

2020 Annual Report

Crestwood Public School



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Introduction

The Annual Report for 2020 is provided to the community of Crestwood 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

2020 began with Mrs Terri Bullock as the Relieving Principal at Crestwood Public School, and like all schools in the state, the first few weeks brought the rumours of COVID and associated complexities. This quickly expanded into the global pandemic that we are now so familiar with, and learning quickly changed from face-to-face to learning online from home.

Crestwood teachers adapted readily to the challenge of teaching using online platforms and through their diligence, all students were able to access learning from home. Students who were children of essential workers were also catered for at school on the days that families required this option. The challenges of these multiple platforms and teaching modes were managed with flexibility, innovation and dedication by all staff at Crestwood PS.

With excursions, competitive and even some in-school sporting activities, creative arts such as singing and dancing activities as well as most other opportunities postponed, concentration was given to Key Learning Areas once students were able to return to school for face-to-face learning. Reporting was adapted to focus on these areas. Families supported staff in adhering to all guidelines, managing the constant changes with understanding and respect.

Our students were incredibly adaptive to the many changes 2020 brought. Online learning through platforms such as SeeSaw, Google Classroom, Zoom as well as phone calls from supportive teachers enabled learning to continue. As students returned, the feeling of relief for all, as school life returned to normal, was palpable.

2020 saw the end of the current school plan cycle (2018-2020) and despite the challenges of this final year, change and improvement was evident. Having gained a substantive principal position elsewhere, Mrs Bullock left Crestwood PS at the end of Term 3. I have been privileged to lead the school as Relieving Principal from Term 4 and continuing onwards throughout 2021. Getting to know the students, staff and families of the Crestwood PS community has been a wonderful experience.

In the final term of 2020, staff collaboratively participated in the gathering and presentation of data towards the development of a Situational Analysis. This provided us with the opportunity to reflect on where we are as a school, where we need to develop and what we need to implement in order to achieve improvement and further success. Parent, staff and student surveys have provided us with comprehensive data to carefully and thoughtfully plan the next steps for the 2021-2024 Strategic Improvement Plan.

I have been so impressed by the staff, parents and students of Crestwood Public School. As each strives for improvement and success, we work together to truly embody the motto of this wonderful school: Onwards and Upwards.

Mrs Diana Angeloudis

Relieving Principal

Message from the school community

As a volunteer organisation, we can sometimes face challenges in getting things done for a variety of reasons - timing, scheduling, capacity and capability to name a few. Throw on top of that the significantly restricted ability to be physically on-site throughout most of 2020 and the potential barriers were certainly heightened!

Our ability to continue to deliver for the students at Crestwood relies heavily on a close and collaborative relationship with the teaching staff at Crestwood, in particular, the executive team. Thanks to their willing attitude and open communication, we were able to fast track many different ways of operating throughout the past 12 months and deliver some of our essential services, such as uniforms, in a reliable way. Our success in responding to the challenges of COVID would not have been possible without their openness and flexibility in exchanging information and workshopping ideas.

Crestwood P&C is a community organisation that I believe truly embodies the spirit of 'service'. Many times throughout the past twelve months I have seen our amazing volunteers put the needs of others above their own to make a contribution to improving life at Crestwood for our students. There are far too many examples and individuals to list, but each and everyone of those has made a difference - in both big actions and small. This takes on even greater significance when the external environment is taken into consideration, as family life came under greater pressure than ever before and the lines of work and home were further blurred. I feel incredibly fortunate that there is such a large pool of community-minded people who will bring ideas, laughs and a can-do attitude to all that we do; they are an inspiration to me and strong role-models to the children at Crestwood.

Thank you to everyone for all that you have done to continue building community spirit, even if a lot of this was done virtually in 2020 and in to 2021.

Tamara Scicluna

P&C President

Message from the students

2020 began like any other year. In early Term 1, we were able to do all our extracurricular activities such as the swimming carnival and PSSA. We were also able to work together as a group on assignments and other activities. And then COVID hit.

