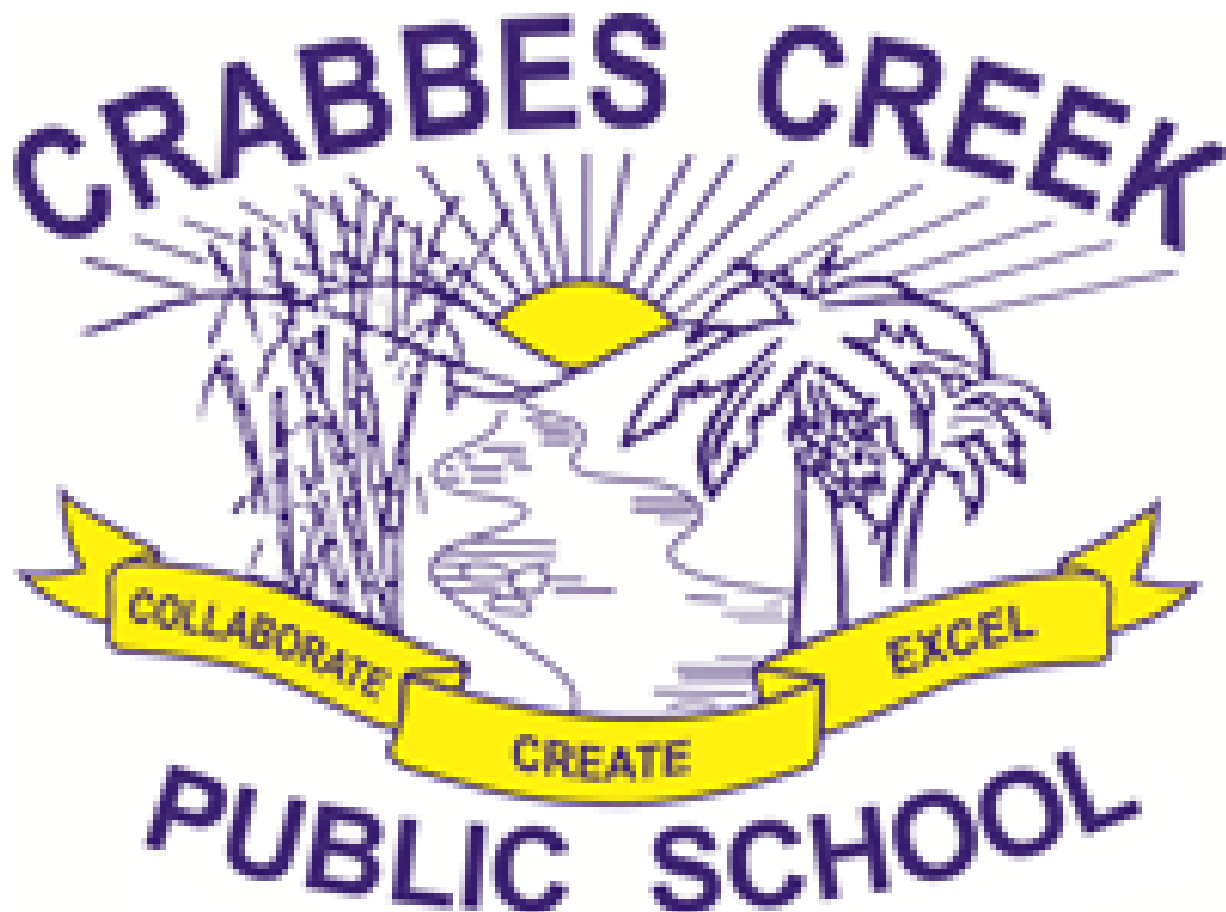


2020 Annual Report

Crabbes Creek Public School



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Introduction

The Annual Report for 2020 is provided to the community of Crabbes Creek Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

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School vision

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

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

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

Our school motto is Collaborate, Create, Excel

School context

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework 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	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Learning and Wellbeing

Purpose

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

Improvement Measures

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

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

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

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

Progress towards achieving improvement measures

Process 1: Best practice assessment

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

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

Self-directed, resilient, engaged learners

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

Evaluation	Funds Expended (Resources)
<p>Teacher programs are reviewed to meet NESA requirements and articulate the anticipated knowledge and understandings students will develop during learning sequences. Aiming for growth to be achieved by every student, teachers understand the expected progression of learning in each stage, planning assessment to measure individual and class growth.</p> <p>Implicit and explicit methods of ensuring all students are known, valued and cared for are carried out across the whole school. These methods include planned daily check ins, explicit teaching of positive communication and ongoing conversations. Every student knows and interacts with each teacher who in turn knows every individual student and their needs.</p> <p>Students thrive in the positive environment in which they feel a strong sense of belonging and ownership in their school. Behaviour support is explicitly taught and reinforced by all staff inclusive of administration staff. The whole school approach to the implementation of PB4L ensures consistency of positive language and the promotion of student wellbeing as a common priority.</p> <p>Teachers plan for the use of formative assessment in the teaching and learning cycle to monitor achievement and identify gaps in student learning.</p> <p>Student knowledge and understandings are regularly ascertained with planned and systematic collection of achievement data in all classes.</p>	\$3,600

Progress towards achieving improvement measures

The school plans for and monitors a whole school approach to student wellbeing and engagement using the PB4L action plan. The action plan indicates progress in the implementation and informs future steps. Parents are involved in wellbeing processes through the P&C and PB4L parent representative. Staff utilise this input in authentic ways, to ensure connections with learning are contextual and meaningful. PB4L has formed the basis of the school's wellbeing guidelines, processes and practices to promote positive academic and social behaviours creating an effective environment for learning. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning and consistent expectations are communicated.

