

2020 Annual Report

Crown Street Public School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

The 2020 school year has been a year of great change 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.

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 where possible throughout the school 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 Kathryn Etchells, Ms Karla Eckersley and Mr William Watt. I also extend this thanks to the office and support teams led by Ms Danielle Bingham and Ms Kassandra Diffin, 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 vision

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 308 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. 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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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

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

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 complete 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 in 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

Key projects and opportunities for school improvement in 2020 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.

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 (Reading, Writing and Spelling), teaching and learning practices and assessment in reading, 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 past NAPLAN data.	Funding Sources: <ul style="list-style-type: none">• QTSS funding allocation for release of Assistant Principal (Instructional Leader) (\$22000.00)

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 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 past	Funding Sources: <ul style="list-style-type: none">• QTSS funding allocation for release of Assistant Principal (Instructional Leader) (\$22000.00)

Progress towards achieving improvement measures

NAPLAN data. Numeracy will be the focus on the next school's strategic plan.

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

Evaluation	Funds Expended (Resources)
The Instructional Leader 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 Instructional Leader, data collection, review of work samples, creation of new 'student reporting' tools to parents and creation of shared assessment tasks and stage schedules.	Funding Sources: <ul style="list-style-type: none">• QTSS funding allocation for release of Assistant Principal (Instructional Leader) (\$22000.00)

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	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$15000.00)

Next Steps

In 2021, continue with the 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.

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 there 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)
At the end of 2020, eight future focused learning environments were created to compliment 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.	Funding Sources: • P&C Funds (\$14000.00)

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

Evaluation	Funds Expended (Resources)
School wide delivery of a K-6 STEM program focusing 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. 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.	Funding Sources: • Professional learning (\$3500.00)

Next Steps

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

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.

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.

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 2020, eight future focused learning environments were created to compliment 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.	Funding Sources: <ul style="list-style-type: none">• P&C Funds (\$14000.00)

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 focusing 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. 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.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$1000.00)

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

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
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.	Funding Sources: <ul style="list-style-type: none">• Professional Learning (\$5500.00)

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)
This program only existed in 2019.	

Next Steps

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

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	Funding Sources: <ul style="list-style-type: none"> • (\$4 445.00) 	<p>Additional SLSO's to assist with students with specific needs.</p> <p>'Deadly kids' school-based program for Aboriginal Students, supported by teachers and additional SLSO time, collaboration between teachers and school families.</p> <p>Additional staff release time for the writing of personalised learning pathways (PLP's) for all Aboriginal students.</p> <p>Professional learning opportunities for teachers and school leaders focused upon successful Aboriginal Education for all students.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • (\$168 796.00) 	<p>Funds used for Teacher salary and flexible funding to support students needs.</p> <p>Additional school learning support officers to assist with students with specific needs.</p> <p>Provision of additional professional learning for teachers and school leaders focused upon successful EALD strategies for all students.</p> <p>Additional staff (teachers) employed for to provide focused Literacy 'reading groups' support K-2.</p> <p>Additional staff (teachers) employed for to provide focused Literacy ie. 'Literature circles' and 'writing groups' support Stages 2 & 3.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • (\$76 808.00) 	<p>Additional SLSO's to assist with students with specific needs</p> <p>Additional staff time for the writing of individual student learning plans and programs for students incorporating adjustments for individual learning needs.</p> <p>Release stage teams of teachers for professional sharing & lesson studies with school executive & LAST.</p>
Quality Teaching, Successful Students (QTSS)		<p>2 and half days of extra staffing per week - not directly related to a class and students.</p> <p>Instructional Leader resource to develop and delivered professional learning program matched to achievement of strategic direction, classroom observations and individual peer coaching.</p> <p>QTSS funding allocation for release of Assistant Principal (Instructional Leader)</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • (\$9 314.00) 	<p>Provision of additional SLSOs to assist with students with specific needs</p> <p>Financial assistance to meet school related costs.</p>
Support for beginning teachers		N/A

Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> • (\$27 850.00) 	<p>Additional SLSO's to assist with students with specific needs</p> <p>Additional staff (NAP teachers) employed for to provide focused Literacy 'reading groups' support K-2.</p> <p>Additional staff (NAP teachers) employed for to provide focused Literacy ie. 'Literature circles' and 'writing groups' support Stages 2 & 3.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	121	141	146	151
Girls	162	155	146	157

In 2020, the student population comprised of:

151 boys and 157 girls.

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

48 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, 37 different languages are spoken on the school site

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

41 students who accessed additional support through the school's Learning Assistance Program (MutliLit).