We were sent into an instant lockdown and we had to do online learning. The work we were doing became harder. We sometimes found the online work confusing because we did not have our teachers right there to help us. We were not allowed to leave our homes and when we finally could, we had to do something called 'social distancing'. Once cases had eased, we started back at school. We were only able to go to school one day a week to begin with and our school activities were restricted. Our teachers supplied us with important learning essentials as we could not bring our items from home at the beginning.

After easing back into school, different times and play areas were applied to ensure a healthy, COVID-safe environment. We even had to make sure we socially distanced from each other for the first few weeks. As we moved into the final term of 2020, restrictions began to ease.

2020 taught us that being at school, with teachers who help us is the best way to learn. We are very glad things are almost completely normal again.

Amelia, Jacob, Jasmine & Mathew

2021 School Captains

School vision

At Crestwood Public School, we believe that through best practice and commitment to the development of the whole student, we will develop creative thinkers and problem solvers who are engaged learners for tomorrows world. We believe that collaboration and the development of strong partnerships within and beyond the school will inspire the development of confident, resilient and responsible citizens.

School context

Crestwood Public School is a dynamic school which has an enrolment of 746 students. 55% of students are from a non-English speaking background. The school has a culture of continuous improvement and a focus on quality teaching and wellbeing. With an emphasis on student engagement, current priorities include differentiation of student learning programs, the provision of high-quality literacy and numeracy professional learning for staff and a focus on the wellbeing of all stakeholders. A dedicated staff is supported by an active parent body with the school held in very high regard amongst the local community.

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	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Students are literate, numerate, creative and self directed learners.

Purpose

Students are able to think deeply and logically to creatively and critically analyse and evaluate literal information and literature around them. Engaging in collaborative learning programs that incorporate visible learning intentions and success criteria will enable students to take ownership of their learning and foster shared high expectations in regards to their learning outcomes.

Improvement Measures

NAPLAN results show an increasing number of students in 'proficiency' bands over 3 years.

ACARA Learning Progressions and school assessment data details increased student proficiency levels.

100% of students reflect upon individualised learning goals to direct their learning and improve their outcomes.

An increasing proportion of students effectively use specific criteria to inform their learning.

Progress towards achieving improvement measures

Process 1: Dynamic teaching and learning programs encompass visible learning strategies to improve learning outcomes and show evidence of revision based on feedback on teaching practices.

Evaluation	Funds Expended (Resources)
<p>The Reading to Write (R2W) program continued throughout 2020 with some adjustments during the Learning from Home period. Staff reported significant support of the program in surveys and staff 1:1 discussions with the principal. Learning Intentions and Success Criteria are included in all R2W. Whilst formal student feedback on the R2W program was not collected, student reflections in Semester 2 reports reflected improved confidence in writing through comments around student understanding of writing. Student surveys on the R2W program indicated that 78% of students agreed that the whole school focus on writing helped them to improve their results.</p> <p>Student voice through self assessment is utilised in some classrooms. Explicit verbal feedback is employed by teachers to generate understanding and improvement based on a syllabus outcomes. The Situational Analysis carried out in Term has identified the a need to embed this practice across the school and is a key focus of the 2021-2024 Strategic Improvement Plan.</p>	<p>Professional Learning funding</p> <p>QTSS Staffing allocation</p> <p>Release time provided for collegial discussions.</p> <p>Collaborative Planning days each term provided to build collective efficacy and ensure consistency across each classroom.</p>

Process 2: Teaching and learning programs show evidence that they are adjusted to address individual student learning needs, ensuring all students are challenged and all adjustments lead to improved learning.

