

2021 Annual Report

Crabbes Creek Public School



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Introduction

The Annual Report for 2021 is provided to the community of Crabbes Creek Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

Crabbes Creek Public School

Crabbes Creek Rd

Crabbes Creek, 2483

www.crabbescrk-p.schools.nsw.edu.au

crabbescrk-p.school@det.nsw.edu.au

6677 1255

School vision

At Crabbes Creek Public School our vision is to nurture engaged individuals who are resilient, successful and confident learners in an environment where teachers and students are challenged to improve each year through a diverse range of opportunities. Collaboration between the school and community provides a whole child focus where each child is known, valued and cared for.

School context

Crabbes Creek Public School (CCPS), with a current enrolment of 28 students, is a welcoming and friendly school in a rural area located on the far north coast of NSW, situated close to the Tweed Shire and Byron Shire border. Our school is supported by a strong and vibrant community. The school's FOEI is 86 and ICSEA 901. School numbers have varied over the past ten years, with the student enrolments ranging from 27 to 42. The average enrolment over this period is 33.8 students. Current enrolment in 2021 is 28. We anticipate that enrolments will remain steady over the next few years. Current distribution of students is, five Kindergarten students, one Year 1 student, nine Year 2 students, three Year 3 students, two Year 4 students, five Year 5 students and three Year 6 students. Of the 28 students, one identifies as Aboriginal.

Through our situational analysis and external validation process, which Crabbes Creek Public School undertook in Term 4 2020, we have identified the need for a continued focus on embedding quality teaching practices in literacy and numeracy. What Works Best (WWB) identified assessment, use of data to inform practice, effective feedback and explicit teaching and high expectations as elements to embed into the school culture. Using these high impact teaching strategies, as identified in WWB, will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. Development in the area of summative and formative assessment and the use of data to inform practice will mean our work with individual students will be responsive and closely monitored. Continual monitoring of student performance data will determine areas of need and achievement at the individual, class and school levels. Collaboration with fellow small schools through the Maths Action Research Project and the Writing Community of Practice will continue over the next planning cycle. Such collaboration will provide staff with professional learning to improve knowledge, understanding and practice in our classrooms. This ongoing professional development will assist in the implementation of strategies to improve student learning and outcomes.

At Crabbes Creek PS students engage in their own learning through a wide range of experiences such as, targeted sporting and academic programs, mindfulness, PB4L, Visible Learning, creative arts, STEM and outdoor education. Crabbes Creek Public School prides itself on providing diverse learning experiences and developing the whole child.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to Implement the most effective evidence based innovative practices that are responsive to student needs and facilitate strong student learning growth in reading and numeracy.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Use of Data to Personalise Learning
- Explicit Teaching

Resources allocated to this strategic direction

Literacy and numeracy: \$5,000.00

Socio-economic background: \$11,180.00

Low level adjustment for disability: \$15,771.00

Professional learning: \$4,941.00

Summary of progress

This strategic direction focused on the use of data and explicit teaching to personalise learning. Data use and planning was a whole school focus with the aim of bringing consistency across the school and to streamline our assessment schedule to measure what we value. Reading and numeracy was a priority and we engaged in professional data talks to drive our teaching and learning. This led to the participation in the Check In Assessments where each student's progress was measured and gaps determined allowing, for explicit teaching to support individual students. High impact professional learning was undertaken with the support of the Literacy and Numeracy Strategy Adviser, Instructional Leader and the use of the Department's Universal Resource Hub. The focus was on Literacy and Numeracy Progressions and aligning the syllabus outcomes to Learning Intentions and Success Criteria. We engaged in collaborative planning days where we unpacked the progressions and aligned these to teaching and learning programs. We narrowed our focus based on our evaluations and analysis of data to specific focus areas and plotted each student on the progressions, enabling us to target specific learning.

Crabbes Creek PS was a member of three Professional Learning Communities, mathematics, writing and evaluative practices, however this was interrupted due to COVID. We engaged in mentoring where we accessed expertise from other schools to initiate a mentoring program, where observations, demonstration lessons, lesson and program reviews and visits to other schools took place. Another focus was on our early career teachers, where we undertook a personalised analysis of the Australian Professional Teaching Standards which allowed them to identify priority areas of professional development. They were then supported by the principal to collaboratively plan and apply this to their practice. This included individualised online learning.

Our focus on data and explicit teaching has resulted in an authentic approach to the collection and analysis of evidence in reading, writing and numeracy. Teaching and Learning programs are sharpening the detail of expected student progression with consistent and reliable student assessment driving teaching and learning. This means that teaching and learning programs are adjusted to reflect individual progress and needs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in percentage of students achieving top two NAPLAN bands in reading, working towards the network target.	There has been an improvement in the percentage of students achieving top two NAPLAN bands in reading. The school is working towards the network target.
improvement in percentage of students achieving top two NAPLAN bands in numeracy, working towards the network	There has been an improvement in the percentage of students achieving top two NAPLAN bands in numeracy The school is working towards the network target.

target.	
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be working towards the schools lower bound system-negotiated target of 60%.	NAPLAN data indicates that 100% of students made expected growth in reading.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be working towards the schools lower bound system-negotiated target of 60%.	NAPLAN data indicates that 100% of students made expected growth in numeracy.

