

Crestwood Public School

Annual Report



2018



4441

Introduction

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

Denise Hazell

Principal

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Message from the Principal

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high quality learning experiences delivered by our exceptional teaching staff. Crestwood Public School is a dynamic and caring learning community, which has been catering for families living in the school's drawing area since 1972. The school's motto 'Onward and Upward', and school wide expectations of 'safe, responsible, respectful learners', encapsulate what this outstanding place of learning is all about and is reflected in the many programs and activities offered by the school, ensuring that every aspect of school life (academic, social, sporting, leadership and performing arts) is catered for. Our school motto is the school's reason for being; it is our ethos, our mantra.

Crestwood Public School not only serves to improve student learning outcomes and academic success, which is a given and evident through all external assessment results, but this beautiful school is also about providing for the well being of the whole child. As a staff and a community we are committed to ensuring that each child's emotional intelligence and resilience is also catered for. What this means for our students is that when things don't always go according to plan, our students have the emotional resilience to bounce back and continue to be the happy individuals that they are. It means that our children are able to face life's challenges with strength of character and a positive outlook. We are committed to ensuring that our students enjoy coming to school and that they enjoy learning.

Our school's success is underpinned by three strategic directions that promote the quality teaching and learning programs that our students, staff and parents/carers value and appreciate. We have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best. Our students are motivated to learn and participate in the range of educational opportunities provided for them. Crestwood Public School enjoys tremendous support from our parents and the local community.

By all assessment measures and benchmarks, the students of Crestwood consistently perform at and above state average as indicated through NAPLAN results, school based assessment and the learning continuums. Our teachers work tirelessly to ensure that this trend continues and that children are set high expectations and are provided with quality teaching embedded in all classrooms through a differentiated curriculum. Our staff remain committed to the process of continuous improvement and self-evaluation to meet the ever changing needs of the school, the community and its students.

I hope you enjoy reading over the major highlights of the year at Crestwood PS in 2018.

Denise Hazell, Principal

School background

School vision statement

At Crestwood Public School, we believe that through best practice and commitment to the development of the whole student, we will develop creative thinkers and problem solvers who are engaged learners for tomorrow's world. We believe that collaboration and the development of strong partnerships within and beyond the school will inspire the development of confident, resilient and responsible citizens.

School context

Crestwood Public School is a dynamic school which promotes high academic achievement and a range of extracurricular opportunities. The school has a culture of shared decision making and is committed to quality teaching and continuous improvement. With an emphasis on student engagement, current priorities include differentiation of student learning programs and the provision of high quality professional learning for staff. A dedicated staff is supported by an active parent community with the school held in very high regard amongst the local community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Students are literate, numerate, creative and self directed learners.

Purpose

Students are able to think deeply and logically to creatively and critically analyse and evaluate literal information and literature around them. Engaging in collaborative learning programs that incorporate visible learning intentions and success criteria will enable students to take ownership of their learning and foster shared high expectations in regards to their learning outcomes.

Overall summary of progress

With a concerted focus on enabling students to think deeply and logically, the main focus through Strategic Direction 1 in 2018 was the introduction of visible learning to a targeted stage group. Professional development on visible learning from a research basis focussed on the introduction of a variety of teaching and learning tools. Staff were engaged in collegial discussion and collaborative learning that incorporated learning intentions and success criteria in the class writing program. This has allowed students to take ownership of their learning and fostered shared high expectations of outcomes. Resources and visual aids were developed to support the initiative, with the pilot team meeting regularly to discuss progress and where to next.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN results show an increasing number of students in 'proficiency' bands over 3 years.	Funding from TPL	Professional learning has occurred across the school to support the introduction of visible learning pedagogy. This has resulted in an increased focus on the explicit instruction of writing, particularly for the focus stage of Year 1 and Year 2 staff.
ACARA Learning Progressions and school assessment data details increased student proficiency levels.	Funding from TPL	Targeted executive staff and Kinder staff (undertaking Best Start v2 in 2019) attended professional learning on the use of the learning progressions in catering for student needs. All staff have been exposed to an overview of the changes regarding the updated progressions.
100% of students reflect upon individualised learning goals to direct their learning and improve their outcomes.	Funding from TPL	Students in Stage 1 involved in the pilot program are developing an understanding of self assessment and are now able to verbalise the purpose behind their learning. This pilot has included students establishing their individual learning goals as a learning focus.
An increasing proportion of students effectively use specific criteria to inform their learning.	Funds from TPL SD 1 Resources – \$3031	The visible learning pilot has successfully introduced the concepts of learning intentions and success criteria to students. All Stage 1 staff now feel confident in clearly articulating to students what they will be learning (WALT – We Are Learning To) with success for the activity also outlined (WILF – What I'm Looking For).

Next Steps

In 2019 the following areas will be developed and enhanced as outlined in the school strategic plan.

