Crown Street Public School

2019 Annual Report

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Introduction

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

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

School contact details

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Message from the principal

The 2019 school year has been a year of evolution, validation and success, but most of all celebration at Crown Street Public School. Throughout the school year, all members of staff have worked in partnership with the wider school community to ensure that students at Crown Street Public School achieve academic and personal excellence whilst being supported to become lifelong learners and responsible citizens of an ever changing world.

I am proud of the achievements of our students across a academic and extracurricular fields and am thrilled by the ongoing success of the quality teaching and learning programs and strategies implemented by our teaching staff. Our success as a 'learning' community is only possible due to the positive relationships that exist within the school community.

Students,staff and parents working together to foster a culture of shared responsibility for student learning. This culture of learning is underpinned by three elements that enable the school to grow and sustain teaching and learning programs and leadership that are deeply valued by all members of the school community.

Firstly, our students are energetic, passionate learners who actively seek opportunities to be active participants in their own learning journeys. Secondly, we have a highly collaborative and dedicated staff who are committed to creating and sustaining a learning culture that nurtures students and encourages them to do their best. Finally, we enjoy incredible support from the parent body and wider surrounding community that allows us to continue to grow as 'learners' and thrive as a central part of the Surry Hills community.

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

These achievements would not be possible without the support of the school leadership team and I thank and acknowledge the leadership of Ms Alex Heagney, Ms Karla Eckersley and Mr William Watt. I also extend this thanks to the office and support teams led by Ms Danielle Bingham, who help make learning possible in our school.

Finally, I thank our inspiring and dedicated teachers who have wholeheartedly embraced a vision for the school that puts learning and learners at the core of all that we do as a school community.

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

Craig Nielsen

Principal

School background

School vision statement

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

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

Goals for our children

- Successful learners
- Confident individuals
- Active and informed citizens

Core Focus

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

Core Priorities

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

School context

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

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

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

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

Self-assessment and school achievement

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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

High Quality Teaching and Learning

Purpose

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

Improvement Measures

Increase the percentage of students demonstrating and exceeding expected growth in literacy.
Increase the percentage of students demonstrating and exceeding expected growth in numeracy.
'Learning progressions' data indicates student 1 year growth for 1 year learning.
Teachers utilising high quality formative assessment strategies in literacy and numeracy learning sessions.
Increase in teacher efficacy delivering explicit and quality feedback to improve student growth in literacy and numeracy.

Overall summary of progress

Key projects and opportunities for school improvement in 2019 continued to contribute to the teaching quality and student growth in targeted learning areas (writing, spelling and numeracy). School leaders and key project teams focused on capacity building of staff to build knowledge and skills in the utilisation of literacy and numeracy progressions and associated school based assessment tools to assist in the authentic collection of student achievement data and teacher reflection.

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

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to support students to develop skills in literacy.

Evaluation	Funds Expended (Resources)
Teachers' collaborative planning in literacy (Writing and Spelling), teaching and learning practices and assessment in writing and spelling demonstrates increased evidence of quality instruction, including differentiation, in line with their 'shared' PDP goals. Staff developed a bank of Early Stage 1 to Stage 3 school–based assessments that enabled school based data to be analysed alongside current NAPLAN data.	Instructional Leader resource to develop and delivered professional learning program matched to achievement of strategic direction, classroom observations and individual peer coaching. QTSS funding allocation for release of Assistant Principal (Instructional Leader)

Process 2: Implement a whole school approach to support students to develop skills in numeracy.

Evaluation	Funds Expended (Resources)
Teachers' collaborative planning in numeracy, teaching and learning practices and assessment in mathematics demonstrates increased evidence	Instructional Leader resource to develop and delivered professional

Progress towards achieving improvement measures	
of quality instruction, including differentiation, in line with their 'shared' PDP goals. Staff developed a bank of Early Stage 1 to Stage 3 school–based assessments that enabled school based data to be analysed alongside current NAPLAN data.	learning program matched to achievement of strategic direction, classroom observations and individual peer coaching. QTSS funding allocation for release of Assistant Principal (Instructional Leader)

Process 3: implement a whole school approach to data collection, student reporting and measurement.