Evaluation	Funds Expended (Resources)
<p>There is evidence in teaching and learning programs of differentiation to support specific needs. Understanding of the levels of adjustment required to support these needs has developed further for all staff. Strong data collection evidenced the growth and improvement of students as well as areas of future focus.</p> <p>With significant improvement in the area of English and literacy as a result of the Reading to Write program, there is a focus required on further developing quality differentiated practice in mathematics.</p> <p>The continued identification of students with high potential has been identified within the Situational Analysis as an area of focus for the Strategic Improvement Plan 2021-2024. Personalised Learning and Support Plans and adjustments have been completed, signed and uploaded into Sentral.</p>	<p>Professional learning funding</p> <p>Learning and Engagement Team</p> <p>Specialist teaching staff</p> <p>Professional learning undertaken of new High Potential Gifted Education (HPGE) policy</p>

Progress towards achieving improvement measures

Students have been identified through the Learning and Engagement Team for targeted transition and comprehensive sharing of information between 2020 and 2021 classroom teachers as students move into their new classes for 2021. These plans have been carried out and all teachers have shared student information at a dedicated staff meeting.

Process 3: The school uses a variety of strategies incorporating data analysis, evidence based judgement and moderation of assessments to drive and evaluate teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Staff Professional Learning took place on the What Works Best research, with strong focus on the sections: Assessment as well as Use of Data to Inform Practice . As part of this session staff met in mixed teams to identify strengths and needs within this area. As a result of Tell Them From Me data around student engagement, a focus to ensure differentiation across the gamut of student learning was identified.</p> <p>Rigorous anecdotal data collection took place as part of the Situational Analysis to gain a strong understanding of current success as well as areas on which to focus. This data was shared with staff at an extended professional learning session in Term 4, to ensure a shared understanding of the next steps. This included the Phonics Screening Check, the Years 3 and 5 Literacy and Numeracy Check-in Assessments, identification of students on the EAL/D Learning Progressions as well as the purchase of the Progressive Achievement Tests (PAT) platforms to be implemented in early 2021 and on an ongoing basis to further assess student growth.</p> <p>Teachers in each year group collaboratively assessed work samples to ensure consistency of teacher judgement against the syllabus outcomes.</p>	<p>Extended Professional Learning session</p> <p>Purchase of PAT test platform \$1950</p> <p>Grade and staff meetings</p> <p>Department of Education data collection resources.</p>

Next Steps

With the comprehensive data gathering inherent in the preparation of the Situational Analysis, areas of focus for the coming four year plan were evident and are in place in the 2021-2024 Strategic Improvement Plan. A focus on numeracy programs, syllabus compliance and a review of Crestwood Scope and Sequence documents are planned as well as a commitment to further implement the HPGE policy.

Program templates will be developed to ensure explicit teaching programs are in place for all KLAs, which take into account students' prior learning, specific learning needs, talent and potential as well as differentiation for each cohort of students. Ongoing professional learning, especially in the areas of literacy and numeracy to support the implementation of new syllabus documents will be undertaken.

The elements of What Works Best combined with a strong focus on the School Excellence Framework will underpin the Strategic Improvement Plan.

Strategic Direction 2

Quality staff learning promotes innovative teaching practice.

Purpose

Staff have the capacity to provide current evidence based pedagogy featuring sophisticated data analysis, consistently high standards, and flexibility to meet specific learning needs of our students. Staff engage in individualised, team and shared professional learning opportunities to meet accreditation levels at the National Standards.

Improvement Measures

100% of staff effectively use reflective practice to refine practice (teaching and SASS).

Staff demonstrate an increasing awareness and understanding of self monitoring for maintenance of accreditation.

An increasing proportion of staff effectively use data to direct and inform teaching and learning programs.

Progress towards achieving improvement measures

Process 1: Continued implementation of the Performance and Development Framework with whole school, team and personal goals.

