

Crookwell Public School

2019 Annual Report



1684

Introduction

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

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

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School background

School vision statement

Core Purpose

To provide quality education in a caring and supportive environment fostering independence and lifelong learning as students grow into valued members of society.

Vision Statement

Crookwell Public School is an inclusive school where children and teachers work together in a safe, happy and supportive environment that recognises individual differences and values excellence. Students are engaged in quality learning that is meaningful and guided by professional and dedicated staff. Opportunities are available to challenge all students in academic, creative, social and sporting endeavours that foster the development of the whole child. Crookwell Public School is proud of its rich traditions and strong links with the community. The school educates not just for today but for the future.

School context

Crookwell Public School is located in the township of Crookwell on the Southern Tablelands of NSW. The school was established in October of 1865. Crookwell has a population of over 2500 residents and is the largest town and main service centre in the largely rural Upper Lachlan Shire which has a population of nearly 8000 residents. The school community upholds traditional social values and promotes civic participation. The school has a student population of 191, with 5% having an Aboriginal/Torres Strait Islander (ATSI) heritage and 2.4% coming from a Non English Speaking Background (NESB). The school has nine mainstream classes into which children with identified disabilities, supported by 4 School Learning Support Officers (SLSO), are integrated. The school staff is characterised by a blend of youth and experience and consists of 11.618 teachers, 2.422 administrative staff and a general assistant for 2 days per week.

The key priority of Crookwell Public School is to provide its students with the foundations for lifelong learning with the capabilities and confidence to make a positive contribution to our global community.

Crookwell Public School delivers a curriculum that meets students' needs and aspirations, is relevant to today's world and is responsive to community expectations, in a school environment that is happy, supportive and caring.

Self-assessment and school achievement

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>

Strategic Direction 1

QUALITY LEARNING

Purpose

To promote quality implementation of a differentiated curriculum to improve student learning experiences, resulting in literate and numerate students who think critically, creatively and ethically, and are socially, environmentally and culturally aware.

Improvement Measures

- Each child to progress by one year for each year they are at school in literacy and numeracy.
- All students participating in high quality learning experiences incorporating the English and maths scope and sequence. Students K–6 will be presented with challenging learning tasks at their level of learning to promote high academic standards and life-long learners. This will be evident in teachers' programs, observations and student work samples.
- Increase the percentage of students experiencing expected or better growth in learning reflected in NAPLAN, PAT tests, standardised tests and PLAN data.

Progress towards achieving improvement measures

Process 1: Curriculum and Learning

Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their individual learning goals.

Literacy and numeracy made a priority which is evidenced in the timetabling of the day.

Data driven teaching/learning programs that encompasses quality teaching strategies and are differentiated to ensure the needs of all students are met.

Students progressing through ability based groups for both literacy and numeracy.

Collaborative approach to teaching and learning for literacy and numeracy.

Personalised Learning

Ensure learning is data driven and based on formative assessment practices and learning continuums. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension or enrichment to maximise outcomes.

Evaluation	Funds Expended (Resources)
In relation to the annual milestone which was to develop a greater understanding of the learning progressions by plotting every student in the areas of creating texts, time and fractions, we are on track with this milestone. Every student has been plotted in the pre-identified areas and some staff have begun plotting students in other areas as well as using information from PLAN2 and ALAN for assessment and reporting in Semester 2 this year.	<p>Professional learning budget was exhausted on L3, TENS and other teacher identified professional learning.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Support for beginning teachers (\$36649.00)

Strategic Direction 2

QUALITY TEACHING

Purpose

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

Improvement Measures

- Increase in the percentage of staff trained and implementing quality, research–based teaching strategies including Focus on Reading, L3 strategies, HOW2Learn and TENS from 2017 baseline data.
- Increase in the frequency of collegial observations and shared best practice through the PDP process and the monitoring and sharing of teaching and learning programs from 2017 baseline data.

Progress towards achieving improvement measures

Process 1: Research Informed Pedagogy

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices such as Language, Learning and Literacy (L3), Focus on Reading (FoR), Targeting Early Numeracy Strategies (TENS) and How2Learn.

Collaborative Practice

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy progressions as well as internal assessment. Implement collaborative programming as well as collegial observations and mentoring.

Evaluation	Funds Expended (Resources)
In relation to the annual milestone which was to establish effective differentiation strategies when planning and delivering quality teaching programs we are still working towards achieving this milestone. All staff have focussed on differentiation this year in their class but feel that we need to have more collaborative learning sessions to assist in building capacity in this area. This will remain as a focus for 2020.	We have utilised staff expertise in presenting HOW2Learn modules at designated Professional Learning meetings. We have now completed Phase 1 of HOW2Learn.