Evaluation	Funds Expended (Resources)
The Instructional Leader program delivered shoulder to shoulder support to teaching staff across many sectors of the school. These school designed programs targeted negotiated areas of classroom practice relating to lessons observations, modeled classroom practices by IL, data collection, review of work samples, creation of new 'student reporting' tools to parents and creation of shared assessment tasks and stage schedules.	QTSS funding allocation for release of Assistant Principal (Instructional Leader) Targeted professional learning opportunities for all staff as part of an overall 1 year cycle of teacher development and improvement.

Process 4: Implement a whole school approach to formative assessment strategies and enhanced feedback to students.

Evaluation	Funds Expended (Resources)
All teaching staff across the school demonstrated growth in the use of 'formative' assessment and learning success criteria measured through lesson observations and active participation in a cycle of Professional Learning and feedback, targeting their learning goals in their PDP goals	Instructional Leader resource to develop and delivered professional learning program matched to achievement of strategic direction, classroom observations and individual peer coaching. QTSS funding allocation for release of Assistant Principal (Instructional Leader)

Next Steps

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

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

Evaluate current mathematics, writing and spelling programs at end of 2020 to determine effectiveness and to examine other options for 2011–2026 School planning cycle.

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

Strategic Direction 2

Future Focused Classrooms and School

Purpose

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

Improvement Measures

Classrooms spaces are redesigned to create learning labs that reflect a future focused learning environment.

Increase the proportion of students demonstrating active engagement in collaborative and creative learning.

Demonstrated increase in student's sense of pride in and connectedness to their learning environments.

Overall summary of progress

A key focus for the leadership team in early 2019 was to consolidate and refine the process linked to this strategic direction allowing for clearer objectives and milestones to be established that are directly linked to STEM and ICT learning outcomes for students and ICT pedagogical practice. Linking Strategic directions 2 and 3 together – due to their close connections to similar achievement goals.

Work by School leaders, STEM and ICT teams focused on building teacher and student efficacy in the use of ICT through the creation of high quality STEM based 'units of work' and learning opportunities to add value and depth to learning undertaken across all key learning areas as well as support the development of problem solving skills via coding and design activities.

Note: Processes consolidated as part of the 2019 review of school plan.

Progress towards achieving improvement measures

Process 1: engage the school and wider education community in the consultation, development and delivery of innovative learning spaces.

Evaluation	Funds Expended (Resources)
Six classrooms spaces are redesigned to create learning labs that reflect a future focused learning environment.	At the end of 2019, six future focused learning environments were created, with the establishment of the school's STEM LAB. These environments increased teacher capacity to deliver integrated units of work embedding the fundamentals of STEM, ICT and inquiry–based learning.

Process 2: Implement a whole school approach to embedding active, competency based student centred ways of working.

Evaluation	Funds Expended (Resources)
Increase the proportion of students demonstrating active engagement in collaborative and creative learning. Demonstrated increase in student's sense of pride in and connectedness to their learning environments.	TTFM data indicated from Primary students indicated increased levels of student engagement and collaboration, love of learning and sense of pride in school and individual achievement and effort displayed.

Next Steps

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

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

Evaluate current practices at end of 2019 to determine effectiveness and to examine other options for 2011–2026 School planning cycle.

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

Strategic Direction 3

Empowered Learners

Purpose

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

Improvement Measures

School wide delivery of a K–6 STEM program centred on student participation in Science, Technology, Engineering and Mathematics.

Increased in student problem solving and computational thinking skills across a variety of key learning areas.

Improvement in teacher efficacy in developing and delivering a school wide STEM curriculum.

Overall summary of progress

A key focus for the leadership team in early 2019 was to consolidate and refine the process linked to this strategic direction allowing for clearer objectives and milestones to be established that are directly linked to STEM and ICT learning outcomes for students and ICT pedagogical practice. Linking strategic directions 2 and 3 together – due to their close connections to similar achievement goals.

Work by School leaders, STEM and ICT teams focused on building teacher and student efficacy in the use of ICT through the creation of high quality STEM based 'units of work' and learning opportunities to add value and depth to learning undertaken across all key learning areas as well as support the development of problem solving skills via coding and design activities.