Strategic Direction 2: Engagement and success in learning for all

Purpose

In order to provide a positive and aspirational learning culture we will develop an environment that guides and supports students to meet high expectations, promotes supportive and collaborative relationships between all stakeholders.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning Culture
- Wellbeing

Resources allocated to this strategic direction

Professional learning: \$1,000.00

Summary of progress

This strategic direction focused on positive learning and wellbeing. The explicit teaching of mindsets was a major focus where we introduced a common language of the dispositions and mindsets across the whole school and all settings. This included specific, explicit lessons on the focus of the week, which were then acknowledged in individual students through teaching and learning feedback and interactions. Mindset concepts and language was disseminated into the community via our newsletter to ensure not only consistency of language but opportunities to share this at home. Student voice is important to us, so we enhanced our student leadership program to engage in authentic voice where students are regularly surveyed to determine future directions and opinions of student life and engagement. One example of this was where the students elected to sell sushi as the canteen was non operational due to COVID. This initiative was very popular and raised money for end of year celebrations and the Year 6 graduation excursion and dinner.

COVID and associated restrictions impacted heavily on this strategic direction and our planned initiatives for 2021 will move into 2022 by deepening our engagement with parents and carers and developing shared partnerships in each child's learning, well-being and engagement this will ensure that every child is known valued and cared for.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase (uplift) percentage of students attending more than 90% of the time working towards the system negotiated target.	There has been a significant decrease in the number of students attending greater than 90% of the time due to the complexities of the past few years. The school is addressing this.
Increased engagement in student, parent and teacher collaboration to support learning.	This was postponed due to COVID and associated restrictions.
School self assessment in the element of Learning Culture is working towards sustaining and growing.	School self assessment in the element of Learning Culture is at delivering and working towards sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$68,500.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Crabbes Creek Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSO to support teaching program. <p>The allocation of this funding has resulted in: identified students being supported in the playground and the classroom allowing them to access the curriculum and wellbeing opportunities at their point of challenge.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue in 2022 as this model is successful.</p>
<p>Socio-economic background</p> <p>\$11,180.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Crabbes Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of Data to Personalise Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support personalised learning program implementation. <p>The allocation of this funding has resulted in: increased capacity to support identified students using PLAN 2 data for personalised learning support.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue in 2022 as this model is successful.</p>
<p>Aboriginal background</p> <p>\$1,100.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Crabbes Creek Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Support Indigenous cultural education experiences. <p>The allocation of this funding has resulted in: all students engaging in Indigenous cultural education experiences as well as the purchasing of targeted resources that also supported the local Indigenous community.</p>

<p>Aboriginal background</p> <p>\$1,100.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: continued in 2022 as this was successful.</p>
<p>Low level adjustment for disability</p> <p>\$15,771.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Crabbes Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of Data to Personalise Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to coordinate maintenance of personalised learning plans. <p>The allocation of this funding has resulted in: increased capacity to support students through personalised learning support.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue in 2022 as this model is successful.</p>
<p>Location</p> <p>\$1,300.00</p>	<p>The location funding allocation is provided to Crabbes Creek Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • To support participation in extra curricula activities <p>The allocation of this funding has resulted in: all children being able to access extra curricula activities due to remoteness</p> <p>After evaluation, the next steps to support our students with this funding will be: continued in 2022.</p>
<p>Literacy and numeracy</p> <p>\$5,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Crabbes Creek Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Use of Data to Personalise Learning • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release time for teachers to engage in learning communities professional learning initiatives. <p>The allocation of this funding has resulted in: teachers being supported within their Professional Learning Communities to support their practices.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy</p> <p>\$5,000.00</p>	<p>used to continually support teachers in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$5,045.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Crabbes Creek Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • To support teachers in the accreditation process. <p>The allocation of this funding has resulted in: Teachers being supported in the accreditation process.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuation of support to develop quality teaching strategies.</p>
<p>COVID ILSP</p> <p>\$17,699.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 3 sessions per week for individual and small group reading and numeracy intervention. <p>The allocation of this funding has resulted in: identified students being supported after the complexities of the COVID period.</p> <p>After evaluation, the next steps to support our students with this funding will be: continued in 2022 as this model was successful.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	21	16	11	12
Girls	21	18	13	14

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.8	86.5	75.8	90
1	88.7	85.1	72.9	62.2
2	76.5	90.5	85	88.5
3	83.4	83.8	73.3	88.5
4	94.6	89.8	77.4	70.5
5	86.1	97.2	81.1	89.1
6	90.6	86	95.3	83.5
All Years	87	87.5	77.7	86.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	94,818
Revenue	660,297
Appropriation	651,106
Sale of Goods and Services	1,248
Grants and contributions	7,821
Investment income	122
Expenses	-668,196
Employee related	-623,122
Operating expenses	-45,074
Surplus / deficit for the year	-7,899
Closing Balance	86,919

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.

	2021 SBAR Adjustments (\$)
Targeted Total	68,529
Equity Total	28,319
Equity - Aboriginal	1,304
Equity - Socio-economic	11,212
Equity - Language	0
Equity - Disability	15,803
Base Total	494,252
Base - Per Capita	5,916
Base - Location	1,313
Base - Other	487,022
Other Total	8,719
Grand Total	599,819

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.

Parent/caregiver, student, teacher satisfaction

Feedback from parents, carers and community demonstrated that they value the small school personal approach. They are confident that the school identifies individual needs and incorporates innovative approaches to cater for all students within the unique community of Crabbes Creek Public School. A reinvigorated P&C fosters a strengthening partnership between school and community.

Feedback from students demonstrated that they are known, valued and cared for by all staff and community and they feel safe within their school and are able to express their individuality. The students express a strong contentedness to their teachers and feel supported in their learning.

Feedback from teachers demonstrated a close knit, supportive and collaborative environment where they implement and develop innovative teaching practices informed by student need. Each teacher has deep connections with their families and is confident interacting with them to ensure positive outcomes for all.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.