiation and problem solving in mathematics. This work saw the improvement in quality teaching programs in

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of students demonstrating and exceeding expected growth in literacy.	\$3500 Literacy resources to support the teaching of writing	All teachers self reported an increase in the use of formative assessment strategies and an increased ability to use this data for planning next steps in teaching and learning cycle.
Increase the percentage of students demonstrating and exceeding expected growth in numeracy.	\$2000 Hands on resources for explicitly teaching numeracy	All teachers self reported an increase in the use of formative assessment strategies and an increased ability to use this data for planning next steps in teaching and learning cycle.
'Learning progressions' data indicates student 1 year growth for 1 year learning.		Staff undertook Professional learning in this key area of assessment and reporting.
Teachers utilising high quality formative assessment strategies in literacy and numeracy learning sessions.	\$2500 for collaborative planning days for teaching staff	Teachers collaboratively planned stage based assessments in 'planning' sessions in the KLA's of literacy and numeracy.
Increase in teacher efficacy delivering explicit and quality feedback to improve student growth in literacy and numeracy.		Staff explicitly programmed opportunities for students to collaborate with peers in learning activities. All students set learning goals for the semester. These goals were discussed with students and explicit feedback given. These goals were reported to parents through semester reports.

#### Next Steps

Engage all teaching staff in continued and ongoing data collection and achievement tracking to ensure evidence based classroom practice continues to demonstrate positive impacts and improve growth data between Years 3 and 5 in all aspects of literacy and numeracy.

Professional learning program that focuses on formative assessment strategies in order that teachers accurately and incrementally measure growth and progress of student outcomes through specific learning intentions and success criteria.

Develop bank of ES1 – Stage 3 school-based assessments that enable school based data to be analysed alongside NAPLAN data.

Evaluate current mathematics, writing and spelling programs at end of 2019 to determine effectiveness and to examine other options.

Continue to refine and develop the classroom as digital learning hub strategy for the roll out of 21st century learning technologies and ensure that all teaching and learning programs reflect the utilisation of technology in order to meet curriculum needs and foster student engagement in rich learning tasks.

Embed the Quality Teaching Framework and Australian Teaching Standards in classroom observations and mentoring programs to foster excellence in classroom pedagogical approaches.

## Strategic Direction 2

### Future Focused Classrooms and School

#### Purpose

Develop, design and deliver innovative classroom spaces that promote student engagement, wellbeing and connectedness by fostering future focused learning experiences and enhanced opportunities for student collaboration, creativity and critical thinking.

#### Overall summary of progress

Staff in collaboration with furniture specialist developed, designed and delivered four innovative classroom spaces that promoted student engagement, improved wellbeing and connectedness to peers and teaching and learning cycle. Staff undertook Professional Learning in future focused learning and how to engage with environments to maximise student learning opportunities and engagement. This work saw the improvement in ability of students across the school to demonstrate pride in their learning and be able to clearly articulate how these enhancements in learning spaces assist them to learning better and collaborate with peers.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Classrooms spaces are redesigned to create learning labs that reflect a future focused learning environment.	\$25, 000 for future focused flexible learning furniture  \$8,450 for related technology	At the end of 2018, four future focused learning environments were created. These environments increased teacher capacity to delivery integrated units of work embedding the fundamentals of STEM and inquiry-based learning .
Increase the proportion of students demonstrating active engagement in collaborative and creative learning.		TTFM data indicated from Primary students indicated increased levels of student engagement, collaboration with peers and creative thinking.
Demonstrated increase in student's sense of pride in and connectedness to their learning environments.		TTFM data indicated from Primary students indicated increased levels of student engagement and collaboration, love of learning and sense of pride in school and individual achievement and effort displayed.

#### Next Steps

Engage all teaching staff in continued Professional Learning relating to a future focused classroom and 21st century school.

Develop a bank of ES1 – Stage 3 school-based STEM units that enable students and teachers to engage with the initial environments better and design and fit out more future focused learning environments

Evaluate current practices at end of 2019 to determine effectiveness and to examine other options.

