

2020 Annual Report

Crystal Creek Public School



1690

Introduction

The Annual Report for 2020 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.

School contact details

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School vision

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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
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

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.

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)
<p>FoCUS groups of schools: Dungay and Crystal Creek Public Schools, collaboratively formulated high leveraged questions, exploring teachers use of explicit feedback in the classroom. This happened via Zoom and other digital medium due to COVID restrictions.</p> <p>All staff has had online professional learning and use common language. This improved the way they used feedback to check for student understanding and support improved student learning.</p> <p>Teachers differentiating and creating personalised learning.</p>	<p>SLSO 3 days (all day)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$39000.00)

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)
<p>Evidence in classrooms and teaching practices that the teaching and learning culture has clearly embedded the strategies to improve student engagement.</p> <p>After the home learning experience of COVID, students started taking more responsibility for their own learning. Every teacher feels they have improved in their teaching practice this year, through on-line webinars.</p>	

Process 3: Assessment and Data

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Professional learning was accessed through on-line modules (due to COVID) to support all staff with the development of learning continuation and the provision of feedback.

on-line meeting with other small schools has been invaluable to all staff. It is highly engaging and valued by all staff.

Materials (\$500)

Funding Sources:

- Professional learning (\$500.00)

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.

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 and laptops for every student within the school, students are able to perform individual tasks and complete their work more effectively. This was particularly useful during the "learning at home" phase of COVID restrictions.	Purchase ipads and laptops (\$9000) Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$9000.00)

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.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$4 383.00) 	<p>The funds contributed to support teachers to meet the additional learning needs of Aboriginal students. In addition these funds also contributed towards enhancing the school's cultural responsiveness.</p> <p>There was a positive engagement with the parents in their children's learning.</p> <p>Updated resources in the library and classrooms to include more Indigenous literacy books and teaching resources.</p> <p>Participation in Reconciliation week and NAIDOC celebrations and an understanding the importance of these events for all students and the wider community.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$33 809.00) 	<p>Principal and learning and support team consulted with staff, parents or carers to determine the best way to provide personalised learning support for students in accordance with their additional learning needs. This allocation was combined with other school and local resources to support students who have additional learning and support needs without the requirement for a formal diagnosis of disability. The flexible funding was used to purchase additional school learning support officer time to support students and teachers. Student levelled reading was improved by utilising extra employed SLSO support</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$14 548.00) 	<p>QTSS staffing allocation was combined with other resources to provide release time for teachers to establish collaborative practices in the school, and across a number of neighboring schools, allowing teachers to work together and learn from each other by observing and discussing how they develop lesson plans and assessment tasks. The allocation was also used to provide comprehensive and focused support for teachers with the accreditation processes they need to undertake and with the Performance and Development Framework.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$49 010.00) 	<p>The Socio-economic background funding was combined with other resources and used to support the school strategic directions and maximise opportunities to explore innovative practices that support continuous improvement in student achievement. The main areas for spending were: a focus on literacy and numeracy as the foundations for learning, providing challenging and rich learning experiences across the curriculum and building leadership capacity with students, teachers, school leaders and community. Additionally, The 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>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	46	45	45	41
Girls	40	36	37	29

Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.3	89.4	91.7	95.6
1	90.3	89.9	94.9	88.8
2	87	91	93.8	90.1
3	92.7	88.6	87.8	95.4
4	90	78.8	87.6	87.9
5	88.3	89.4	93.8	89.8
6	92	85.9	86.7	94.1
All Years	90.1	87.3	90.5	90.7
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)	2.43
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, 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	47,130
Revenue	964,172
Appropriation	939,195
Sale of Goods and Services	4,235
Grants and contributions	20,556
Investment income	186
Expenses	-953,143
Employee related	-817,587
Operating expenses	-135,556
Surplus / deficit for the year	11,028
Closing Balance	58,158

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	81,523
Equity Total	87,201
Equity - Aboriginal	4,383
Equity - Socio-economic	49,010
Equity - Language	0
Equity - Disability	33,809
Base Total	693,945
Base - Per Capita	19,721
Base - Location	1,859
Base - Other	672,365
Other Total	36,098
Grand Total	898,767

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

After the return on-site learning with many COVID restrictions parents were asked to completed a brief Survey Monkey survey about school communication. The feedback was extremely valuable in helping us plan for the future and improve our service. Results of the survey were as follows:

1. I regularly read the school newsletter - *100% Strongly agree*;
2. The newsletter is my main source of information about what is happening at school - *50% Strongly agree, 50% Agree*;
3. I know how to contact my child's classroom teacher - *50% Strongly agree, 50% Agree*; and
4. Even through the COVID 19 restrictions, I still feel connected to my child's school - *25% Strongly agree, 50% Agree, 25% Neither agree nor disagree*.

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.