

Crystal Creek Public School

2019 Annual Report



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Introduction

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

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

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Message from the principal

2019 has been an exciting year with many changes and achievements. Our school went through an External Validation (EV) process, highlighting our strengths and improvements. The EV verified all of the great successes that we are having and continue to have and build on. The community, students and staff have continued to work together to enhance the safe and nurturing environment for our students with a focus on learning, respect, fun and kindness.

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

Students from Years 3–6 enjoyed participating in the PSSA Soccer team. All students represented our school with pride and always showed great sportsmanship. During the lead up to our annual Cross Country event, students trained really hard in preparation for their event. Congratulations to Jarrah from Year 2, who successfully made it all the way to State Cross Country in Sydney. We had a high number of students involved in our end of year Intensive Swimming Scheme which is held at Murwillumbah Aquatic Centre each year. This year Mrs Oakes introduced Choral Speaking across all grades. All students participated in the Stewart House Concert, thrilling the audience with their unique movements.

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

I would also like to acknowledge our support staff Anna and Dave for cleaning and maintaining the school grounds to such a high standard and being part of our team. Learning and Support Officers Mrs Lasker, Mr Kane and Mr Stewart for their outstanding work providing assistance to students and teachers and regularly going above and beyond their duty for the children. A huge thank you, to Mrs Turner and Mrs Price in the office for her kindness, patience, dedication and professionalism. Crystal Creek students benefit each day from the hard work, care and compassion of our teachers. Thank you Mrs Brown, Miss Purkiss, Mrs Dawney, Ms McRae, Mrs Oakes and Mr Hartmann for the impact they have on the learning and wellbeing of our students.

Our school has a determined and persistent focus on improvement. We are building and refining explicit instruction, delivering clarity of purpose and we are very determined to build student engagement. All of the teachers are very proud of the culture of our school where children are caring, encouraging towards one another and continuing to grow and shine.

School background

School vision statement

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

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

School context

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



Self-assessment and school achievement

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

On 23/07/2019 our school participated in external validation. In preparation for this meeting, the required body of evidence was prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning: Our evidence supports an on-balanced judgement of Sustaining and Growing. Our school strengths include wellbeing and learning culture. The staff at Crystal Creek Public School care for every student and ensure that they are valued and known. Individual learning needs are consistently addressed and support measures are put in place to allow all students to succeed and flourish. Our Friendly Schools Program has played a vital part in the school's success in these areas.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching: Our evidence supports an on–balanced judgement of Sustaining and Growing. Our school strengths include effective classroom practice and learning and development. This is based on our teachers being skilled in explicit teaching strategies that identify and respond to individual learning needs. The development of individual learning plans and differentiation of the curriculum support all students in their learning.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading: Our evidence supports an on–balanced judgement of Sustaining and Growing. Our school strengths include allocating school resources to support student outcomes. This is supported by our classroom undergoing new future–focussed furniture, current best practice pedagogy and the implementation of more technology based on feedback by students, parents and teachers. Strategic financial management is used to maximise resources and implement the school plan. An example of this was the employment of an extra part–time SLSO to support the principal's learning and support role which has allowed student outcomes to improve immensely.

Strategic Direction 1

Growing Teaching and Learning

Purpose

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

Improvement Measures

Increasing individual student expected growth or value added against internal (**PLAN**) and external (**NAPLAN**) measures.

Increase the proportion of students in the top 2 bands in writing, reading and numeracy.

Improved teacher expertise as measured through collaborative practice, observations, lesson studies and teacher feedback.

Overall summary of progress

All teachers are committed to identifying, understanding and implementing effective explicit teaching strategies. Staff have been involved in professional learning on 'Leaders of their own Learning' which has supported the implementation of explicit teaching techniques including questioning and assessing to identify student learning needs. Teachers provide timely formative feedback related to student success criteria which supports the overall improvement of student learning.