Strategic Direction 3

WELLBEING – COMMUNITY CONNECTIONS

Purpose

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

Improvement Measures

- A higher attendance rate for students and staff.
- An increase in parent participation and community involvement in school activities.

Progress towards achieving improvement measures

Process 1: Inclusive Practice

Invite community members into our school regularly to participate in extra curricula activities and to deliver workshops in their area of expertise.

Deliver wellbeing programs such as Clear Minded for Life.

Have the school open for community involvement such as presenting awards, making donations, providing resources and assistance.

Evaluative Practice

Promote participation in 'Tell Them From Me' (TTFM) survey and provide informative feedback.

Monitor:

- student enrolments and attendance
- staff attendance
- level of parent participation

Monitor and address issues and concerns in a timely manner.

Ensure communication with the school community and the broader community is maintained through channels such as newsletter, Facebook, school app and website.

Evaluation	Funds Expended (Resources)
In relation to the annual milestone which was to build deeper community involvement, with the community having a stronger understanding of our beliefs and values, we are on track with this milestone. The feedback we receive from parents and the wider school community has been very positive. The community understands why we participate in community events and we are having more people visit the school than ever before.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO wages</p> <p>Aboriginal Education Program</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$12 149.00) 	<p>Our SLSO staff assisted teaching staff in implementing teaching and learning programs to support students in achieving their personal goals in their Personal Learning Paths. Financial support was also offered for students to access and attend extra curricular activities such as Schools Spectacular and Year 6 camp.</p> <p>Cultural awareness was supported and built upon for our Aboriginal students through engaging Ray Timberley each term to share his cultural knowledge with every student across the school. He achieved this through identified themes such as dance, art and story telling. All staff and students benefited from this program by improving cultural awareness and by Aboriginal students developing a renewed appreciation of their culture.</p>
Low level adjustment for disability	<p>Learning and Support Teacher salary. Supplemented time for SLSOs</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$128 363.00) 	<p>The Learning and Support Teacher along with members of the Learning Support Team and the wider teaching staff have ensured that the needs of individual students are identified and catered for. This student centred support includes gaining access to the curriculum, planning and implementing remediation work or to develop social skills in the classroom and the playground. Students have made positive progress in their individual learning goals through the support of the Learning and Support Teacher and the SLSOs who also work with our most vulnerable students.</p>
Socio-economic background	<p>Additional time for SLSO, teacher salaries</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$81 559.00) 	<p>Socio-economic funding was utilised to support all students across the school through individualised programs and initiatives such as employing a SLSO to assist in implementing support programs, assistance with accessing the curriculum and to support the wider student community through employing additional teaching staff. Employing additional targeted staff ensured student/teacher ratios remained low to assist in effective teaching/learning program delivery and to group students in ability based groups in the key learning areas of literacy and numeracy. Socio economic funding was also used to assist students from families who were experiencing financial hardship. This allowed these identified students to attend excursions and workshops, participate in camps and to wear the school uniform each day. This financial support has positively impacted on the wellbeing of students and has allowed them to engage in all that school has to offer.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	107	118	121	117
Girls	111	108	95	78

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.8	94.9	89.8	91.2
1	93.6	95	93.5	88.1
2	94.6	95.2	92.6	89.8
3	95.7	94.8	92	93.7
4	95.8	95	92.9	92.3
5	95.2	94.5	90.2	92.4
6	94.6	93.6	92.4	91.8
All Years	94.8	94.7	92	91.5
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
Assistant Principal(s)	2
Classroom Teacher(s)	6.99
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.42

*Full Time Equivalent

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	251,661
Revenue	2,195,050
Appropriation	2,088,448
Sale of Goods and Services	219
Grants and contributions	105,633
Investment income	750
Expenses	-2,208,226
Employee related	-1,886,957
Operating expenses	-321,269
Surplus / deficit for the year	-13,175

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	103,483
Equity Total	224,131
Equity - Aboriginal	12,149
Equity - Socio-economic	81,559
Equity - Language	634
Equity - Disability	129,789
Base Total	1,567,220
Base - Per Capita	50,682
Base - Location	23,062
Base - Other	1,493,476
Other Total	125,007
Grand Total	2,019,841