Evaluation	Funds Expended (Resources)
During 2020, all staff participated in the Performance and Development Framework by developing Performance and Development Plans. Three or more goals were developed by every teacher, which included a school goal, and team goal and then personal professional goal(s). Meetings were held with all staff and their supervisors. They held structured discussions to review their progress and identify future directions for the next performance cycle.	Professional learning funds QTSS staffing allocation

Process 2: The school leadership team monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

Evaluation	Funds Expended (Resources)
<p>The Beginning Teacher Mentor worked shoulder-to-shoulder with early career teachers on a weekly basis. The focus of these sessions was on PDP goals and ongoing identified needs in teaching practice aligned with the Teaching Standards. Early career teachers were also provided with scheduled time to develop their accreditation submission.</p> <p>In Term 4, dedicated days were provided for those staff able to complete their accreditation to do so. As a result, draft accreditation documents were designed. One of these teachers was able to complete this prior to 2021 with four more well under way.</p> <p>All staff have access to the professional learning schedule to enable them to log their hours in NESA, ensuring a comprehensive professional learning log.</p>	

Process 3: Draw on research and whole school data analysis to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Evaluation	Funds Expended (Resources)
An executive planning day was held to analyse student and teaching data, upload into SPaRO to facilitate the development of the Situational Analysis. The priorities of numeracy, assessment, data analysis and differentiation were identified. The Senior executive team and Literacy and Numeracy Leaders met to critically evaluate student data in reading and writing to determine future actions. A need to embed a schedule of reading	Professional learning funds QTSS staffing allocation Department of Education resources including SCOUT data sources.

Progress towards achieving improvement measures

benchmarking was identified.

In the analysis of the student Tell Them From Me data, a need to focus on advocacy, wellbeing and a sense of belonging was identified. Parent feedback showed that literacy and numeracy, overall academic achievement and wellbeing were the focal points as aspirations for their children.

Process 4: Teachers analyse and interpret data collaboratively to inform planning, identify interventions and modify teaching practice.

Evaluation	Funds Expended (Resources)
<p>A continued focus on curriculum, syllabus and system compliance was underpinned by program and teacher supervision, aligned to school scope and sequence documents that comply with NESA guidelines. Whilst there were adjustments within the impact of COVID-19 and Learning From Home, a focus on the Key Learning Areas of English and mathematics was applied as per Department of Education requirements.</p> <p>Staff worked diligently to plan and apply interventions to support student learning across various settings to ensure any impact to student outcomes and growth was positive. Pretests were utilised in various Key Learning Areas to assess prior knowledge and identify growth as a result of learning opportunities.</p>	<p>Supervisor support</p> <p>Professional learning funds</p> <p>Syllabus documents</p> <p>NESA requirements</p>

Next Steps

As part of the Situational Analysis, continued focus on curriculum compliance will be included in the 2021-2024 Strategic Improvement Plan (SIP). A strong focus on syllabus usage in preparation for and application of new curriculum documents will be applied. Programming templates will be developed and utilised across Key Learning Areas.

Differentiated practice to ensure growth and improvement for all students will also be a focus. Students requiring support through to those with high potential across the four domains of potential: intellectual, creative, social-emotional and physical.

Learning Walks will be implemented as part of the 2021-2024 SIP to enhance reflection on practice. Strong professional learning around collaborative practice is planned within this to ensure collective teacher efficacy.

Strategic Direction 3

Collaborative partnerships foster a school wide culture of high expectations.

Purpose

School leaders will collaborate with all stakeholders. This will be underpinned by consistent, inclusive school wide practices and processes to enhance the learning environment, and wellbeing of students.

Improvement Measures

An increased number of parents provide feedback through a variety of platforms.

A greater proportion of respondents through Parent Surveys indicate an increased level of satisfaction around school inclusivity and communication.

100% of staff are familiar with and regularly use agreed upon school management and monitoring systems.

The social and emotional components of Tell Them From Me survey indicates a positive increase over 3 years.

Progress towards achieving improvement measures

Process 1: School wide systems streamline administration procedures for student welfare and management in response to local context and need.

