

2021 Annual Report

Crookwell Public School



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Introduction

The Annual Report for 2021 is provided to the community of Crookwell 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.

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School vision

Crookwell Public School is committed to providing high quality education in a caring, creative and supportive environment fostering independence, confidence and lifelong learning as students grow into valued members of society.

School context

Crookwell Public School is located in the township of Crookwell on the Southern Tablelands of NSW. The school was established in October of 1865. Crookwell has a population of 2690 residents and is the largest town and main service centre in the largely rural Upper Lachlan Shire which has a population of 8000 residents. The school community upholds traditional social values and promotes civic participation.

The school has a stable student population, with approximately 6% having an Aboriginal heritage and 3% coming from an English as an Additional Language or Dialect (EAL/D) background. The school has 8 mainstream classes into which children with identified disabilities, supported by School Learning Support Officers (SLSO), are integrated. The school staff is characterised by a blend of experienced and early career teachers.

Crookwell Public School strives for excellence in all areas of learning, with a particular focus on providing a strong base in both literacy and numeracy, while maintaining an inclusive, welcoming school where every student, teacher and leader improves every year. The key priority of Crookwell Public School is to provide its students with the foundations for lifelong learning with the capabilities and confidence to make a positive contribution to our global community.

Crookwell Public School delivers a curriculum that meets students' needs and aspirations, is relevant to today's world and is responsive to community expectations, in a school environment that is happy, supportive and caring. Every student is known, valued and cared for with individual learning needs planned, implemented and catered for.

Students have a deep sense of connectedness to their school where contemporary and future focused learning prepares students for learning, growth and success. Crookwell Public School excels in student wellbeing strategies and initiatives with positive, respectful relationships underpinning the culture of the school.

High level areas of improvement have been identified through a rigorous, consultative Situational Analysis. The three strategic directions are Student Growth and Attainment, Effective School Culture and Educational Leadership. These priority areas will be supported through equity funding sources such as socio economic background funding, Aboriginal background funding and low level adjustment for disability funding.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the potential for all students to improve in reading and numeracy through evidence-informed teaching practices, which are underpinned by whole school evaluative processes, for collecting and analysing data. This will ensure every student, every teacher and every leader, improves each year.

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.

- Effective classroom practice in reading
- Effective classroom practice in numeracy

Resources allocated to this strategic direction

QTSS release: \$13,808.86

Low level adjustment for disability: \$133,472.80

Integration funding support: \$134,914.01

Socio-economic background: \$105,336.37

Literacy and numeracy: \$3,884.05

Literacy and numeracy intervention: \$103,596.78

COVID ILSP: \$11,041.50

Professional learning: \$2,500.00

Summary of progress

There has been whole school review of scope and sequence documents for English and Mathematics ensuring NESA compliance. This led to collaborative programming within each stage aligned to the scope and sequences. Staff engaged in targeted professional learning on best practice for quality programming; explicit teaching of reading and numeracy; and Focus on Vocabulary (Blended PL). The Instructional Leader has provided in-class support for individual teachers, particularly early career teachers, to ensure effective classroom practice.

A whole school review of assessment practice has been conducted and a Student Tracking tool has been established to ensure alignment of scheduled assessments with tracking student achievement. Professional learning for all staff was provided to build knowledge and capacity in effective formative assessment.

The next steps will be ongoing data analysis to inform collaborative planning that will address individual student needs. There needs to be greater levels of collaborative practice within and across stages and the intention is to utilise the What Works Best resources to support this initiative.

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
NAPLAN Reading and Numeracy Top Two Bands To increase the percentage of students achieving in the top two bands in reading to the lower bound system negotiated target of 34.2%. To increase the percentage of students achieving in the top two bands in numeracy to the lower bound of the system negotiated target of 26.2%.	48.15% of students have achieved results in the top 2 NAPLAN bands in reading indicating achievement well above the lower bound target of 34.2%. 27.59% of students have achieved results in the top 2 NAPLAN bands in numeracy indicating achievement above the lower bound target of 26.2%.
To increase the percentage of students	The proportion of students achieving expected growth in NAPLAN reading

<p>achieving expected growth in reading to the lower bound of the system negotiated target of 56.27%.</p> <p>To increase the percentage of students achieving expected growth in numeracy to the lower bound of the system negotiated target of 49%</p>	<p>has increased by 29.54% from 2019 to 2021. 61.54% of students have achieved expected growth in reading indicating achievement well above the lower bound target of 56.27%.</p> <p>The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased by 5.54% from 2019 to 2021. 38.46% of students have achieved expected growth in numeracy indicating progress yet to be seen toward the lower bound target of 49%.</p>
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Strategic Direction 2: Effective School Culture

Purpose

To develop highly effective teachers through building emotional intelligence, teacher efficacy, collaboration, relational trust and capacity aligned to the themes of the Wellbeing and Quality Teaching Framework.