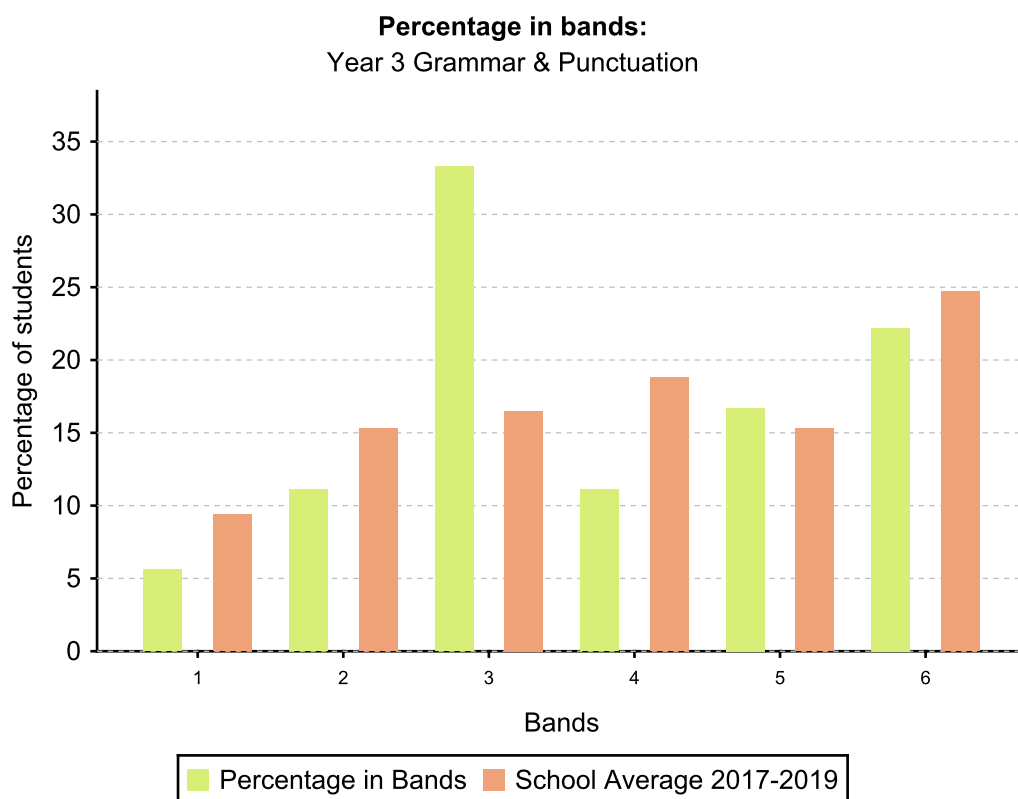
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

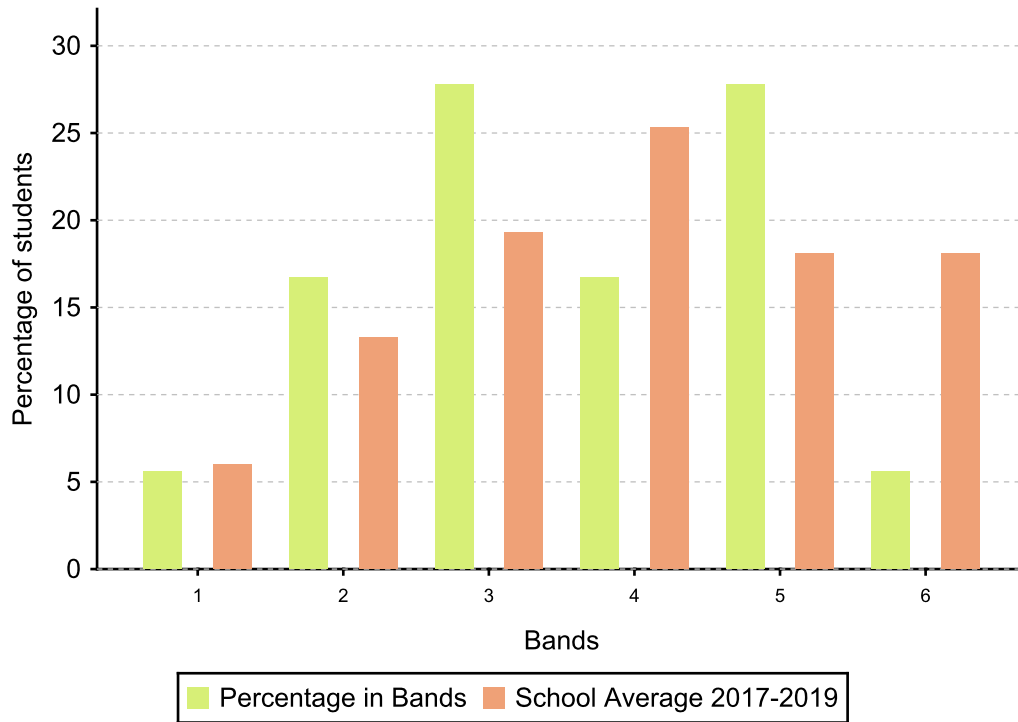
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