- Visible Learning strategies will be expanded to other stages across the school, using writing as the focus content.
- Grades will be supported to develop their own supporting resources and 5 Star writing exemplars.
- Professional learning will support both formative and summative assessment, as a means of enhancing and developing student learning outcomes.
- PLAN 2 will be utilised across the school as a means of tracking student development and planning for individual learning needs across one content area.
- Opportunities for professional learning of curriculum differentiation will be explored.



Strategic Direction 2

Quality staff learning promotes innovative teaching practice.

Purpose

Staff have the capacity to provide current evidence based pedagogy featuring sophisticated data analysis, consistently high standards, and flexibility to meet specific learning needs of our students. Staff engage in individualised, team and shared professional learning opportunities to meet accreditation levels at the National Standards.

Overall summary of progress

Quality Teaching Successful Students (QTSS) strategic staffing has supported the introduction of a whole school professional learning goal on writing linked to students needs. This was identified as a focus area through ongoing performance assessment and NAPLAN analysis. Professional learning and shoulder to shoulder support on best practice in literacy has also been enhanced through QTSS. The school 'Reading to Write' program K–6 was developed to support quality literacy teaching. The project has a clear focus on building teacher understanding of syllabus outcomes/content; developing consistent whole school writing processes and language; creating quality teaching and learning programs based around 'Reading to Write'; and engaging in modelled, team-teaching and observation lessons. Incorporating this as a whole school goal for Performance and Development Plans (PDP) for all teachers, linked to the appropriate Teaching Standards, has ensured all teachers are accountable for providing evidence in writing. The implementation of this initiative is continually being self-assessed and modified to account for teacher practice and support required. Analysis of student writing samples, NAPLAN data and student literacy cluster or progressions will provide tools to evaluate the effectiveness of this initiative over time.

A school based mentor has ably supported beginning teachers with programming, teaching practice, assessment and reporting. Three staff members successfully fulfilled their proficient teacher accreditation submissions throughout 2018, whilst a number of others have commenced the process of gathering information towards this. All pre 2014 staff became formally accredited and were introduced to the state wide monitoring eTAMS system which is a centralised electronic Teacher Accreditation Management System (eTAMS). This system supports the accreditation process enabling staff to log and annotate professional learning supporting their ongoing development as a teacher.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff effectively use reflective practice to refine practice (teaching and SASS).	TPL Funding QTSS staffing allocation \$10000 English resources	All permanent and temporary teaching staff at Crestwood have a school wide goal linked to the 'Reading to Write' initiative. The school goal, team goals and individual goals have all been explicitly linked to the teaching standards as a point of reference. SASS staff have engaged with the PDP process and have established goals linked to the NSW Public Sector Capability Framework.
Staff demonstrate an increasing awareness and understanding of self monitoring for maintenance of accreditation.	\$80271 (Beginning Teacher)	A school mentor was appointed to support those beginning teachers undertaking accreditation at proficient level. Professional learning was undertaken by all staff around the processes of recording and maintaining requirements for accreditation. Identified staff have been supporting others through the modelling of annotations to support mandatory TPL. Stage teams have worked collaboratively to log professional learning hours identifying appropriate teaching standard links.
An increasing proportion of staff effectively use data to direct and inform teaching and learning programs.	NIL	All staff from K–2 collect and analyse literacy PLAN data on a regular basis. This information forms the basis of collegial discussion focussed on supporting students learning needs, and implications for teaching and support programs.

Next Steps

In 2019 the following areas will be developed and enhanced as outlined in the school strategic plan.

- Revisit and review the importance of the PDP process for all staff as a means of enhancing their own professional knowledge and practice.
- Explore the range of professional learning available for staff and how this links to individual goals. Maintain accurate PL logs of both registered and teacher identified learning towards maintenance of accreditation.
- Expand effective data collection and analysis processes 3–6 to identify student needs and modify teaching programs accordingly.
- Revise the school scope and sequence in writing in line with the Reading to Write project.



Strategic Direction 3

Collaborative partnerships foster a school wide culture of high expectations.

Purpose

School leaders will collaborate with all stakeholders. This will be underpinned by consistent, inclusive school wide practices and processes to enhance the learning environment, and wellbeing of students.

Overall summary of progress

The streamlining of administrative and management systems has been responsive to both the school context and needs in 2018. Progress through awareness and implementation of targeted SENTRAL modules (including Attendance, Learning and Support, Academic and Reporting) has been a highlight. The wellbeing of students has been promoted and enhanced through programs such as The Nest, PALS, Chaplaincy Support and PBL assemblies. There has also been an increased focus on the development of social skills in the first year of school through a Kindergarten Development Play initiative. These programs have engaged with staff, students, parents and the wider community to ensure all students are known, valued and cared for.