Overall, by combining Strategic directions 2 and 3, all students across the school engaged in high quality ICT learning that promoted deep engagement and higher order thinking to complete creation based activities. ie film making, coding, design and make activities. Digital technologies were embedded via classroom lessons and STEM projects ensuring that student efficacy in the use of technology including applications such as iMovie and coding software increased.

Note: Processes consolidated as part of the 2019 review of school plan.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to STEM education that supports students to develop computational thinking and problem solving skills.

Evaluation	Funds Expended (Resources)
At the end of 2019, six future focused learning environments were created, with the establishment of the school's STEM LAB. These environments increased teacher capacity to deliver integrated units of work embedding the fundamentals of STEM, ICT and inquiry–based learning.	$32,000 (Combination of school and community funds)

Process 2: Implement a school wide STEM curriculum that best caters for the needs of the students now and into the future.

Evaluation	Funds Expended (Resources)
School wide delivery of a K–6 STEM program centred on student participation in Science, Technology, Engineering and Mathematics.	Teachers collaboratively planned stage based 'units of work' highlighting STEM and related assessments in 'planning' sessions in both semesters.

Process 3: Implement a coordinated approach to professional learning that develops teacher skills in STEM

Progress towards achieving improvement measures

Process 3:   education.

Evaluation	Funds Expended (Resources)
Improvements in levels of teacher efficacy in developing and delivering a school wide STEM curriculum.	All teachers self–reported an increase in the use of STEM related teaching strategies and an increased ability to use STEM related technologies in teaching and learning cycle.

Process 4:   Whole school participation in the Sydney University STEM Teacher Enrichment Academy. The academy offers knowledge, skills, resources and support to enable teachers to make real change in their classroom teaching of science, technology, engineering and mathematics (STEM) subjects.

Evaluation	Funds Expended (Resources)
N/A Processes consolidated as part of the 2019 review of school plan.	

Next Steps

Continue to engage all teaching staff in continued Professional Learning relating to a future focused classrooms, highlighting STEM and ICT.

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

Evaluate current practices at end of 2019 to determine effectiveness and to examine other options for 2011–2026 School planning cycle.

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

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$5,130	Additional SLSO's to assist with students with specific needs. 'Deadly kids' school–based program for Aboriginal Students, supported by teachers and additional SLSO time, collaboration between teachers and school families. Additional staff release time for the writing of personalised learning pathways (PLP's) for all Aboriginal students. Professional learning opportunities for teachers and school leaders focused upon successful Aboriginal Education for all students.
English language proficiency	$126,176 (Teacher salary and flexible funding to support students needs)	Additional school learning support officers to assist with students with specific needs Provision of additional professional learning for teachers and school leaders focused upon successful EALD strategies for all students. Additional staff (teachers) employed for to provide focused Literacy 'reading groups' support K–2. Additional staff (teachers) employed for to provide focused Literacy ie. 'Literature circles' and 'writing groups' support Stages 2 & 3.
Low level adjustment for disability	$77,473	Additional SLSO's to assist with students with specific needs Additional staff time for the writing of individual student learning plans and programs for students incorporating adjustments for individual learning needs. Release stage teams of teachers for professional sharing & lesson studies with school executive & LAST.
Quality Teaching, Successful Students (QTSS)	2 and half days of extra staffing per week – not directly related to a class and students	Instructional Leader resource to develop and delivered professional learning program matched to achievement of strategic direction, classroom observations and individual peer coaching. QTSS funding allocation for release of Assistant Principal (Instructional Leader)
Socio–economic background	$9,005	Provision of additional SLSOs to assist with students with specific needs Financial assistance to meet school related costs.
Support for beginning teachers		N/A
Targeted student support for refugees and new arrivals	Generally two days per week (Flexible funding allocations based on student enrollment)	Additional SLSO's to assist with students with specific needs Additional staff (NAP teachers) employed for to provide focused Literacy 'reading groups'

Targeted student support for refugees and new arrivals	Generally two days per week (Flexible funding allocations based on student enrollment)	support K–2. Additional staff (NAP teachers) employed for to provide focused Literacy ie. 'Literature circles' and 'writing groups' support Stages 2 & 3.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	125	121	141	146
Girls	153	162	155	146

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96	96.5	95	94.1
1	96.1	96.2	93.6	95.5
2	96.2	95	94.8	93.6
3	95	96.1	93.5	93.5
4	94.3	95.1	94.3	93.2
5	93.6	92.6	89.8	93.5
6	93.6	91.9	93.4	92.7
All Years	95.1	95.1	93.7	93.9
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

In 2019, the student population comprised of:

146 boys and 146 girls.