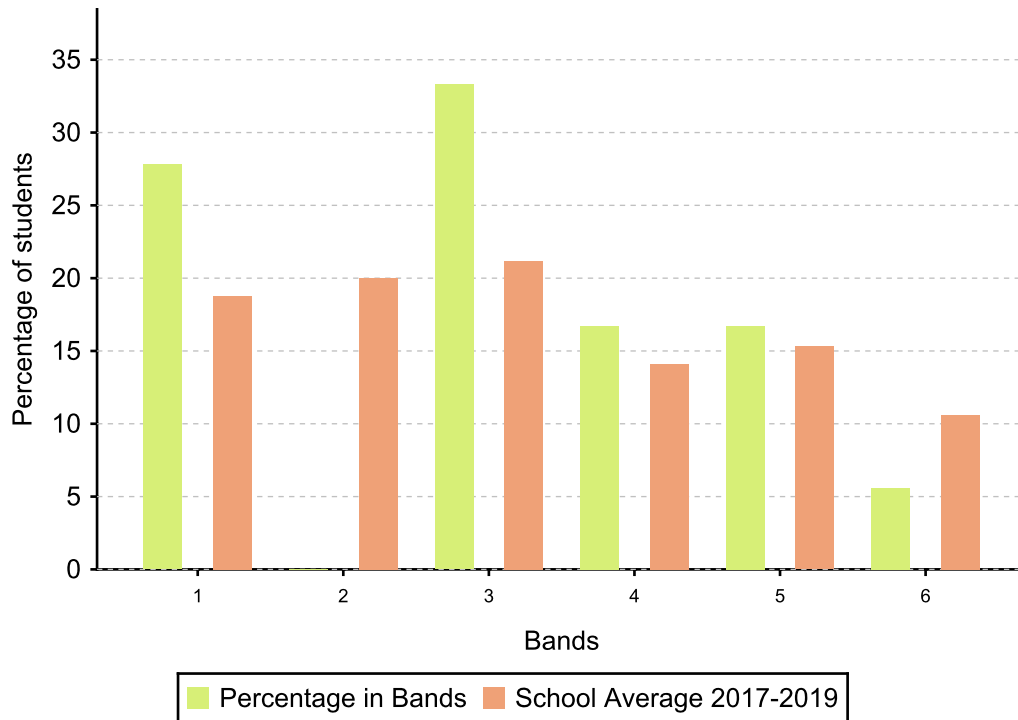
Band	1	2	3	4	5	6
Percentage of students	5.6	11.1	33.3	11.1	16.7	22.2
School avg 2017-2019	9.4	15.3	16.5	18.8	15.3	24.7

Percentage in bands:
Year 3 Reading



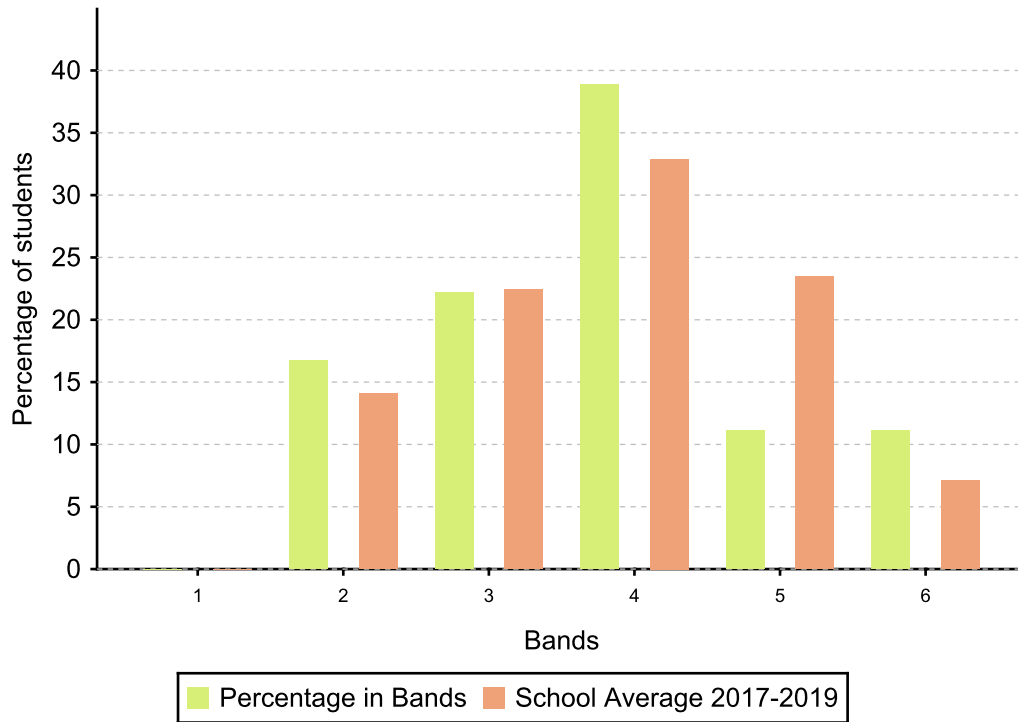
Band	1	2	3	4	5	6
Percentage of students	5.6	16.7	27.8	16.7	27.8	5.6
School avg 2017-2019	6	13.3	19.3	25.3	18.1	18.1