The continued upgrade of school facilities to support future focussed learning saw the reinvigoration of the Technology Lab in 2018. This project was financially supported by generous P & C funding donations, as well as school allocated budgets.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of parents provide feedback through a variety of platforms.	DoE \$20000 Chaplaincy staffing initiative	The Tell Them From Me (TTFM) survey was completed to gather parental feedback on school operations across a range of areas. There has been a notable increase in parental engagement and contact with the school Chaplain. Ongoing use of social media sites has also promoted community engagement throughout the year.
A greater proportion of respondents through Parent Surveys indicate an increased level of satisfaction around school inclusivity and communication.	\$1632 SD 3 Budget	A community forum with targeted groups facilitated by the P & C has explored and gathered feedback on enhancing both school inclusivity, and methods of communication. It is anticipated this will continue to be developed, gathering feedback from a range of diverse school sectors and cultural groups.
100% of staff are familiar with and regularly use agreed upon school management and monitoring systems.	\$12000 software licencing	Effective training and development and senior executive support has ensured 100% of staff are currently using the attendance and academic reporting modules in SENTRAL. Further applications will be explored and deployed in 2019.
The social and emotional components of Tell Them From Me survey indicates a positive increase over 3 years.	NIL	The TTFM survey has now been completed by both students and parents. A further year of data will allow for historical comparison and analysis of results over time.

Next Steps

In 2019 the following areas will be developed and enhanced as outlined in the school strategic plan.

- Renewed focus on pedagogies to support future focussed learning facilitating flexible and visible learning in classrooms.
- Implementation of SENTRAL Learning and Support functions school wide. This will include the tracking and monitoring of student behaviour and school merit award system.
- Streamlining of school wellbeing practices in light of the School Wellbeing Framework self assessment undertaken in 2018.
- Analysis of data from TTFM student, staff and parent surveys to evaluate historical trends to drive future wellbeing, learning and school directions.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal background flexible funding (\$3984.00) • Aboriginal background loading (\$984.00) 	<p>Funding has enabled regular monitoring, implementation and support of each Aboriginal student's Personalised Learning Pathway to ensure their engagement, wellbeing and aspirations are met. School Learning Support Officers supported students in classrooms as required to achieve identified learning outcomes. Funds were also effectively utilised to create an awareness of Aboriginal culture and storytelling through involvement in a whole school assembly with follow up workshops.</p>
English language proficiency	<ul style="list-style-type: none"> • English language proficiency flexible funding (\$30 824) • English language proficiency (\$166 581, 1.6 FTE staffing allocation, 0.2 New Arrivals Program staffing) • English language proficiency (\$7 500.00) 	<p>Class teachers and the EAL/D teacher collaboratively plan, implement and monitor individualised programs of support for EAL/D students. Achievements of EAL/D students are measured against the EAL/D phases. Review and analysis of school based data, EAL/D phases and Literacy and Numeracy continuums have been used to determine progress towards student learning targets. This year considerable review and reorganisation of the support program has resulted in a far greater emphasis on support provided within the classroom, particularly in writing. An increase in students newly arrived in Australia also resulted in a staffing allocation to focus on targeted language acquisition for identified students.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • Low level adjustment for disability flexible funding (\$47 925) • Low level adjustment for disability (\$72 879, 0.7 FTE staffing allocation) • Low level adjustment for disability (\$12 000.00) 	<p>As with 2017, class teachers and the specialist LaST teachers collaboratively plan, implement and monitor individualised programs of support for students identified as requiring a learning adjustment and/or accommodation. Student progress has been tracked and reviewed against learning continuums and school based data points. School learning support officers have been employed through flexible funding to assist with the implementation of personalised learning plans in the classroom for students.</p>
Socio-economic background	<ul style="list-style-type: none"> • Socio-economic background flexible funding (\$10497.00) • Socio-economic background (\$2 000.00) 	<p>School Learning Support Officers were employed to support students within the classroom. Funds have been utilised to support students accessing excursions and extra-curricular activities, promoting full access to the curriculum.</p>
Support for beginning teachers	<p>Beginning Teacher Funding \$80271</p>	<p>Beginning teachers are provided with access to additional support, professional development and advice from mentors and supervisors. Guided and modelled support is provided to assist in developing pedagogy, classroom management and career goals. Funding has been utilised to assist staff in understanding the process of accreditation at Proficient standard. Additional timetabled Release from Face to Face Teaching time has supported beginning teachers in the development of teaching programs, construction of resources and assessment of student learning outcomes. This has been highly valued by staff.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	357	363	398	405
Girls	360	375	383	396

Enrolments have continued to grow steadily, with enrolments increasing to over 800 students through the year. The increase resulted in the growth of another class for 2018, with the school forming 31 classes. This trend may be unlikely to continue however as a new school at Bella Vista is anticipated to open at the beginning of the 2019 school year.