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.

- High Expectations Culture
- Strengthening family and community engagement
- Wellbeing - Connect, Succeed, Thrive

Resources allocated to this strategic direction

Professional learning: \$5,110.46

QTSS release: \$20,835.60

Aboriginal background: \$10,464.02

Summary of progress

COVID restrictions and a shortage of casual teachers has impacted on the implementation of a coaching and mentoring strategy that was to focus on enhancing a high expectations culture across the school. Classroom teachers were supported to reflect on the practice and set high expectations for themselves in relation to the quality of their planning, teaching and classroom management.

The Strengthening Family and Community Engagement strategy commenced in Term 1, however COVID restrictions made ongoing progress in this area challenging. Families and community members are very positive about the school and are looking forward to re-engaging with the strategy in 2022.

Review of the current school culture has been conducted and new staff have participated in a comprehensive induction on relation to wellbeing practices. The executive team have prioritised staff wellbeing following the Learning from Home phase of 2021.

The next steps in this Strategic Direction is to follow up on targeted professional learning in Boys Education and further exploration of the relevant aspects of the What Works Best resources. Feedback from staff has indicated strongly that a strategic and coordinated approach is required and the executive team will use the High Impact Professional Learning resources to support a quality plan.

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
To increase the percentage of students attending school 90% of the time in order to move toward the lower bound system negotiated target of 79.2%.	60.65% of students are attending school 90% or more indicating progress yet to be seen toward the lower bound target of 69.2%.
To increase the percentage of students with positive wellbeing to the lower bound of the system negotiated target of 91%.	Tell Them From Me data shows positive wellbeing at 85.41%, an improvement of 6.24%, including a 6.17% increase in advocacy at school, 7.78% increase in sense of belonging and 4.75% increase in expectations of success. This indicates achievement above the lower bound target of 81%.
The school will identify and analyse our baseline data in all seven dimensions of the Strengthening Family and Community Engagement in Student	A baseline has yet to be determined in the Strengthening Family and Community Engagement in Student Learning matrix. This was presented to the P&C at the Term 3, Week 3 meeting to be discussed again in the Week 7 meeting which did not occur due to COVID restrictions. This will be

Learning matrix.	followed up in 2022.
School Excellence Framework assessment (External Validation, 2020) indicates a need for improvement across all four themes of the Teaching Domain: Learning and Development. Using External Validation feedback and data we aim to identify what practices and strategies need to be implemented or modified to move from sustaining and growing to excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the elements of effective classroom practice, data skills and use, professional standards and learning and development.

Strategic Direction 3: Educational Leadership

Purpose

To model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

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.

- Effective Educational Leadership
- Middle School Transition

Resources allocated to this strategic direction

School support allocation (principal support): \$13,604.80

Location: \$20,651.30

Professional learning: \$5,000.00

Summary of progress

There has been an identified focus on capacity building for the entire executive team. The executive team are relatively new to their roles and are working closely together to identify what the areas for improvement are and how to work towards achieving the planned goals. The executive team have purposefully built in time to meet, collaborate, discuss and evaluate the improvement progress measures of the strategic improvement plan. The dedicated time for executive to meet and focus on progress and implementation monitoring has greatly improved this process through a more detailed evaluation process.

The middle school transition program was discussed at length during the Term 3 Staff Development Day with the staff of Crookwell High School. A robust discussion was held to ascertain a baseline for the Middle School Transition matrix. Combined executive meetings were also held between Crookwell High School and Crookwell Public School to discuss the current programs and initiatives that were in place. Ideas for new plans and improvements were discussed to be followed up on in 2022.

The next steps will be ongoing data analysis to inform collaborative planning in relation to the Middle School Transition matrix between the two schools. Both assistant principals will be engaging in Growth Coaching professional learning in Term 2, 2022. The executive team will continue to look for opportunities to work with our local executive teams, as well as those within the Yass network, to improve our capacity in educational leadership.

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
School Excellence Framework assessment (External Validation, 2020) indicates a need for improvement across all four themes of the Leading Domain: Educational Leadership. Using External Validation feedback and data we aim to identify what practices and strategies need to be implemented or modified to move from sustaining and growing to excelling.	Self-assessment against the School Excellence framework shows the themes of educational leadership, high expectations culture, performance management and development and community engagement in the Leading Domain: Educational Leadership to be sustaining and growing. The plan of implementing dedicated whole executive meeting days in Weeks 3, 6 and 9 of each term to collect data, analyse, reflect and make informed decisions on 'where to next' did not occur due to a lack of casual staff to be able to release fellow executive staff from their class. The growth from sustaining and growing to excelling is yet to be seen and will remain a focus area for 2022.
Using External Validation 2020 feedback and data we aim to identify what practices and strategies need to be implemented or modified to move from sustaining and growing to excelling in	Self-assessment against the School Excellence framework shows the transitions and continuity of learning theme to be sustaining and growing. The plan of implementing dedicated whole executive meeting days in Weeks 3, 6 and 9 of each term to collect data, analyse, reflect and make informed decisions on 'where to next' in relation to the Middle Years