Progress towards achieving improvement measures

Process 1: Personalised Learning:

Ensure learning is evidence informed 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)
85% of students undertaking the maths learning support in year 5 and 6 have made a minimum of 1.5 years growth in numeracy. FoCus groups of schools: Chillingham, Tyalgum, Dungay and Crystal Creek Public Schools, collaboratively formulated high leveraged questions, exploring teachers use of explicit feedback in the classroom. All staff has professional learning and use common language. This improved the way they used feedback to check for student understanding and support improved student learning. Teachers differentiating and creating personalised learning.	SLSO 3 days (all day) Funding Sources: <ul style="list-style-type: none">• (\$5000.00)

Process 2: Curriculum and Learning

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. (*Writing 2018 project*) (*SEF2 Learning and Development*)

Establish active partnerships and work collaboratively to ensure continuity of learning for students.

Evaluation	Funds Expended (Resources)
Evidence in classrooms and teaching practices that the teaching and learning culture has clearly embedded the strategies to improve student engagement.	\$12000

Progress towards achieving improvement measures

Students start taking responsibility for their own learning.

Every teacher feels they have improved in their teaching practice this year, through PD and on-line webinars.

As part of a COS group initiative, staff took part in the 'Maths Action Research Project' (MARP). All teachers have changed the way they deliver maths, taking a more hands on approach to their teaching and learning. Allowing students to use hands-on materials to understand and comprehend the differences in mathematical processes.

Process 3: Assessment and Data

Align staff processes and school systems for collecting and analysing student/curriculum data.

Evaluation	Funds Expended (Resources)
Professional learning was provided in a collaborative Community of Schools (COS) format to support all staff with the development of learning continua and the provision of feedback. Meeting with other small schools has been invaluable to all staff. It is highly engaging and valued by all staff.	\$500

Next Steps

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

Develop targeted teaching to ensure students are provided with opportunities to be supported and challenged.

Further professional learning on PLAN2 Literacy and Numeracy Progressions.

Strategic Direction 2

Future–focussed Teaching and Learning

Purpose

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

Improvement Measures

Create flexible learning and student–centred learning spaces in all classrooms.

High degree of teacher expertise in using future–focussed teaching and learning strategies.

High number of students are actively engaged in their learning through critical thinking, collaboration and well developed IT and communication.

Overall summary of progress

Teachers are committed to identifying, understanding and implementing evidence–based teaching strategies. Staff collaborate to share curriculum knowledge and other information about student progress to inform the development of evidence–based programs which meet the needs of students. The school resources are strategically used to achieve improved student outcomes.

Progress towards achieving improvement measures

Process 1: Enable teachers to use flexible learning spaces and current innovative classroom technologies effectively provide professional learning that caters to their needs and builds skills, knowledge and confidence.

Evaluation	Funds Expended (Resources)
With the addition of iPads within the school, students are able to perform individual tasks and complete their work more effectively. Three staff members travelled to Melbourne for a 3–day Professional Development '2019 Future Schools Expo Conference' bringing back invaluable resources and new ways of learning for all staff and teachers, enabling a smooth delivery of content.	\$12000

Process 2: Refer to the Australian Institute for Teaching and School Leadership's (AITSL) Professional Learning for ideas on leading innovative and engaging professional learning

Evaluation	Funds Expended (Resources)
Online professional learning – 'Learning and Teaching in Innovative Learning Environments' for all teachers. Staff were able to draw on related findings and models such as the Technological, Pedagogical and Content Knowledge (TPaCK) Framework, the SAMR Model, as well as the NSW Department of Education's Learning Modes. The course equipped teachers with a broad evidence–base to inform, guide and innovate their teaching practice.	