Process 2: Curriculum and Learning

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

Evaluation	Funds Expended (Resources)
<p>Application of evidence-based practices is continually developing within a reflective framework amongst all staff, indicative of the high standards and expectations of curriculum planning and delivery. Programming is contextual in relation to the student cohort and learning is communicated transparently with students.</p> <p>Differentiation occurs within all classrooms and programs catering to the needs of identified students with particular needs. Adjustments, planning and implementation of students PLSPs involve parent/carers.</p> <p>Student learning needs are programmed for with intentional individualised planning and implementation of PLSPs. Student needs are identified through assessment and addressed in classroom programs as well as targeted support facilitated by the learning support team.</p> <p>Learning experiences include opportunities for teachers to respond promptly to student work and check that feedback received on how to improve is understood.</p>	\$3,600

Strategic Direction 2

Excellence in Teaching

Purpose

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: High impact classroom practice

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

Evaluation	Funds Expended (Resources)
<p>Application of evidence-based practices is continually developing within a reflective framework amongst all staff, indicative of the high standards and expectations of curriculum planning and delivery. Programming is contextual in relation to the student cohort and learning is communicated transparently with students.</p> <p>Teachers across the school regularly engage in collaborative planning for K-6 learning as well as continuity of learning between the stages through scope and sequence implementation. Curriculum knowledge, student data, reflective practices and lesson review is common practice with ongoing collegial discussions. Evidence based practices are employed in teaching and learning planning to ensure lessons meet the needs of all students.</p> <p>Explicit teaching is a teaching method applied across the school in all key learning areas with teachers engaging in ongoing reflection to routinely review prior learning and plan for where to next in student learning.</p> <p>Feedback is provided to students in a prompt manner during and on completion of set learning tasks. Teachers clarify student understanding of feedback and provide support for how to apply feedback for improvement.</p>	\$5,822

Strategic Direction 3

Whole School Improvement

Purpose

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

Process 1: *Performance management and development*

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

Evaluation	Funds Expended (Resources)
<p>There is a culture of high expectations and supports put in place to achieve this across the school. Professional learning opportunities to facilitate leadership development are maximised through proactive involvement in the community of schools. Collaboration is a core component to the improvement of individual practice and whole school performance. Opportunities are provided for community engagement in a range of activities with the aim to build a strong educational community.</p> <p>The evaluation of impact on student outcomes achieved from professional learning are monitored as to achievement of milestones and the school plan. Throughout the school and connections to learning communities collaboration and feedback are a means to implement quality teaching practices.</p> <p>Professional discussion amongst the school staff is enhanced and broadened through collaboration through a variety of inter school initiatives. Leadership opportunities within the school's own initiatives and through the community of schools is used to improve teaching and develop leadership. Professional learning is enhanced through discussions and sharing between school staff and with colleagues from other schools with the common aim of improving whole community practice the aim.</p> <p>The professional learning communities are a means to pool and share expertise and to support development of practice and innovation.</p>	\$4,946

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1 739	Students participated in integrated learning activities across all KLAs and participated in significant events such as NAIDOC week and Harmony Day.
Low level adjustment for disability	Staffing -\$10,938 Flexible - \$4,591	Ongoing individualised learning at point of need in both Literacy and Numeracy.
Quality Teaching, Successful Students (QTSS)	\$7,219	Resources were incorporated into the professional learning calendar to allow teachers to engage in collaborative practices within community of schools such as the S6, Writing community of Practice and the Maths Action research Project. These learning communities allowed staff to work together and learn from each other.
Socio-economic background	Staffing -\$10,938	Staffing allocation incorporated into weekly timetable to provide additional learning support.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	18	21	16	11
Girls	14	21	18	13

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.9	89.8	86.5	75.8
1	88.5	88.7	85.1	72.9
2	88.5	76.5	90.5	85
3	86.2	83.4	83.8	73.3
4	89.2	94.6	89.8	77.4
5	92.2	86.1	97.2	81.1
6	94.6	90.6	86	95.3
All Years	90.6	87	87.5	77.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

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

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

Workforce information

Workforce composition

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

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	108,556
Revenue	566,607
Appropriation	561,090
Sale of Goods and Services	941
Grants and contributions	4,258
Investment income	318
Expenses	-580,346
Employee related	-512,237
Operating expenses	-68,108
Surplus / deficit for the year	-13,738
Closing Balance	94,818

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.

	2020 Approved SBA (\$)
Targeted Total	25,562
Equity Total	28,207
Equity - Aboriginal	1,739
Equity - Socio-economic	10,938
Equity - Language	0
Equity - Disability	15,530
Base Total	490,168
Base - Per Capita	8,177
Base - Location	1,459
Base - Other	480,532
Other Total	10,822
Grand Total	554,758

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Feedback highlighted the strong value placed on the small school learning environment and the related ability to engage students in their own learning through a wide range of learning activities. another theme was the pride the community has in the school to provide diverse learning experiences focused on developing the whole child.

Further comments included appreciation for the adaptability, innovation, inspiration and passion of staff to provide a sense normality, engagement and continuity of learning in what was a highly disrupted year. Aligned to this was a strong sense of importance in providing a safe, warm and welcoming learning environment that allowed for students to engage not only in learning but their childhood.

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.