Management of non-attendance

Crestwood uses an online facility to mark rolls and monitor attendance. This year the use of a third party software provider, Sentral, was engaged for this purpose. This has proved most successful and user friendly in accessing reports and analysing attendance data on a regular basis. Whole and partial absences are recorded with regular reports generating percentage of attendance reports for each student. As per Department policy, parents are contacted by staff if a student is absent for three days or more if no notification is given to the school.

The average attendance rate for all students at Crestwood during 2018 continues to be higher than the State level.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96	95.6	96.5	96.3
1	95.5	96.1	94.1	94.7
2	94.7	96.1	96	94.8
3	96.2	95.9	96	96.2
4	95.2	96.1	96.3	95.7
5	95.3	95.5	95.6	95.5
6	94.2	94.5	96.2	94.7
All Years	95.3	95.7	95.8	95.4
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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	29.98
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	4.67

*Full Time Equivalent

Currently no staff at Crestwood PS identify as being from an Aboriginal background.

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	26

Professional learning and teacher accreditation

During 2018, all teaching staff and administrative staff participated in a range of professional learning activities that met personal Professional Development Plans (PDPs), school strategic directions and mandatory compliance training. These professional development sessions included whole school staff meetings, stage focused professional development meetings, whole day Stage Planning Days, school development days, funded courses, online e-learning courses and guest speakers.

All staff engaged with colleagues in professional dialogue about best practice in both internal and external settings. Literacy continued to be a focus for 2018 with staff from K-6 undertaking professional learning around best practice in Writing. Stage 1 teachers engaged in professional learning around quality literacy programming and using Visible Learning strategies effectively. The introduction of Sentral as part of the school administrative systems necessitated a major focus on utilising different components of this system effectively. This has included attendance procedures, and assessment and reporting. This will be extended in 2019 to incorporate student wellbeing, and enhanced communication.

Implementation of both the Science and Geography syllabi were whole school focuses with the development of school scope and sequences for these areas, identifying key aspects and skills to be taught by each grade. Professional development at Brewongle Environmental Education Centre (EEC) was a feature in 2018. The day at Brewongle EEC guided teachers through the Geographical Inquiry Process and demonstrated a range of stage appropriate Geographical Fieldwork Tools to support students' learning at school.

Throughout 2018 all pre 2004 staff became officially accredited with NESAs – NSW Education Standards Authority. As a result of their dedication to their teaching careers, three additional new scheme teachers submitted their application for accreditation with NESAs during 2018. Further professional learning around maintenance of accreditation procedures was undertaken to support all staff.

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	579,204
Revenue	6,503,627
Appropriation	5,892,623
Sale of Goods and Services	80,149
Grants and Contributions	522,046
Gain and Loss	0
Other Revenue	100
Investment Income	8,709
Expenses	-6,189,993
Recurrent Expenses	-6,189,993
Employee Related	-5,375,533
Operating Expenses	-814,460
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	313,634
Balance Carried Forward	892,838

Throughout 2018 Crestwood Public School utilised the Enterprise Financial Planning Tool (eFPT) to forecast and allocate budgets for staffing and general financial planning. Funds carried forward are to cover commitments for unpaid salaries, ongoing costs of utilities and for ground, building and equipment maintenance. There will be a number of financial commitments to cover end of year activities and the swimming carnival early 2019. The school plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of the students.

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	5,106,169
Base Per Capita	151,021
Base Location	0
Other Base	4,955,148
Equity Total	332,690
Equity Aboriginal	3,984
Equity Socio economic	10,497
Equity Language	197,405
Equity Disability	120,804
Targeted Total	0
Other Total	286,230
Grand Total	5,725,089

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.

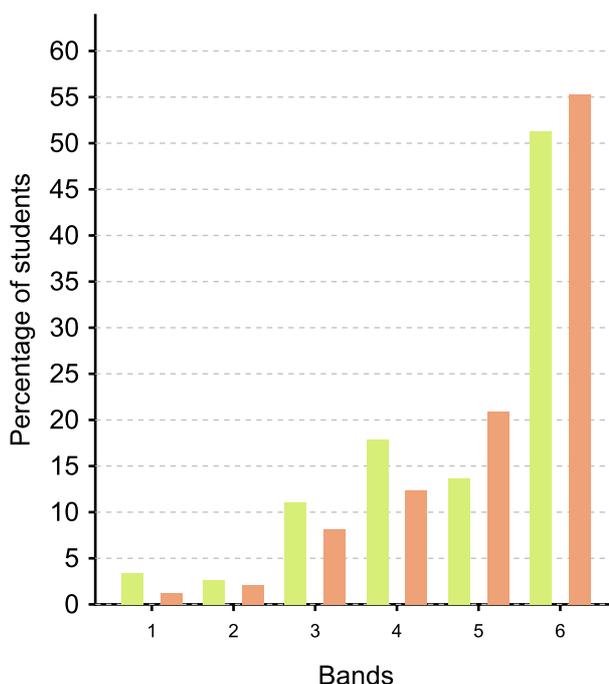
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

Crestwood completed paper based traditional NAPLAN assessments in 2018, but will move over to online assessments in 2019. Results from 2018 show the school continues to perform strongly against State averages and statistically similar schools.