Percentage in bands:
Year 3 Spelling



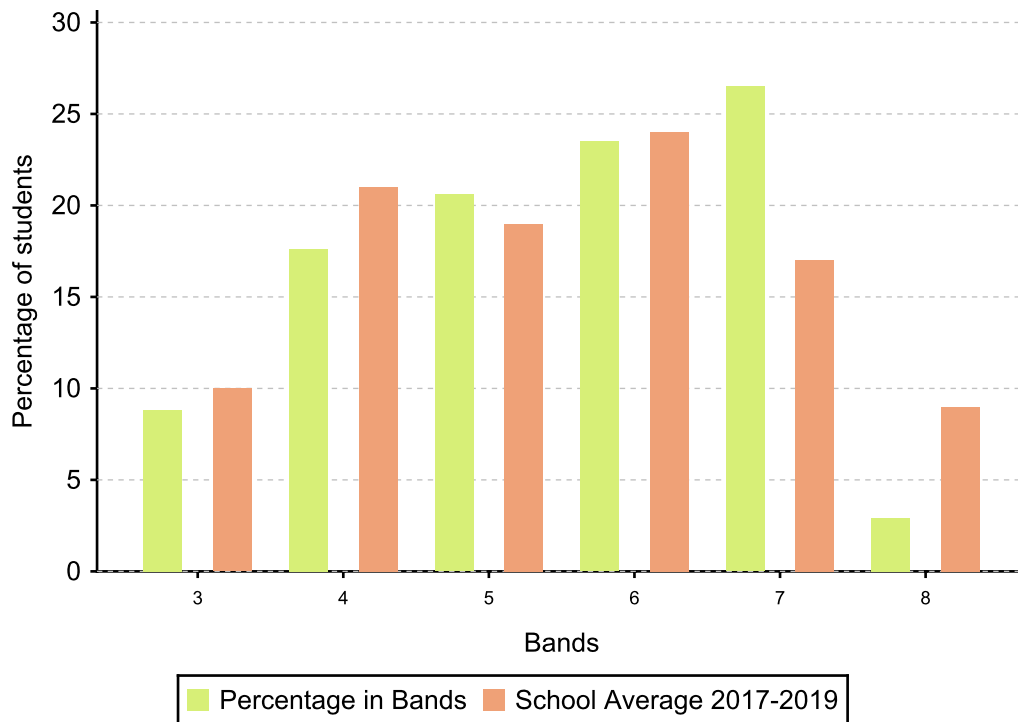
Band	1	2	3	4	5	6
Percentage of students	27.8	0.0	33.3	16.7	16.7	5.6
School avg 2017-2019	18.8	20	21.2	14.1	15.3	10.6

Percentage in bands:
Year 3 Writing



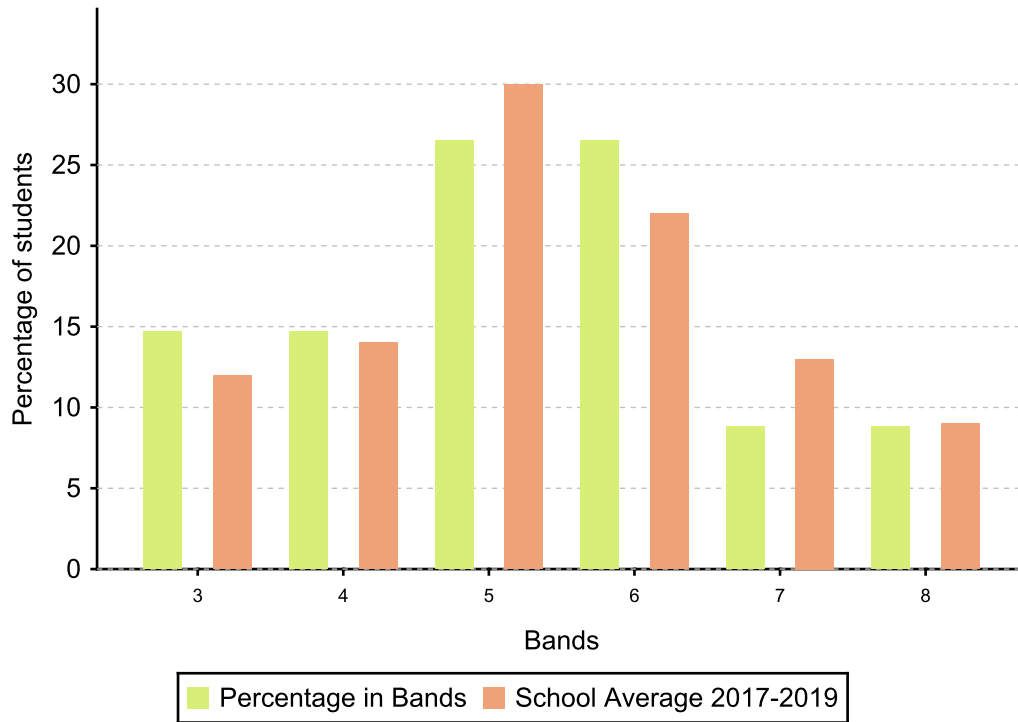
Band	1	2	3	4	5	6
Percentage of students	0.0	16.7	22.2	38.9	11.1	11.1
School avg 2017-2019	0	14.1	22.4	32.9	23.5	7.1