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

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.5	95	94.1	95.6
1	96.2	93.6	95.5	93.5
2	95	94.8	93.6	94.2
3	96.1	93.5	93.5	92.8
4	95.1	94.3	93.2	94.6
5	92.6	89.8	93.5	92.5
6	91.9	93.4	92.7	94.4
All Years	95.1	93.7	93.9	94.1
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
Assistant Principal(s)	3
Classroom Teacher(s)	11.54
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	1.2
School Counsellor	0.8
School Administration and Support Staff	2.82
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, 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	149,042
Revenue	3,326,236
Appropriation	3,126,818
Sale of Goods and Services	6,985
Grants and contributions	190,186
Investment income	548
Other revenue	1,700
Expenses	-3,330,886
Employee related	-3,013,902
Operating expenses	-316,984
Surplus / deficit for the year	-4,650
Closing Balance	144,392

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	136,527
Equity Total	259,362
Equity - Aboriginal	4,445
Equity - Socio-economic	9,314
Equity - Language	168,796
Equity - Disability	76,808
Base Total	2,384,504
Base - Per Capita	70,227
Base - Location	0
Base - Other	2,314,277
Other Total	318,843
Grand Total	3,099,236

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

Teacher Voice

This year, our school undertook self-assessment using the School Excellence Framework and participated in the DoE's LEED Project (Leading Evaluation, Evidence and Data). 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.

As part of the LEED Project all staff responded to a series of questions reflecting on their teaching practices and their responses are below.

Each number is the school's average score for each What Works Best Theme. the scores range from 1 to 5. Higher scores indicate that your teachers feel comfortable with this practice. Low scores could indicate an opportunity to provide support in this area. The survey uses reflection or self-report responses. Self-report data should be considered alongside other sources of information such as observations of classroom practice or other types of surveys and types of feedback.

1. **High expectations** - the school's average score was 4.17
2. **Explicit Teaching** - the school's average score was 4.08
3. **Effective Feedback** - the school's average score was 3.83
4. **Use of Data to Inform Practice** -the school's average score was 3.76
5. **Assessment** - the school's average score was 3.84
6. **Classroom Management** -the school's average score was 4.42
7. **Wellbeing** - the school's average score was 4.36
8. **Collaboration** - the school's average score was 3.69

Parent Voice

A discussion forum was held with members of the school's P&C to gain insights, views and opinions of the school's parent body and their responses are below. The forum was used to provide feedback to the school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

Parents Feel Welcome: Many parents agreed with the statement and noted the inclusive community environment.

Parents are Informed: Parents highlighted improved communication strategies between school and home had improved and many enjoyed the school's new newsletter.

Parents support learning at Home: Parents highlighted the issues faced by families in the COVID 19 'Home learning' situation.

School Supports Learning: Parents highlighted the range of learning experiences and opportunities the students have at Crown Street PS, but acknowledged that COVID 19 had definitely changed aspects of school life for 2020.

School Supports Positive Behaviour: There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed was a general theme by parents and carers.

Safety at school: All views expressed by parents and carers agreed safety at school was a paramount concern during 2020 due to COVID 19 and highlighted the processes put in place to keep everyone safe in 2020.

Inclusive School: All agreed the school promotes and highlights equality, diversity and inclusiveness.

Student Voice

A discussion forum was held with senior students (Year 6) to gain insights, views and opinions of a selected group of school's student body (27 students in total) and their responses are below. The forum was used to provide feedback to the school about the extent to which students feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Also themes, views and opinions were taken from the senior students wellbeing journals.

1. Students feel accepted and valued by their peers and by others at their school - 19 students strongly agreed with statement, 2 remained neutral and 6 disagreed with statement.
2. Students have friends at school they can trust and who encourage them to make positive choices -18 students strongly agreed with statement, 4 remained neutral and 2 disagreed and 3 strongly disagreed with statement.
3. Students feel teachers are responsive to their needs, and encourage independence -. 15 students either agreed or strongly agreed with statement, 6 remained neutral and 6 disagreed with statement.
4. There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed - 22 students either agreed or strongly agreed with statement, 1 remained neutral and 4 disagreed with statement.
5. The school staff emphasises academic skills and hold high expectations for all students to succeed - 20 students either agreed or strongly agreed with statement, 1 remained neutral and 6 disagreed with statement.

Conclusions

Students and school families are feeling welcomed and included through their valued involvement in school life.

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.

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.

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

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 2020, 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 maintain 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 2020, 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.