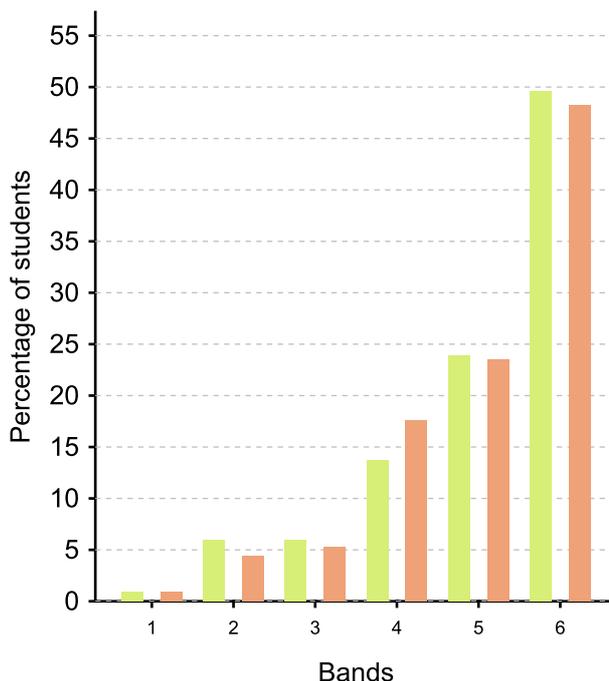
Both Year 3 and Year 5 Reading data shows an upward trend since 2015 for achievement and progress across both cohorts. The progress of boys in both grades has been a notable success, with increased growth over time a feature. Year 3 and Year 5 boys also perform exceptionally well against the state and statistically similar schools in Spelling, Punctuation and Grammar.

Whilst the school continues to perform above the State in Writing Assessments, progress has been on a downward trend and will remain an area of focus through our Reading to Write initiative in 2019. Currently Crestwood PS performs in line with statistically similar schools, however, again boys are outperforming girls when this figure is looked into more closely.

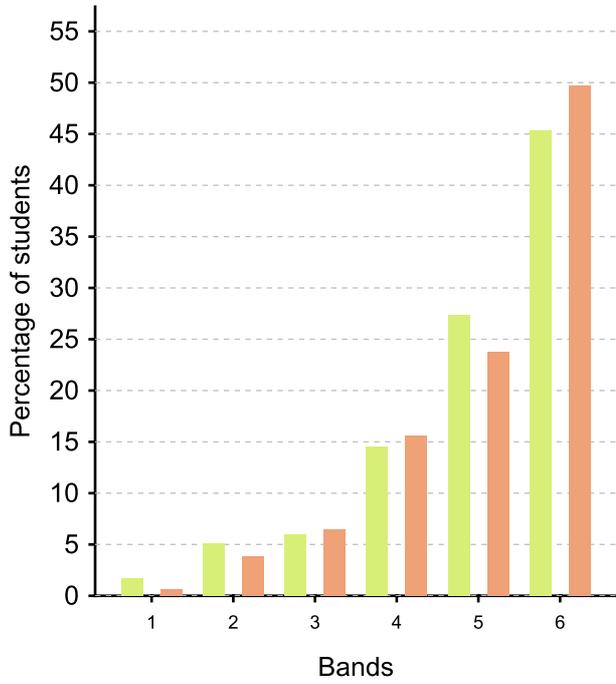
Percentage in bands:
Year 3 Grammar & Punctuation



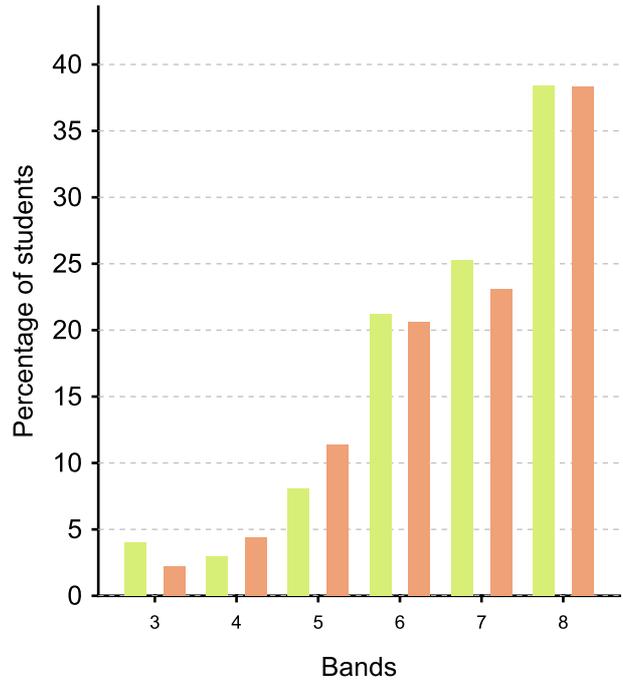
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Spelling