Next Steps

Staff to continue to have a deeper understanding of innovative learning environments through knowledge and application of best practice and professional learning. This will be evident in the teachers classrooms.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2380	<p>There is a positive engagement with the parents in their children's learning.</p> <p>Update resources in the library and classrooms to include more Indigenous literacy books.</p> <p>Participate in Reconciliation week and NAIDOC celebrations. Understanding the importance of these event.</p>
Low level adjustment for disability	\$32880	<p>Student levelled reading was improved by utilising extra employed SLSO support</p> <p>One-on-one support for students</p> <p>Supporting teachers in the classroom</p> <p>Updated literacy resources – levelled readers</p>
Quality Teaching, Successful Students (QTSS)	\$15794	<p>Teachers were able to work together across our COS group, focusing on delivering high quality lessons for students. Provided teachers with comprehensive and focussed support.</p> <p>Provide release time for teachers and executive to establish collaborative practices in the school, across our neighbouring COS schools, allowing teachers to work together and learn from each other by observing and discussing how they develop lesson plans and assessment tasks.</p>
Socio-economic background	\$34953	<p>Employment of extra School Learning and Support Officer (SLSO) to deliver a reading program. High success was achieved through the program with most students making individual growth.</p>
Support for beginning teachers	\$9600	<p>Teachers confident in using syllabus documents to identify curriculum focus areas that are relevant to student in teachers class. Ensuring students have correct PLaSP's information and content is being differentiated to meet the needs of students.</p> <p>Release from class to develop curriculum adjustment plan and professional training.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	51	46	45	45
Girls	39	40	36	37

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92.8	91.3	89.4	91.7
1	91.1	90.3	89.9	94.9
2	87.4	87	91	93.8
3	93	92.7	88.6	87.8
4	90.5	90	78.8	87.6
5	94.1	88.3	89.4	93.8
6	90.8	92	85.9	86.7
All Years	91.4	90.1	87.3	90.5
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)	3.48
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

*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	53,417
Revenue	1,027,088
Appropriation	992,272
Sale of Goods and Services	6,262
Grants and contributions	27,980
Investment income	574
Expenses	-1,033,376
Employee related	-928,020
Operating expenses	-105,356
Surplus / deficit for the year	-6,287

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	75,780
Equity Total	71,221
Equity - Aboriginal	2,330
Equity - Socio-economic	34,953
Equity - Language	1,057
Equity - Disability	32,880
Base Total	783,571
Base - Per Capita	19,006
Base - Location	1,705
Base - Other	762,861
Other Total	39,221
Grand Total	969,794

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

To determine our school identity and improve communication and engagement within our school community and wider community, Crystal Creek Public School teaching staff and Principal designed and implemented a Communication and Engagement Plan in 2018. This plan was also used to evaluate and determine our schools engagement in 2019.

Feedback from parents, caregivers, students and teachers is sought in a variety of ways and in a variety of contexts. Parents acknowledge and are appreciative that the school is responsive to feedback. Staff actively seek feedback in proactive, authentic and engaging ways.

As a result of this years survey 97% of Crystal Creek Public School parents believe that parental involvement is important for student success and 100% of parents feel that the staff at Crystal Creek PS know their child well and effectively communicate their child's progress.

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.

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

Our school promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies
- Integration of Aboriginal perspectives across Key Learning Areas (KLA) so students can develop deep knowledge and understanding about Australia's first peoples.
- Fulltime Aboriginal staff member to oversee Aboriginal Education policies, programs, initiatives and events.
- Personalised Learning and Support Plans (PlaSP) are implemented for all Aboriginal students and they were reviewed with parents and carers to discuss progress made towards achieving students individual goals.

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.

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a support person towards these values. Students, teachers, parents and the community are doing a great job of living together in harmony. There were zero reported incidents of racism in 2019.

Other School Programs (optional)

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

This year students of Crystal Creek Public School entered into our first 'Choral Speaking' program. A customised

program was designed and delivered by a specialist teacher, students were able to gain confidence and express themselves creatively in front of an audience.

In term three our school implemented 'Peer Reading'. Twice a week students were allocated a peer to read with and read too. This program was received very well from students and rolled over into term 4.