Percentage in bands:
Year 5 Grammar & Punctuation



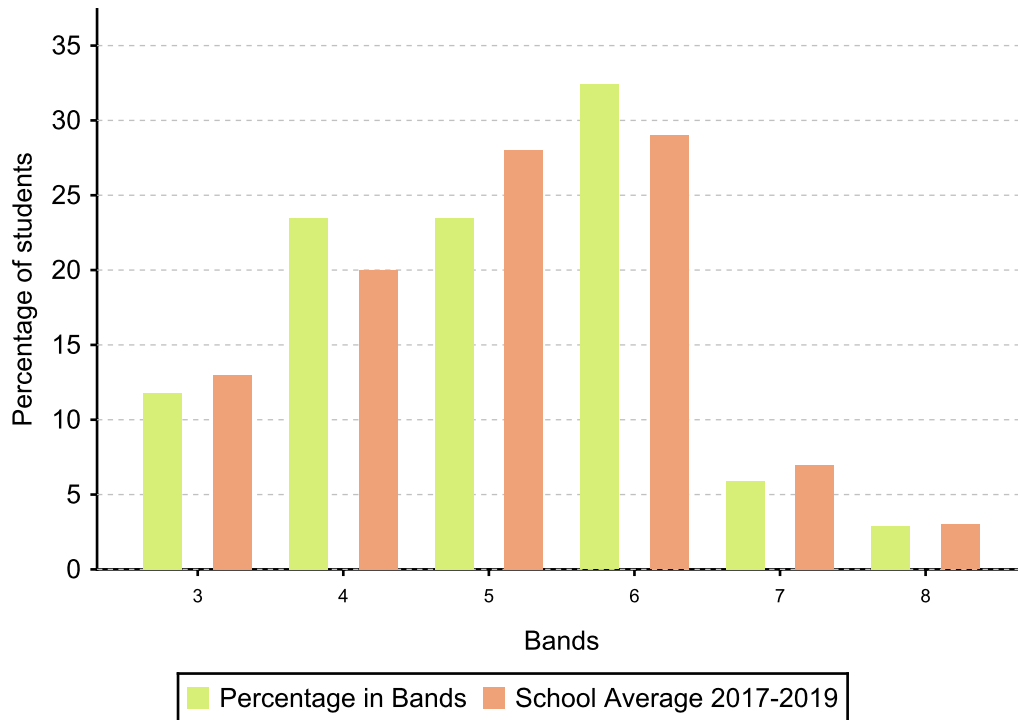
Band	3	4	5	6	7	8
Percentage of students	8.8	17.6	20.6	23.5	26.5	2.9
School avg 2017-2019	10	21	19	24	17	9