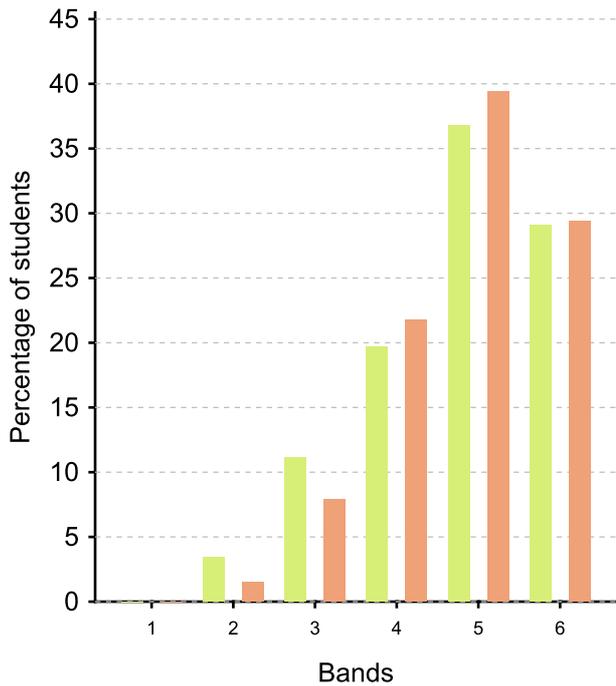
Percentage in bands:
Year 5 Grammar & Punctuation



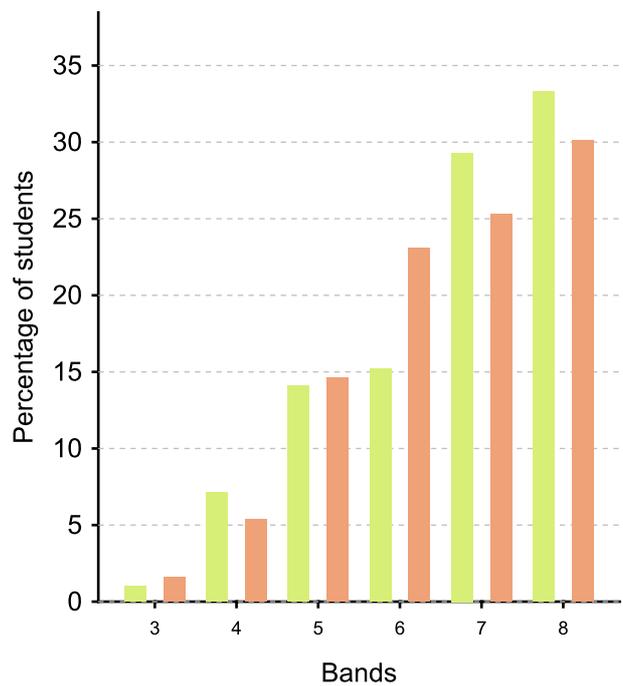
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



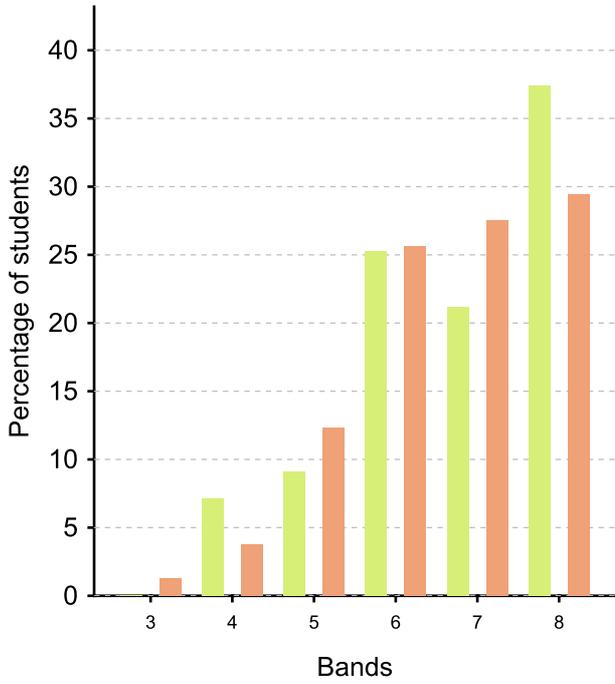
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