Evaluation	Funds Expended (Resources)
<p>The use of the Sentral platform to record wellbeing data has been applied from Kindergarten to Year 6. This was further enhanced by the use of Sentral to record meeting data, student health and student reporting. Staff usage of this platform increased and one place to access all student information was helpful to ensure a case management approach to student wellbeing is developing. An increase in the use of Sentral as a staff communication tool was evidenced in Term 4.</p> <p>High expectations of behaviour provide a benchmark to which students can aspire and the majority of Crestwood students met these expectations. Executive staff provided support to classroom teachers and students in this area. Student leaders lead weekly assembly reminders of the behaviour focus and PBL reward days were undertaken.</p> <p>Tell Them From Me data showed a score of 6.8 for student understanding of clear rules and expectations for classroom behaviour, with 74% of students feeling proud of our school. 89% of our students believe that their schooling is useful in everyday life and understand the strong bearing school will have on their future.</p>	<p>Professional learning on the use of Sentral for all teaching and SAS staff.</p> <p>Sentral Software license \$1200</p>

Process 2: Staff lead and develop programs and practices to support the wellbeing of students in collaboration with students, staff, parents and the wider community.

Evaluation	Funds Expended (Resources)
<p>The use of Friendology on a whole school basis continued in 2020, supported by the Community Liaison Officer (CLO). This role is also supported financially by the P&C and is highly valued by the entire community.</p> <p>An assessment of the PBL system and its effectiveness at Crestwood PS was undertaken, however the complications of COVID-19 and the need to prioritise learning and overall wellbeing was identified. With the Department of Education making the decision to adjust the overall direction of PBL in 2021, staff have identified a need to reassess the student wellbeing programs at CPS.</p>	<p>CLO - \$20000 (half-funded by P&C Association).</p> <p>Kimochi Program - add cost here.</p>

Progress towards achieving improvement measures

The Kimochis program was purchased for Kindergarten to support the development of how to manage emotions. This was trialled in one Kindergarten class with a view to introducing the program across the grade in 2021.

Process 3: School culture and facilities support future focussed learning pedagogies.

Evaluation	Funds Expended (Resources)
<p>English as an Additional Language or Dialect (EAL/D) and Learning Support teachers encouraged collaboration in classrooms as they supported students with specific learning needs. Professional learning was provided to staff on collective efficacy and collaboration as part of the What Works Best sessions and staff indicated a focus is required on this moving forward.</p> <p>There was significant impact to the usage of school facilities throughout 2020 due to COVID restrictions, however as these began to be lifted in Term 4, more interaction and use of these areas was facilitated.</p> <p>The P&C continued its support of positive playground spaces to enhance wellbeing by supplying the marking of new handball courts along with choosing and planning a new playground equipment area (to be installed in 2021). More than 80% of respondents to the Tell Them From Me survey believe that the school environment is welcoming and well maintained.</p> <p>In the area of parents feeling welcome at school, Tell them From Me data reports a score of 7.4.</p>	

Process 4: Management practices and processes are responsive to school community feedback and engage the stakeholders in school life.

Evaluation	Funds Expended (Resources)
<p>Student Tell Them From Me data was presented to staff and analysed to determine areas of concern and future focus. In the area of students feeling challenged in their school work, there was a broad range of responses. 23% identified a lack of confidence in their skills, while 37% indicated that more challenging learning opportunities would increase their engagement. 34% of students indicated that they had opportunities that were high challenge which aligned with their assessment of high skills. This provided staff with strong data to support change in the coming Strategic Improvement Plan (2021-2024).</p> <p>Staff data reported strong support for the Reading to Write program and indicated the need for a similar focus on numeracy learning and teaching. Staff identified areas of strength and focus in the preparation of the Strategic Improvement Plan (2021-2024).</p> <p>Parent Tell Them From Me data suggested a need to focus on stronger communication and the implementation of online notes, frequent communication across platforms supported the response to this and has been well received. Parents report that students feel safe at school with a score of 7.6 (0.2 above NSW Government norm). P&C Meetings were impacted across the year due to the COVID-19 pandemic, however the organisation continued to support the school in creative and adaptive ways.</p>	<p>Staff meeting</p> <p>Tell Them From Me surveys.</p> <p>Data analysis by staff.</p>

Next Steps

Collaborative teaching and learning opportunities will be a focus of the SIP (2021-2024).