Percentage in bands:
Year 5 Reading



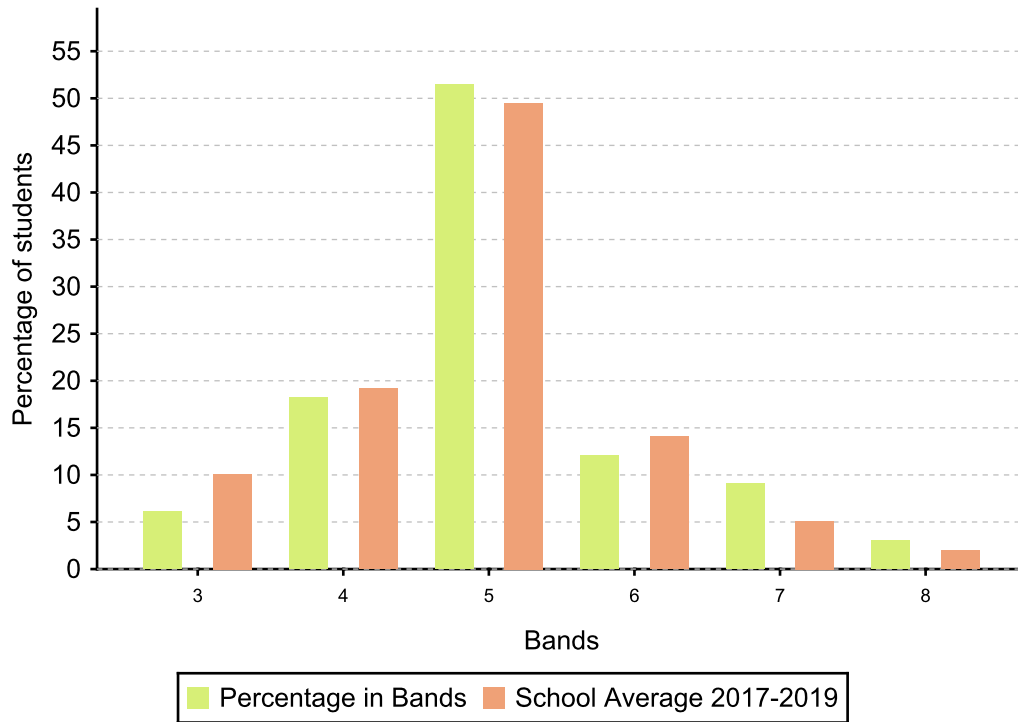
Band	3	4	5	6	7	8
Percentage of students	14.7	14.7	26.5	26.5	8.8	8.8
School avg 2017-2019	12	14	30	22	13	9

Percentage in bands:
Year 5 Spelling



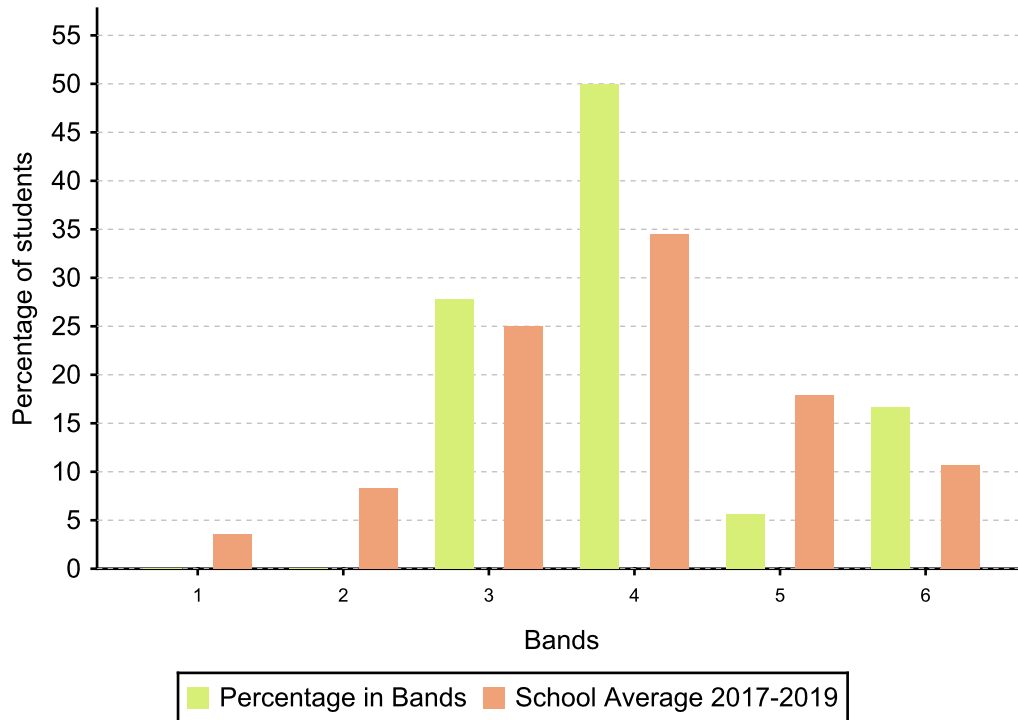
Band	3	4	5	6	7	8
Percentage of students	11.8	23.5	23.5	32.4	5.9	2.9
School avg 2017-2019	13	20	28	29	7	3