58% of whom were from a language background other than English (LBOTE), enrolled in Kindergarten to Year 6.

43 students who identified their language background as 'Chinese Languages'.

Other language backgrounds identified to be spoken in family homes are Greek, Italian, Thai and Indonesian Languages.

In total, 39 different languages are spoken on the school site

81 students accessed additional support for their learning through the school's English as a Second Language (EALD) program.

32 students who accessed additional support through the school's Learning Assistance Program (MutliLit) or Reading Recovery.

A number of students who are provided with additional funding through the NSW Department of Education Support Funding for Students with Special needs.

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)	3
Classroom Teacher(s)	10.5
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher ESL	0.8
School Counsellor	0.8
School Administration and Support Staff	2.52
Other Positions	0.6

*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.

Weekly school based professional learning linked strongly to the project team objectives developed for the 2018–2020 school plan. Opportunities were provided for team leaders and team members to design and deliver high quality

professional learning in areas of expertise and leadership ensuring collective capacity was built across all teams that operate in the school.

All teachers at Crown Street Public School are working towards either obtaining or maintaining accreditation at a level appropriate for their career stage. In 2019 there were three early career teacher working towards attaining accreditation at proficient level, 24 teachers maintaining accreditation at proficient. Permanent and temporary teachers working towards proficient accreditation were provided with mentoring support to assist them in building the skills and experiences required to meet the proficient teacher standards.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 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	129,233
Revenue	3,107,533
Appropriation	2,893,348
Sale of Goods and Services	4,968
Grants and contributions	205,868
Investment income	1,924
Other revenue	1,425
Expenses	-3,087,724
Employee related	-2,745,311
Operating expenses	-342,413
Surplus / deficit for the year	19,809

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 financial management at Crown Street Public School is overseen by the Principal, School executive and School Administration Manager. During 2019 the school was selected for audit with school systems relating to budgeting and financial position reviewed and recommendations for improvements made. There were no significant variations in revenue or expenditure during 2019. The small amount of surplus funds carried forward into 2020 have been earmarked for teacher salaries, STEM / technology upgrades and utilities.

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	134,416
Equity Total	217,784
Equity - Aboriginal	5,130
Equity - Socio-economic	9,005
Equity - Language	126,176
Equity - Disability	77,473
Base Total	2,153,477
Base - Per Capita	69,453
Base - Location	0
Base - Other	2,084,024
Other Total	324,458
Grand Total	2,830,135

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

Student Voice

The Tell Them From Me student survey measures the opinions of students against indicators based on the most recent research on school and classroom effectiveness. This report provides highlights based on data from 62 students (10 Year 4's, 27 Year 5's and 25 Year 6's) in our school that participated in the survey between 19 Sept and 27 September 2019.

Social–Emotional Outcomes

1. Student participation in sport – Percentage of students with a high rate of participation in sports with an instructor, other than in a physical education class.

96% of students in our school had a high rate of participation in sports. The NSW Govt norm for this year is 83%.

94% of the girls and 97% of the boys in our school had a high rate of participation in sports. The NSW Govt norm for girls is 82% and for boys is 84%.

2. Students with a positive sense of belonging – Students feel accepted and valued by their peers and by others at their school.

64% of students in this school had a high sense of belonging. The NSW Govt norm for this year is 81%.

66% of the girls and 59% of the boys in our school had a high sense of belonging. The NSW Govt norm for girls and boys was 81%.

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

In our school, 87% of students had positive relationships. The NSW Govt norm for these years is 85%.

94% of the girls and 81% of the boys in our school had positive relationships. The NSW Govt norm for girls is 88%and for boys is 83%.

4. Positive teacher–student relations – Students feel teachers are responsive to their needs, and encourage independence with a democratic approach.

In our school, Positive Teacher–Student Relations were rated 7.8 out of 10. The NSW Govt norm for these years is 8.4.