Behaviour data is beginning to be utilised, however further attention will be required.

A whole-school wellbeing program to be developed. Utilising the continuing analysis of the PBL program and behaviour data, a program that focuses on and improves the use of student voice is a target for the 2021-2024 SIP.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Background Equity Loading - Flexible Funding \$3471 Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$3 471.00) 	Funding has been utilised to enable development, implementation and monitoring of Personalise Learning Pathways for Aboriginal students to ensure their academic, social and learning needs are adequately met. Quality Differentiated practice and relevant adjustments are applied and supported by School Learning and Support Offices, Learning and Engagement Team teachers in classroom teaching and learning opportunities.
English language proficiency	English Language Proficiency Equity Loading - flexible funding \$46,838 English Language Proficiency Equity Loading - Staffing \$218,768 Staffing allocation of: 2.0 FTE Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$265 606.00) 	EALD teachers and class teachers plan, implement, monitor, evaluate and adapt programs to support the individual learning needs of EALD students. The achievement of these students is measured within the EALD Learning Progressions and Phases. EALD staff worked deliberately to provide support to classroom teachers in the preparation of EALD reports as required by the NSW Department of Education, with parents being provided with a separate EALD progress report on all applicable students. EALD folders for each class were designed and collated by EALD to ensure progress monitoring was timely, relevant and effective. EALD data was gathered for the twice yearly data collection.
Low level adjustment for disability	Low-Level adjustment for Disability - Flexible funding \$57,801 Low-Level adjustment for Disability- Staffing \$76,569 with 0.7 FTE Staffing allocation Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$134 370.00) 	Members of the Learning and Engagement Team (LET) worked closely with classroom teachers to collaboratively identify students with specific learning needs in order to provide adjustments and Personalised Learning and Support Plans (PLSPs) to ensure each student's needs were met. Teachers worked to plan, implement, monitor and evaluate teaching and learning programs designed to cater for specific learning needs. LET meetings reflected the need to regularly track and assess progress to ensure any further adjustments are made based on rigorous data to show growth against learning continuums and identified targets. School Learning and Support Officers work closely with the LET to ensure plans are followed and students are catered for. Early movement towards the creation of a data wall was undertaken in Term 4 to track student data in preparation for the development of the 2021-2024 Strategic Improvement Plan.
Socio-economic background	Socio-economic Background Equity Loading - flexible funding \$16,191 Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$16 191.00) 	School Learning and Support Officers employed to support students within the classroom and on the playground. Funds utilised in the form of students support for excursions and extracurricular activities to ensure full access to the curriculum for students with specific needs in regard to

<p>Socio-economic background</p>	<p>Socio-economic Background Equity Loading - flexible funding \$16,191</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$16 191.00) 	<p>family/ socio-economic circumstance.</p>
<p>Support for beginning teachers</p>	<p>Beginning Teacher Funding \$44,443</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$44 443.00) 	<p>Early Career teachers are supported by a mentor, with specific support in classroom management, programming, compliance, lesson preparation and the development of strong and positive teaching strategies.</p> <p>Funding has been utilised to provide support to teachers as they develop evidence for Accreditation and Proficient Level. Additional release from face to face teaching each week supported early career teachers as they develop teaching and learning programs, resources as well as in the development of quality differentiated teaching practice. Professional learning was provided on assessment, reporting and development of Personalised Learning and Support Plans.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	398	405	377	390
Girls	383	396	370	360

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.5	96.3	95.2	95.1
1	94.1	94.7	95.3	95.5
2	96	94.8	95.1	94.7
3	96	96.2	94.4	95.2
4	96.3	95.7	95.4	95.7
5	95.6	95.5	94.8	96.1
6	96.2	94.7	93.9	95.4
All Years	95.8	95.4	94.9	95.4
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	27.74
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	4.47

