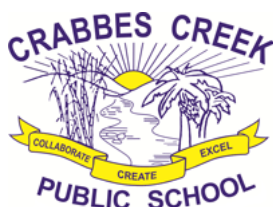# Crabbes Creek Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Crabbes Creek Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School background

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

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

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

Our school motto is Collaborate, Create, Excel

School context

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

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

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

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning and Wellbeing

Purpose

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

Improvement Measures

Student engagement and satisfaction analysed through surveys, interviews, observations and data collection which show ongoing improvement.

School is 'Excelling' (SEF/Wellbeing) through self–assessment or External Validation processes.

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Students will achieve their year appropriate expected growth in Literacy and Numeracy.

Progress towards achieving improvement measures

Process 1: **Best practice assessment**

Use research to develop consistent, school wide processes to monitor, plan and report on student learning.

Assessment, planning and programming inform and improve student learning outcomes.

Self–directed, resilient, engaged learners

Develop a whole school approach to support students to become self–directed learners, resulting in measurable improvement in engagement and learning outcomes.

Evaluation	Funds Expended (Resources)
Visible Learning – Continued collection of planned data to ensure robust evidence. Disposition lessons successfully planned and delivered. PB4L – Action plan is up to date. PB4L and the PB4L features are being implemented at Crabbes Creek PS and included into the school's well–being document, highlighting proactive approaches such as defining, teaching and acknowledging expected behaviour. Staff participated in a range of professional learning and collaborative planning sessions provided by the S8 Professional Learning coordinator and stage leaders. One staff member participated in the L3 training program.	$ 1930 – for services rendered to attend Visible learning work shops. $ 3150 S8 contributions. $ 3840 release for teachers to attend S8 collaborative sessions. $ 1020 release for a teacher to participate in L3 $ 100 in L3 resources/folder. Access to PB4L head teacher.

Process 2: **Curriculum and Learning**

Students are engaged in differentiated and authentic learning experiences that foster creativity, communication, collaboration and visible learning intentions. Success criteria and feedback is evident.

Evaluation	Funds Expended (Resources)
Evidence demonstrates increased understanding of identified leaning dispositions (Self motivated learners, perseveres, adaptable makes	$ 1930 – for services rendered to attend Visible learning work shops.

Progress towards achieving improvement measures	
connections, collaborate, innovate).	$ 3150 S8 contributions.
All stakeholders provide input into the drafting of well–being documentation that reflects PB4L..	$ 3840 release for teachers to attend S8 collaborative sessions.
L3 pedagogy result in improved student outcomes.	$ 1020 release for a teacher to participate in L3
	$ 100 in L3 resources/folder.
	Access to PB4L head teacher.

Strategic Direction 2

Excellence in Teaching

Purpose

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

Improvement Measures

Regular staff evaluation and feedback of professional learning, coaching and mentoring indicates increased engagement, understanding and capacity for all staff.

Staff teams regularly and systematically collaborate using student data to improve teacher practice and student outcomes.

The school is deemed to be excelling through the self– assessment or External Validation process in the area of Effective Practice and Learning and Development.

Progress towards achieving improvement measures

Process 1:   High impact classroom practice

All teachers demonstrate high impact evidence based effective lesson planning, explicit teaching and provide effective feedback to all students.

Evaluation	Funds Expended (Resources)
Student data is used to improve teacher practice and student outcomes. Increased capacity, understanding and engagement with evidence based practices for all staff. S8 stage leaders and Learning coordinator refined to deliver continuous improvement.	$ 1930 – for services rendered to attend Visible learning work shops. $ 3150 S8 contributions. $ 3840 release for teachers to attend S8 collaborative sessions. $ 1020 release for a teacher to participate in L3 $ 100 in L3 resources/folder. Access to PB4L head teacher.

Strategic Direction 3

Whole School Improvement

Purpose

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

Improvement Measures

Staff are engaged in collaborative partnerships building capacity, leadership and facilitating mentoring through observations, stage meetings and community of school / network groups.

Consistent data collection that shows improved student performance, which informs planning.

The school celebrates successful teaching and learning and improvements in student and school results.

Overall summary of progress

The S8 Community of schools was reduced to an S6 by the end of 20019 due to the withdrawal of two schools. Our achievements this year included regular collaborative meetings, the delivery and evaluation of units of work that were implemented across our S8, delivery of tailored professional learning learning and the development of leadership aspiration and capacity building.

Progress towards achieving improvement measures

Process 1: *Performance management and development*

> The leadership team establishes a professional learning community focused on continuous improvement of teaching and learning, through high impact collaborative practice.

Evaluation	Funds Expended (Resources)
The leadership team successfully identified future directions that included redefining our collective purpose as a newly re–branded S6, the role of the Professional Learning Coordinator and Stage Leaders, and further development of collaboratively created curriculum units of work in history, geography and STEM. The leadership team identified future relevant data to be collected including feedback from S6 staff, Learning Coordinator, Stage Leaders, students.	$ 3150 S8 contributions. $ 3840 release for teachers to attend S8 collaborative session. $ 1020 release for a teacher to participate in L3 $ 100 in L3 resources/folder.

Next Steps

- Redefining S6 purpose.
- Developing a support model for stage leaders.
- Developing a new funding model for the S6.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$733	Students participated in integrated learning across all KLAs a and participated in significant days and excursions including NAIDOC day.
Low level adjustment for disability	$4505	Ongoing focused individualised learning at point of need in both Literacy and Numeracy.
Quality Teaching, Successful Students (QTSS)	$6723	Resources were incorporated into the professional learning calendar to allow teachers to engage in collaborative practices within the S8 collegiate of schools allowing them to work together and learn from each other by observing and discussing how they develop units of work and assessment tasks.
Socio–economic background	$10,672	Staffing allocation incorporated into weekly timetable to provide additional learning support.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	22	18	21	16
Girls	16	14	21	18

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	89.4	97.9	89.8	86.5
1	89.5	88.5	88.7	85.1
2	91.4	88.5	76.5	90.5
3	91.8	86.2	83.4	83.8
4	92.2	89.2	94.6	89.8
5	93.8	92.2	86.1	97.2
6	85.8	94.6	90.6	86
All Years	90.4	90.6	87	87.5
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

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

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	113,059
Revenue	595,407
Appropriation	547,960
Sale of Goods and Services	925
Grants and contributions	40,661
Investment income	915
Other revenue	4,945
Expenses	-599,910
Employee related	-541,054
Operating expenses	-58,856
Surplus / deficit for the year	-4,503

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	23,761
Equity Total	26,581
Equity - Aboriginal	733
Equity - Socio-economic	10,672
Equity - Language	0
Equity - Disability	15,176
Base Total	475,474
Base - Per Capita	9,855
Base - Location	1,621
Base - Other	463,999
Other Total	18,536
Grand Total	544,353

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

Feed back from parents, carers, students and teachers is gathered in a variety of ways and situations..

Surveys and feedback indicated the value of the small school environment and the sense of community this provides. It was also strongly reflected the value placed on the small school environment and class sizes allowing individuals to be nurtured in a safe and creative learning environment .

Parent/caregiver, student, teacher satisfaction

Crabbes Creek Public School 1674 (2019)

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Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.