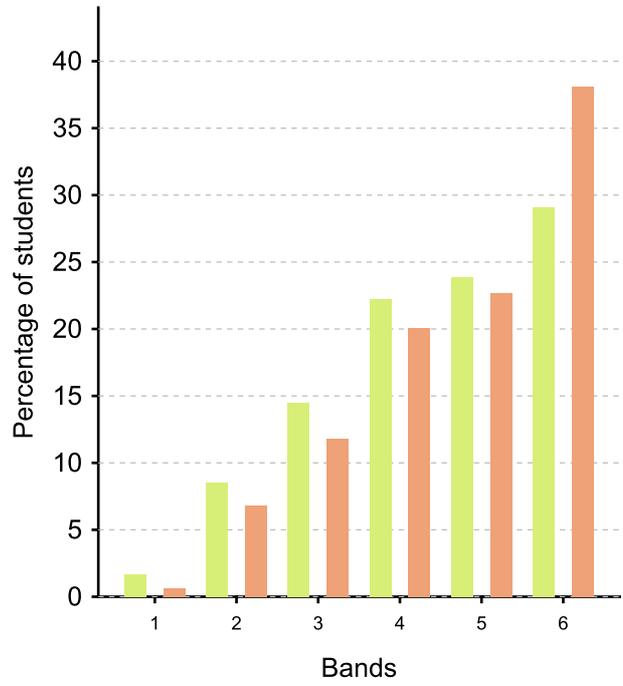
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling

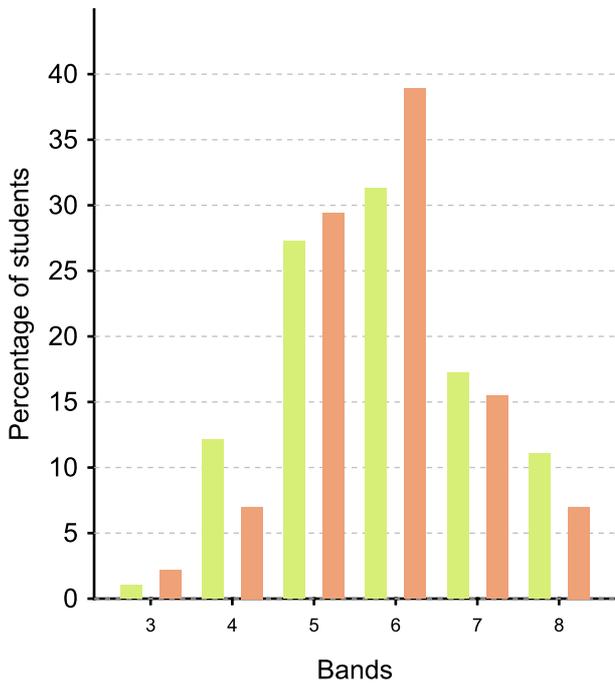


The school performs above the State average in both Year 3 and Year 5 Numeracy. However, student achievement is currently slightly lower than statistically similar schools. Analysis of Numeracy results show boys are outperforming girls. With a slowly declining trend evident, Numeracy will be a focus area for further development at Crestwood in coming years.

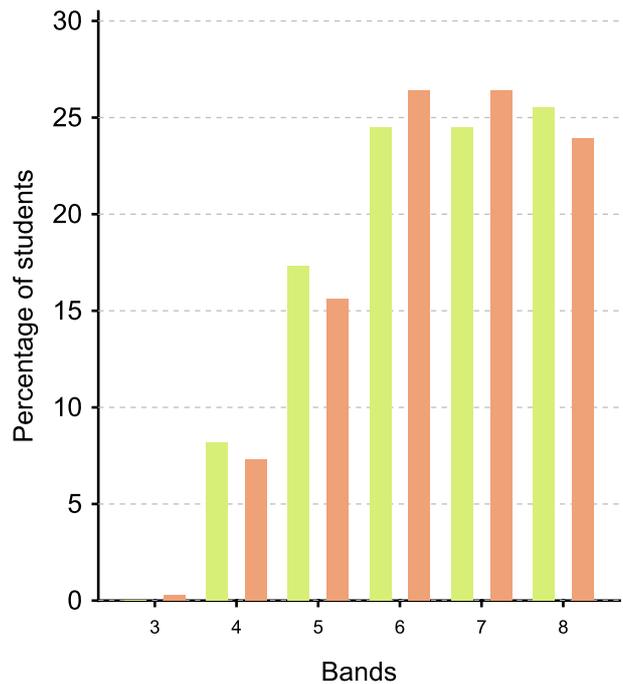
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



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.

Crestwood is committed 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 and continues to work closely with Aboriginal students and their families towards this goal. The development of Personalised Learning Pathway plans outline individual students learning goals and pathways.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year, parents and students completed the Tell Them From Me survey and staff had the opportunity to complete the NSW Public Sector People Matters survey. Almost all students in Years 4, 5 and 6 completed the survey online. Discussion at P&C meetings and results of informal meetings and surveys provided further information to the school indicating that parents are happy with the programs and activities provided by the school to address student needs. Effective procedures are in place to ensure any concerns or issues are dealt with efficiently. Procedures provide support and adhere to DoE policy and encourage open and honest communication through the appropriate channels and avenues.