*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	825,378
Revenue	6,494,280
Appropriation	6,142,605
Sale of Goods and Services	75,943
Grants and contributions	273,136
Investment income	2,396
Other revenue	200
Expenses	-6,779,102
Employee related	-5,850,160
Operating expenses	-928,942
Surplus / deficit for the year	-284,822
Closing Balance	540,556

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	1,022
Equity Total	419,639
Equity - Aboriginal	3,471
Equity - Socio-economic	16,191
Equity - Language	265,606
Equity - Disability	134,370
Base Total	5,055,022
Base - Per Capita	179,657
Base - Location	0
Base - Other	4,875,366
Other Total	419,433
Grand Total	5,895,116

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

During 2020, Crestwood Public School conducted the Tell Them From Me (TTFM) surveys for parents and students to gather data about the school. Results are provided in percentages or a score out of 10.

The ratings indicate the following:

In scores out of 10, 0 demonstrates strong disagreement while 10 equals strong agreement. A score of 5 is neutral (neither agree nor disagree). Percentage data indicates the number of respondents who voted within a certain parameter.

Student Tell Them From Me Data - Engagement across social, emotional and intellectual domains.

296 students in Years 4 - 6 completed the TTFM Student survey.

Social-Emotional Outcomes

- 71% of students have a positive sense of belonging.
- 89% indicated that they have friends at school who they trust and who encourage them to make positive choices.
- 92% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 56% of students do homework with a positive attitude and in a timely manner.
- 89% of students report that they display positive behaviour at school.
- 67% of students report being interested and motivated in their learning.
- 85% of students feel they try hard to succeed in their learning.

Drivers of Student Outcomes

- A score of 8.0 indicates that students felt that learning time is used effectively and that important concepts are taught well.
- A score of 7.1 reports that students believe that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- 29% of students feel that they have been victims of varying types of bullying, which is **well below** the NSW GovtNorm of 36%.
- A score of 7.4 demonstrates that students feel they have someone at school who consistently provides encouragement and can provide advice.
- A score of 8.2 suggests that students agree teachers are responsive to their needs and encourage independence.
- With a score of 8.4, students overall feel that school staff emphasise academic skills and hold high expectations for all students to achieve success.
- 73% of students feel proud of Crestwood Public School.

Partners in Learning Parent Survey

232 respondents completed the Partners in Learning Parent Survey. This is a higher than usual response which has provided strong areas of focus.

- With a score of 7.4, parents generally feel welcome when visiting the school.
- With regard to parents feeling well informed about student academic progress, 2020 respondents demonstrated a score of 5.9.
- With a score of 7.1, parents agree that progress reports are written in terms which they understand.
- 7.1 is the score which indicates respondents' belief that teachers encourage their child to do his or her best work.
- 8.3 is the level at which parents agree that their child is clear about the rules for school behaviour.
- An overall score of 6.6 demonstrates the level at which parents believe that their children are included at school.
- 7.1 demonstrates the level at which parents believe that the school helps prevent bullying, with a score of 8.2 assessing children's safety at school.

In-school Teacher Surveys

In Term 4, teacher surveys and 1:1 discussions with the principal were undertaken to assess teacher satisfaction, understanding and areas for future focus. A summary is provided below.

Positives about CPS

- Colleagues are friendly, collaborative and helpful.
- Students are interested and engaged learners.
- Involved and caring parents and community who value what we do.
- Celebrate successes.
- Student-centred and focus on student wellbeing.

Positives of 2018-2020 School Plan

- Reading to Write program.
- Use of Sentral to support students.

- Wellbeing focus.
- Role of teachers in Quality Teaching, Successful Students role.
- Watching Others Work program.

Areas of Focus

- Consistency in playground management and expectations.
- Increase in technology in classrooms.
- Streamlining compliance with Departmental systems.
- Continued grounds improvement.
- Restructure of PBL/ Wellbeing program.

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.