Continue to refine and develop the classroom as digital learning hub strategy for the roll out of 21st century learning technologies and ensure that all teaching and learning programs reflect the utilisation of technology in order to meet curriculum needs and foster student engagement in rich learning tasks.



## Strategic Direction 3

### Empowered Learners

#### Purpose

To embed a high quality STEM pedagogy and curriculum across Kindergarten (Early Stage 1) to Year 6 (Stage 3) to develop students' knowledge and understandings, skills and problem-solving in Science, Technology, Engineering and Mathematics ensuring learners are ready for future lifelong learning and success.

#### Overall summary of progress

Active participation and completion of the research partnership with University of Sydney STEM Teacher Enrichment Academy leading to improved the quality of teaching and learning through Future Focused programming. This project led to the development of improved programming processes and templates for the integration of science, technology, engineering and mathematics (STEM). The introduction of *Sphero*, *Beebot* and *Cubetto* robots has begun to increase the teaching of technology and coding in classrooms from ES1 (Kindergarten) to Stage 3 (Year 6). Coding clubs for students were established and continued throughout the school year.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School wide delivery of a K–6 STEM program centred on student participation in Science, Technology, Engineering and Mathematics.	\$2,000 Professional Learning opportunities for staff  \$4,000 for 'collaborative' planning opportunities for staff	STEM team completed learning with the University of Sydney STEM Teacher Enrichment Academy.  Steam team shared learning with all staff.
Increased in student problem solving and computational thinking skills across a variety of key learning areas.	\$15, 000 for the purchase of STEM related technologies	Teachers collaboratively planned stage based units of work highlighting STEM and related assessments in 'planning' sessions in both semesters.
Improvement in teacher efficacy in developing and delivering a school wide STEM curriculum.	\$15, 000 for the purchase of STEM related technologies	All teachers self reported an increase in the use of STEM related teaching strategies and an increased ability to use STEM related technologies in teaching and learning cycle.

#### Next Steps

Engage all teaching staff in continued Professional Learning relating to STEM and 21st century school.

Develop a bank of ES1 – Stage 3 school-based STEM units that enable students and teachers to engage with the initial environments better and design and fit out more future focused learning environments

Evaluate current practices at end of 2019 to determine effectiveness and to examine other options.

Continue to refine and develop the classroom as digital learning hub strategy for the roll out of 21st century learning technologies and ensure that all teaching and learning programs reflect the utilisation of technology in order to meet curriculum needs and foster student engagement in rich learning tasks.

Expand the opportunities for students to engage in coding clubs and other opportunities related to initiative.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$4,281	<p>Additional Aboriginal Education learning support officers to assist with students with specific needs.</p> <p>'Deadly kids' school-based program for Aboriginal Students, supported by LAST and additional SLSO time, collaboration between teachers and school families.</p> <p>Additional staff time for the writing of personalised learning programs (PLP's) for all Aboriginal students.</p> <p>Provision of professional learning for teachers and school leaders focussed upon successful Aboriginal Education for all students.</p>
<b>English language proficiency</b>	\$132,458 (Teacher salary and flexible funding)	<p>Additional school learning support officers to assist with students with specific needs</p> <p>Provision of additional professional learning for teachers and school leaders focussed upon successful EALD strategies for all students.</p> <p>Additional staff (teachers) employed for to provide focussed Literacy 'reading groups' support K-2.</p> <p>Additional staff (teachers) employed for to provide focussed Literacy ie. 'literature circles' and 'writing groups' support Stages 2 &amp; 3.</p>
<b>Low level adjustment for disability</b>	\$71,495	<p>Additional school learning support officers to assist with students with specific needs</p> <p>Additional staff time for the writing of individual student learning plans and programs for students incorporating adjustments for individual learning needs.</p> <p>Release stage teams of teachers for professional sharing &amp; lesson studies with school executive &amp; LAST.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	2 and half days of extra RFF per week	Executive release provided to all Assistant Principals for the purposes of supervision and mentoring and whole school project implementation.
<b>Socio-economic background</b>	\$8,377	<p>Provision of additional SLSOs to assist with students with specific needs</p> <p>Financial assistance to meet school related costs.</p>
<b>Support for beginning teachers</b>	\$4,500	The beginning teacher support processes are based on a commitment to continuous professional development to maintain high quality teaching and learning and four teachers; three temporary and one permanent teachers, continues to complete their accreditation at proficiency requirements.
<b>Targeted student support for</b>	2 days per week of NAP	Additional staff time for the writing of

refugees and new arrivals	teaching time	<p>individual student learning programs for students incorporating adjustments for individual learning needs.</p> <p>Provision of additional SLSOs to assist with students with specific needs.</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	113	125	121	141
Girls	167	153	162	155