This year parents were again asked to participate in a Partners in Learning Parent Survey based on a comprehensive questionnaire covering several aspects of perceptions of their children's experiences at home and school. 74 parents at Crestwood completed this survey in 2018, which was a decrease on numbers from 2017. The survey results showed parents felt the school supports positive behaviour and promotes a safe and inclusive environment, whilst parents support students learning at home. Survey respondents did however feel they needed to be better informed and that the school could be more inclusive of parental input at times.

Responses showed parents felt:

- Welcome when visiting the school

- The schools administrative staff were helpful when parents had questions or concerns
- Written information from the school is in plain, clear language
- Student reports are written in terms understood
- They take an interest in students assignments and encourage them to do well
- Teachers encouraged their child to do his or her best work at school, and expected students to pay attention in class
- Their child was clear about the rules for school behaviour
- Their child felt safe at school.

The Tell Them From Me Primary Schools Survey includes nine measures of student engagement, categorised as social, institutional and intellectual engagement. Student responses indicated the following:

- 91% students felt they had positive relationships with others
- 88% students participated regularly in school sports and clubs
- 94% students value schooling outcomes
- 95% students demonstrated positive behaviour at school
- 92% students value their efforts at school, whilst 90% felt they were provided quality instruction.

The school will continue to examine our current level of service and look at ways in which we can build upon and improve service to students, parents and the local community. We will again register to participate in the Tell Them From Me surveys in 2019, and look forward to an increased number of respondents from our parent cohort.



Policy requirements

Aboriginal education

Crestwood Public School continued to promote awareness and respect for our first peoples. Aboriginal perspectives have been embedded in units of work across the school. Select members of staff undertook professional training in Aboriginal education.

Year 3 students attended an excursion to Brewongle Environmental Education Centre, where they engaged in an Aboriginal cultural experience learning about country. Three of our students attended the Primary Aboriginal Dance Workshops run by the Department of Education Arts Unit. The workshop was aimed at developing student's skills in contemporary and traditional Aboriginal Dance. The workshop was run by professional Aboriginal dance and choreography tutors from the Redfern Dance Company. Students were exposed to explicit teaching of traditional Aboriginal story through song, dance and movement with girls and boys learning dances specific to Aboriginal men or women. Using these skills, our Crestwood students created and performed a dance using the elements of fire, wind, earth and water.

The whole school participated in a special Indigenous Assembly where two performers from Maluerindi – an Indigenous family clan situated in Dunghutti country (Mid North Coast of NSW) engaged the students through dance and song. Following the assembly, students in Years 3–6 participated in a workshop on traditional Indigenous games and K–2 students were involved in a storytelling session.



Multicultural and anti-racism education

Crestwood Public School continues to have an increasingly diverse student population. In 2018 the proportion of students who identified as being from a non English speaking background increased to 53% of enrolled students. Within this group there are 46 languages other than English that are spoken at home. The predominant language groups at Crestwood being Mandarin, Cantonese, Hindi and Korean.

In 2018 the school maintained its staffing allocation of 1.8 to assist students from an EAL/D (English as an Additional Language or Dialect) background. Additional funding, with an allocation of 0.2, was successfully applied for to assist 3 students who were newly arrived in Australia. This funding was used to specifically target the development of early English skills to support these students participation in class. Flexible funding was utilised by the school to provide classroom assistance by a School Learning Support Officer (SLSO).

Support for students from an EAL/D background is provided at Crestwood in a number of ways. EAL/D teachers provide support to classroom teachers to cater for the needs of students within their own classrooms. This includes incorporating EAL/D pedagogy and strategies into classroom programs to promote differentiation and to target individual student needs. The EAL/D teachers, classroom teachers and SLSOs work together within the classroom to ensure that the learning needs of identified students are met. In some cases targeted and intensive support is provided through small group withdrawal programs. The EAL/D team participates in ongoing training on current practices and implements and shares these within the school.

Reflecting the schools continued commitment to multicultural education Crestwood proudly acknowledged Harmony Day in 2018. This was supported through class based activities and a whole school acknowledgment by wearing a touch of orange on the day. Multicultural perspectives are embedded across the curriculum with a focus on Intercultural Identity and Understanding. Each year Crestwood participates in the Multicultural Public Speaking competition. All students in Years 3–6 are encouraged to reflect on and celebrate diversity through preparing and presenting a speech to their peers on multicultural topics.

It is mandatory for every school to have an ARCO (Anti–Racism Contact Officer). This trained officer works closely with the school executive and families to ensure incidents of racism are dealt with appropriately. In 2018 there were no incidents reported to this contact person.