5. 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 our school, students rated Disciplinary Climate of the Classroom 7.6 out of 10. The NSW Govt norm for these years is 7.2. out of 10.

6. Expectations for success – The school staff emphasis's academic skills and hold high expectations for all students to succeed.

In our school, students rated Teachers' Expectations for Academic Success 8.2 out of 10. The NSW Govt norm for these years is 8.7 out of 10.

7. Students with positive behaviour at school – Students that do not get in trouble at school for disruptive or inappropriate behaviour.

87% of students in this school reported positive student behaviour. The NSW Govt norm for this year is 83%.

100% of the girls and 75% of the boys in this school had a high sense of belonging. The NSW Govt norm for girls is 91% and for boys is 75%.

8. Students who are victims of bullying – Students who are subjected to moderate to serve physical, social, or verbal bullying, or are bullied over the internet.

24% of students in our school reported being victims of bullying. The NSW Govt norm for this year is 36%.

9. Advocacy at school – Students feel they have someone at school who consistently provides encouragement and can

be turned to for advice.

In our school, the mean was 7.1 out of 10. The NSW Govt mean for these years is 7.7 out of 10.

In our school, the mean was 6.8 for the girls and 7.3 out of 10 for the boys The NSW Govt norm for girls is 7.8 and for boys 7.5 out of 10.

10. Relevance – Students find classroom instruction relevant to their daily lives.

In our school, the mean were rated 7.9 out of 10. The NSW Govt norm for these years is 7.9 out of 10.

Parents as Learning Partners

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents 'perceptions of their children's experiences at home and school.

It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance.

The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

This report provides highlights based on data from 19 school families in our school that participated in the survey between 3 Sept and 19 Oct. 2018. Please note, the NSW Govt Norm is presented in brackets.

- Parents Feel Welcome: 7.6 (7.4) out of 10
- Parents are Informed: 6.5 (6.6) out of 10
- Reports on my child's progress are written in terms I understand: 7.6 (6.6) out of 10
- Parents support learning at Home: 6.4 (6.3) out of 10
- School Supports Learning: 7.0 (7.3) out of 10
- Teachers expect my child to work hard: 6.8 (6.7) out of 10
- School Supports Positive Behaviour: 7.7 (7.7) out of 10
- Safety at school: 7.2 (7.4) out of 10
- Inclusive School: 6.8 (6.7) out of 10
- 84% of school families surveyed, would recommend my child's school to other parents.

Teacher Voice and Perspectives

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 validation process of 2019 a school team captures elements of teacher voice across three domains of Learning, Teaching and Leading.

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.

Conclusions from TTFM Surveys

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

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

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

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

expectations for student behaviour and learning which further improves levels of engagement.

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

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

Policy requirements

Aboriginal Education 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.

In 2019, major achievements included:

Aboriginal students at Crown Street PS are valued and acknowledged. They are given every encouragement to excel, which was evidenced by one student receiving a 'Deadly Kids' award by the Sydney Region.

The teachers continue to ensure that students are provided with factual information regarding contemporary and traditional Aboriginal culture.

Mentoring and tuition of Aboriginal students during the year is aimed at improving their literacy and numeracy achievements, with each student having a specific learning program to target progress.

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

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.

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

The school's Anti–Racism Community Officer was consulted if any conflict between students appeared to be linked to lack of understanding regarding cultural differences. When it is believed that a conflict has involved any type of racism, the ARCO brings the students together for a restorative conversation.

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.

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

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

The school continues to maintained a strong focus on multicultural education. Our school has an inclusive culture that celebrates difference and ensures continuous learning for all.

There is a commitment to ensuring a harmonious and respectful environment so all members of the community have the

opportunity to grow and develop and have pride in their cultural background.

In 2019, major achievements included:

100% of students from K–6 participated in weekly Chinese – Mandarin classes. The school maintains its excellent standard in teaching and learning Mandarin for all students through our Community Languages (CL) program. Students of Chinese background maintain their language through the Community Language program.

The EAL/D program was provided through a combination of withdrawal and team teaching depending on the amount of time students had been in Australia and the level of their language proficiency. Students were catered for in the EAL/D program with EAL/D support being a combination of team teaching in classes with the class teachers and withdrawal lessons.

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