Percentage in bands:
Year 5 Writing



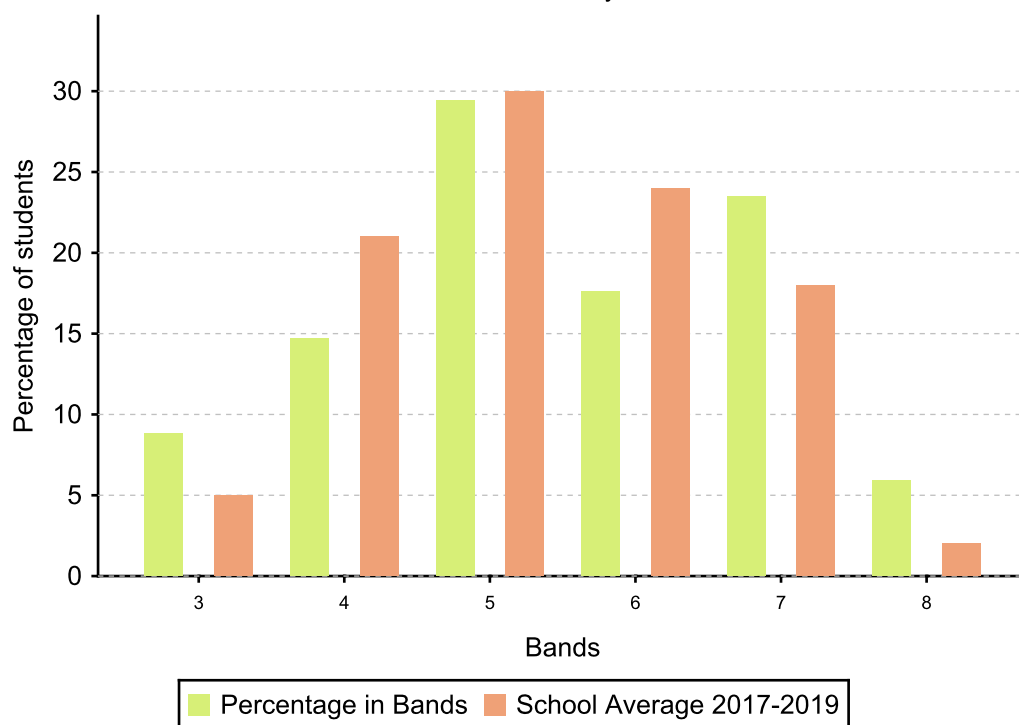
Band	3	4	5	6	7	8
Percentage of students	6.1	18.2	51.5	12.1	9.1	3.0
School avg 2017-2019	10.1	19.2	49.5	14.1	5.1	2

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	27.8	50.0	5.6	16.7
School avg 2017-2019	3.6	8.3	25	34.5	17.9	10.7

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	8.8	14.7	29.4	17.6	23.5	5.9
School avg 2017-2019	5	21	30	24	18	2

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2019, parents, students and teachers were invited to complete 'Tell Them From Me' surveys. Their responses to these surveys are presented below.

Students

Students from Years 4, 5 and 6 completed an online survey based on the most recent research on school and classroom effectiveness. 94 students in the school completed the survey.

Social – Emotional Outcomes

70% of students at Crookwell Public School had a high sense of belonging where they felt accepted and valued by their peers and by others at their school. 84% of students had positive relationships, having friends at school they can trust and who encourage them to make positive choices. 98% of students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 73% of students in this school were interested and motivated in their learning while 91% of students tried hard to succeed. 39% of students in the school had scores that placed them in the desirable quadrant citing that they had high skills and were highly challenged in English and mathematics classes while 9% of students lacked confidence in their skills and did not feel they were challenged.

Drivers of Student Outcomes

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. In this school, students rated Effective Classroom Learning Time 8.1 out of 10.

Relevance

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

Rigour

Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn. In this school, students rated Rigour 8.1 out of 10.

Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In this school, students rated advocacy at school 7.8 out of 10.

Positive teacher–student relations

Teachers encourage independence with a democratic approach. In this school, Positive Teacher–Student Relations were rated 8.4 out of 10.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. In this school, students rated Disciplinary Climate of the Classroom 6.8 out of 10.

Expectations for success

The school staff emphasises academic skills and hold high expectations for all students to succeed. In this school, students rated Teachers' Expectations for Academic Success 8.4 out of 10.

Parents

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's school work, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). These results are based on data from 15 respondents in this school who completed the Parent Survey.

Parents feel welcome: 8.9 out of 10

Parents are informed: 7.8 out of 10

Parents support learning at home: 6.7 out of 10

Parents feel the school supports learning: 8.3 out of 10

Parents feel the school supports positive behaviour: 9.1 out of 10

Parents feel their children are safe at school: 8.5 out of 10

Parents feel the school is inclusive: 8.1 out of 10

Staff

The questions in the staff survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). These results are based on data from 10 respondents in this school who completed the Teacher Survey.

Leadership: 6.6 out of 10.

Collaboration: 7.5 out of 10.

Learning Culture: 7.9 out of 10.

Data informs practice: 7.5 out of 10.

Teaching Strategies: 7.9 out of 10.

Technology: 5.6 out of 10.

Inclusive School: 8.0 out of 10.

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.