In 2018, the student population comprised of:

- 141 boys and 155 girls
- 55% who were from a language background other than English (LBOTE), enrolled in Kindergarten to Year 6.
- 43 students who identify their language background as 'Chinese Languages'.
- Other language backgrounds identified to be spoken in family homes are Greek, Italian, Thai and Indonesian Languages.
- In total, 36 different languages are spoken on the school site
- 77 students accessed additional support for their learning through the school's English as a Second Language (EALD) program.
- 22 students who accessed additional support through the school's Learning Assistance Program or Reading Recovery.
- A number of students who are provided with additional funding through the NSW Department of Education Support Funding for Students with Special needs.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	96	96.5	95
1	95.1	96.1	96.2	93.6
2	95.3	96.2	95	94.8
3	96.1	95	96.1	93.5
4	94.5	94.3	95.1	94.3
5	94.8	93.6	92.6	89.8
6	93.9	93.6	91.9	93.4
All Years	95	95.1	95.1	93.7
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

Class rolls are checked regularly to ensure students are attending school on a regular basis and absences have been followed up by the class teacher.

Absences, be they partial or full, are monitored each term. Parents/caregivers of students who have unexplained absences are contacted to provide an explanation. If there are more than five partial or full day absences in any given term and an explanation has not been received, a letter is sent home expressing a concern regarding attendance.

In 2018:

- There was a reduction in the number of students who needed to be followed up due to lack of attendance.
- The *Sydney Region Home School Liaison Officer (HSLO)* was contacted to work with families if necessary.
- A number of families travelled overseas and obtained formal exemption from school to travel when required.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.52
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.8
School Counsellor	0.8
School Administration and Support Staff	2.82
Other Positions	0.6

\*Full Time Equivalent

No staff members at Crown street Public School identify as aboriginal or Torres Strait Islander in heritage.

### 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	40

### Professional learning and teacher accreditation

Teaching and support staff at Crown Street Public School take an active role in professional development. Staff are engaged in weekly whole school professional learning sessions and participate in targeted professional learning opportunities both within and beyond the school. Professional learning is closely aligned to the objectives of the school plan as well as each person's individual professional development plans.

Opportunities are also provided to staff members to lead professional learning in areas of expertise and build collective capacity across the teams that operate in the school. All members of staff participated in a range of mandatory child protection and safety training as required by the Department of Education. Throughout 2018 the school leadership team took an active role in planning high quality professional learning experiences that were delivered across four school development days. Across these days staff participated in workshops on: School planning, the school excellence framework, positive behaviour for learning, CPR and anaphylaxis training.

Weekly school based professional learning linked strongly to the project team objectives developed for the 2018–2020 school plan. Opportunities were provided for team leaders and team members to design and deliver high quality professional learning in areas of expertise and leadership ensuring collective capacity was built across all teams that operate in the school.

All teachers at Crown Street Public School transitioned into the new accreditation model and are working towards either obtaining or maintaining accreditation at a level appropriate for their career stage. In 2018 there were two early career teacher working towards attaining accreditation at proficient level, 22 teachers maintaining accreditation at proficient. Permanent and temporary teachers working towards proficient accreditation were provided with mentoring support to assist them in building the skills and experiences required to meet the proficient teacher standards.



## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	61,058
<b>Revenue</b>	3,267,967
Appropriation	2,924,431
Sale of Goods and Services	6,828
Grants and Contributions	333,347
Gain and Loss	0
Other Revenue	750
Investment Income	2,611
<b>Expenses</b>	-3,199,792
Recurrent Expenses	-3,199,792
Employee Related	-2,804,095
Operating Expenses	-395,697
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	68,175
<b>Balance Carried Forward</b>	129,233

School financial management at Crown Street Public School is overseen by the Principal and School Administration Manager. During 2018 the school was selected for audit with school systems relating to budgeting and financial position reviewed and recommendations for improvements made. There were no significant variations in revenue or expenditure during 2018. The small amount of surplus funds carried forward into 2019 have been earmarked for teacher salaries, STEM / technology upgrades and utilities.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	2,280,384
Base Per Capita	54,723
Base Location	0
Other Base	2,225,660
<b>Equity Total</b>	216,610
Equity Aboriginal	4,281
Equity Socio economic	8,377
Equity Language	132,458
Equity Disability	71,495
<b>Targeted Total</b>	93,081
<b>Other Total</b>	240,870
<b>Grand Total</b>	2,830,946

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. All students undertook the NAPLAN tests online.

Programs targeting specific areas of literacy and numeracy i.e.; Reading, Numeracy and Spelling are resulting in increased performance on related NAPLAN measures. In 2018, 30 Year 3 students and 42 Year 5 students sat the assessments of literacy.

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.

Literacy results for the 2018 NAPLAN program indicate positive growth in terms of the school's target, to raise Year 3 and Year 5 average scores on all assessment measures, resulting in an increase in the number of students achieving proficiency, with results in the top two bands. Programs targeting specific areas of literacy and numeracy i.e.; Reading, Numeracy and Spelling are resulting in increased performance on related NAPLAN measures. In 2018, 30 Year 3 students and 42 Year 5 students sat the assessments of literacy.

The average NAPLAN score achieved by the Year 3 cohort is as follows:

Grammar and Punctuation: 456 (raw score) – The average band achieved by cohort was Upper Band 5 compared with the National average score of Lower Band 5

Reading: 463 (raw score) – The average band achieved by cohort was Upper Band 5 compared with the National average score of Lower Band 5

Spelling: 443 (raw score) – The average band achieved by cohort was Middle Band 5 compared with the National average score of Beginning of Band 5

Writing: 430 (raw score) – The average band achieved by cohort was Beginning Band 5 compared with the National average score of Middle of Band 4

The average NAPLAN score achieved by the Year 5 cohort is as follows:

Grammar and Punctuation: 522 (raw score) – The

average band achieved by cohort was Upper Band 6 compared with the National average score of Middle of Band 6

Reading: 534 (raw score) – The average band achieved by cohort was Beginning Band 7 compared with the National average score of Upper Band 6

Spelling: 528 (raw score) – The average band achieved by cohort was Top of Band 6 compared with the National average score of Middle of Band 6

Writing: 457 (raw score) – The average band achieved by cohort was Middle Band 5 compared with the National average score of Middle of Band 5

In 2018, 30 Year 3 students and 42 Year 5 students sat the assessment of numeracy.

### **The average NAPLAN score achieved by the Year 3 cohort is as follows:**

Numeracy: 434 – The average band achieved by cohort was Lower Band 5 compared with the National average score of Middle of Band 4

### **The average NAPLAN score achieved by the Year 5 cohort is as follows:**

Numeracy: 510 – The average band achieved by cohort was Beginning Band 5 compared with the National average score of Middle of Band 4

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Results in accordance with the *Premier's Priorities: Improving Education Results*, show that Crown Street Public School has had an increase in the number of students achieving results in the top two bands. The most pleasing results are in Year 3 and Year 5 Reading. Year 3 students achieved results that indicate a trend of improvement since 2016 after significant improvement initiatives were implemented in writing and spelling. These improvements indicate an upward trend for reading and it is anticipated that results in 2019 will continue our upward trend as a result school-wide improvement initiatives including early intervention literacy programs K–2 and writing and spelling initiatives in K–6.

Results for *State Priorities: Better Services – Improving Aboriginal Education Outcomes* for students in the top two NAPLAN bands mirror our school's upward trend and pleasingly 100% of students were in the top two bands for Reading. Beyond this, the data set at Crown Street Public School in 2018, is too small to be more specific while maintaining anonymity.

As for recorded 'student growth' or 'value added', our Year 5 results are as follows

Grammar and Punctuation – 58% of students were at or above expected growth

Reading – 79% of students were at or above expected growth

Spelling – 58% of students were at or above expected growth

Writing – 58% of students were at or above expected growth

Numeracy – 57% of students were at or above expected growth

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and school staff about the school and community that surrounds it.

### 1. Student Voice

The Tell Them From Me student survey measures the opinions of students against indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 54 students (7 Year 4's, 23 Year 5's and 24 Year 6's) in our school that participated in the survey between 24 Sept and 18 Oct. 2018.

#### Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.

- 64% of students in this school had a high sense of belonging. The NSW Govt norm for this year is 81%.
- 62% of the girls and 67% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 81% and for boys is 81%.

#### Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.

- In this school, 79% of students had positive relationships. The NSW Govt norm for these years is 85%.
- 86% of the girls and 70% of the boys in this school had positive relationships. The NSW Govt norm for girls is 88% and for boys is 83%.

#### Positive teacher–student relations

Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

- In this school, Positive Teacher–Student Relations were rated 7.9 out of 10. The NSW Govt norm for these years is 8.4.

#### 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 6.6 out of 10. The NSW Govt norm for these years is 7.2.

#### Expectations for success

The school staff emphasises academic skills and hold high expectations for all students to succeed.

- In this school, students rated Teachers' Expectations for Academic Success 8.4 out of 10. The NSW Govt norm for these years is 8.7.

### 2. Parents as Learning Partners

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 schoolwork, 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.

This report provides highlights based on data from 23 school families in our school that participated in the survey between 24 Sept and 20 Oct. 2018. Please note, the NSW Govt Norm is presented in brackets.

**Parents Feel Welcome:** 7.2 (7.4) out of 10 **Parents are Informed:** 6.3 (6.6) out of 10 **Reports on my child's progress are written in terms I understand:** 6.6 (6.6) out of 10

**Parents support learning at Home:** 6.5 (6.3) out of 10 **School Supports Learning:** 6.9 (7.3) out of 10 **Teachers expect my child to work hard:** 6.8 (6.7) out of 10

**School Supports Positive Behaviour:** 7.8 (7.7) out of 10 **Safety at school:** 6.7 (7.4) out of 10 **Inclusive School:** 6.7 (6.7) out of 10

### 3. Teacher Voice & Perspectives

The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. One is 'effective schools' research which has identified the most important correlates of student outcomes. The questions in the survey are grouped to assess 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 second paradigm, related to dimensions of classroom and school practices. Please note, the NSW Govt Norm is presented in brackets.

Results for the '**8 Drivers of student learning**', are as follows:

**Leadership:** 7.0 (7.1) out of 10 **Collaboration:** 7.5 (7.8) out of 10 **Learning Culture:** 8.0 (8.0) out of 10 **Data Informs Teacher Practice:** 7.9 (7.8) out of 10

**Teaching Strategies:** 7.9 (7.9) out of 10 **Technology:** 6.8 (6.7) out of 10 **Inclusive Community:** 8.3 (8.2) out of 10 **Parent Involvement:** 7.3 (6.8) out of 10

**"Four Dimensions of Classroom and School Practices"**, relating to Teachers views and opinions.

The questions in the Focus on Learning survey ask teachers to consider whether they present:

1. challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals through;
2. planned learning opportunities which involve an intentional transfer of skills and knowledge;
3. quality feedback that guides students' effort and attention; and
4. support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

**Results for the "Four Dimensions of Classroom and School Practices", are as follows:**

**Challenging and Visible Goals:** 7.4 (7.5) out of 10 **Planned Learning Opportunities:** 7.8 (7.6) out of 10

**Quality Feedback:** 7.3 (7.3) out of 10 **Overcoming Obstacles to Learning:** 7.8 (7.7) out of 10

### Conclusions from TTFM Surveys

The TTFM Surveys portray a very positive image of parent and student experiences at Crown Street Public School with most indicators showing higher results than Department of Education norms. The results are indicative of the school's significant efforts to improve communication, involvement and engagement at a number of levels.

Students and school families are feeling welcome and included through their valued involvement in school processes and activities.

Student inclusion in the development of learning and behavioural goals has led to higher student engagement in social, intellectual and institutional domains and with minimal signs of disengagement. Students and parents have clear expectations for student behaviour and learning which further improves levels of engagement.

Positive, respectful relationships have been, and continue to be fostered and high expectations for learning and behaviour are well communicated. These factors impact upon school culture at all levels and work toward resulting in more productive learning environments with an improvement in student learning outcomes for all students.

This evidence demonstrates a positive shift in school culture and climate.

Teachers, students and parents are feeling valued and included and understand the importance of a positive learning environment with high levels of involvement and engagement by all members of the school community.

# Policy requirements

## Aboriginal education

During 2018, we continued our holistic and consistent approach to teaching Aboriginal Education to our students, with a variety of learning initiatives and experiences with an aim to supporting Aboriginal students to establish strong learning goals and to strengthen their community connections.

Crown Street Public School is situated on Eora land, belonging to the traditional landowners, the Gadigal People.

We believe that Aboriginal students have the right to be proud of their heritage and that by building an understanding of this in our community; we can make a positive contribution towards a reconciled Australia.

All programs and initiatives undertaken targeted all students to build a greater understanding of Aboriginal Australia.

All students had a personalised learning program (PLP) developed. This involved the 2018 classroom teacher liaising with the 2017 classroom teacher regarding learning needs and progress.

Parents/carers were also consulted regarding what they believed were their child's needs. The PLP was then presented to parents/carers and when developmentally appropriate, the student.

Progress was reported on throughout the year at formal points of whole school reporting and informally. The majority of Aboriginal students are making progress to commensurate with their potential and individual learning styles and capacity.

Students who presented as needing additional support for their learning were provided with programs tailored to their individual needs. A number of students received support from the school's Learning and Support program. Parent consultation has been a key feature of all interventions.

In 2018, major achievements included:

- Aboriginal students at Crown Street PS are valued and acknowledged. They are given every encouragement to excel, which was evidenced by one student receiving a 'Deadly Kids' award by the Sydney Region.
- The teachers continue to ensure that students are provided with factual information regarding contemporary and traditional Aboriginal culture.
- Mentoring and tuition of Aboriginal students during the year is aimed at improving their literacy and numeracy achievements, with each student having a specific learning program to target progress.

Due to privacy and personal information policies, summary statistics or graphical representation of our indigenous students' performance cannot be reported, as we have a cohort of less than ten.

## Multicultural and anti-racism education

Crown Street Public School has maintained a strong focus on multicultural education. Our school has an inclusive culture that celebrates difference and ensures continuous learning for all.

Tolerance and acceptance of individual differences are key elements of the school's successful Harmony Day, which highlighted community participation and diversity with students becoming confident and articulate in speech, expressing positive views against racism and discrimination in our school community.

The school's Anti-Racism Contact Officer continued to work closely with the principal and Learning Support Team to ensure that all DoE protocols were followed.

The school has a total of 54% students from Language Backgrounds Other Than English (LBOTE).

Crown Street Public School reflects the multicultural nature of Australia and this is something the community is very proud of.

There is a commitment to ensuring a harmonious and respectful environment so all members of the community have the opportunity to grow and develop and have pride in their cultural background.

In 2018, major achievements included:

- 100% of students from K–6 participated in weekly Chinese – Mandarin classes. The school maintains its excellent standard in teaching and learning Mandarin for all students through our Community Languages (CL) program. Students of Chinese background maintain their language through the Community Language program.
- The EAL/D program was provided through a combination of withdrawal and team teaching depending on the amount of time students had been in Australia and the level of their language proficiency. 77 students were catered for in the EAL/D program with EAL/D support being a combination of team teaching in classes with the class teachers and withdrawal lessons.
- The school's Anti-Racism Community Officer (ARCO) was consulted if any conflict between students appeared to be linked to lack of understanding regarding cultural differences. When it is believed that a conflict has involved any type of racism, the ARCO brings the victim and perpetrator together for a restorative conversation.