<p>the transitions and continuity of learning theme as well as creating a baseline for 2021 to identify the level we are on across all themes of the Middle Years Transition matrix.</p>	<p>Transition matrix did not occur due to a lack of casual staff to be able to release fellow executive staff from their class. The Middle Years Transition matrix was discussed on the Term 3 Staff Development Day with the staff from Crookwell Public School and Crookwell High School so that a baseline could be established. This will be followed up in 2022 so that focus areas, potential programs and strategies can be identified and implemented. The growth from sustaining and growing to excelling is yet to be seen and will remain a focus area for 2022.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$134,914.01</p>	<p>Integration funding support (IFS) allocations support eligible students at Crookwell 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"> • Effective classroom practice in reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: employment of staff to provide additional support for students who have high-level learning needs and release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). All eligible students have demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$105,336.37</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Crookwell 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"> • Effective classroom practice in reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: -Year 5 demonstrated a major lift in Writing from a raw score 456 in 2018 to 491 in 2019 -Year 5 NAPLAN grammar and punctuation above statistically similar school groups (SSSG) -Year 3 NAPLAN Reading above both state and SSSG -Year 3 demonstrated a major lift in spelling from a raw score 346 in 2019 to 425 in 2021 -Year 5 demonstrated a major lift in numeracy from a raw score 474 in 2019 to 495 in 2021 -Year 3 NAPLAN Numeracy above SSSG -Year 5 NAPLAN Numeracy above SSSG</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Socio-economic background</p> <p>\$105,336.37</p>	<p>funding will be: to continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is slowly increasing. Next year, the school will continue with the role of the additional staff member to support smaller class sizes and in turn aim to improve student outcomes.</p>
<p>Aboriginal background</p> <p>\$10,464.02</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Crookwell 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"> • Strengthening family and community engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: an increase of >50% of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: to engage a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$133,472.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Crookwell 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"> • Effective classroom practice in reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>

<p>Location</p> <p>\$20,651.30</p>	<p>The location funding allocation is provided to Crookwell 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"> • Effective Educational Leadership <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in: greater equity for all students when accessing extra curricula activities and those activities which support classroom teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Literacy and numeracy</p> <p>\$3,884.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Crookwell 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"> • Effective classroom practice in reading • Effective classroom practice in numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: an increase in the average benchmark level in Kindergarten and Year 1, with an increase in Stage 1 students participating regularly in the home reading program.</p> <p>After evaluation, the next steps to support our students with this funding will be: teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program.</p>
<p>QTSS release</p> <p>\$34,644.46</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Crookwell 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"> • Effective classroom practice in reading • Effective classroom practice in numeracy • High Expectations Culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: improved staff confidence and teaching practice, particularly among early career teachers. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded</p>

<p>QTSS release</p> <p>\$34,644.46</p>	<p>evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy. Mentoring and coaching will continue for early career teachers throughout 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$103,596.78</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Crookwell Public School who may be at risk of not meeting minimum standards.</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"> • Effective classroom practice in reading • Effective classroom practice in numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: the engagement of additional teaching staff using other flexible funding to extend intensive small group reading and numeracy intervention programs.</p>
<p>COVID ILSP</p> <p>\$11,041.50</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"> • Effective classroom practice in reading • Effective classroom practice in numeracy • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in: the majority of the students in the program achieving significant progress towards their personal learning goals. In English, where the major focus was on writing, 100% students developed a very sound understanding of the mechanics of writing. Students can now accurately construct simple, compound and complex sentences when writing and can correctly group sentences in a meaningful way into paragraphs. There was a marked</p>

<p>COVID ILSP</p> <p>\$11,041.50</p>	<p>improvement in phrasing, spelling, grammar and the use of punctuation, such as capital letters, full stops, question marks, exclamation marks, apostrophes, and direct and indirect speech. With the mechanics of writing firmly in hand for all participants, better 'quality' nouns, verbs, adverbs and adjectives were utilised in participant's writing to create a more vivid picture in the reader's mind. Similes and metaphors, in conjunction with more varied and sophisticated vocabulary use, further enhanced the quality of each student's writing, with the majority of the students finding writing an easier, more rewarding and stimulating exercise. Several students stated that the 2021 COVID Intensive Learning program had helped foster a love of writing for them. The fact that students enthusiastically shared their writing pieces with their group peers, clearly indicated the pride and sense of accomplishment they felt with their writing pieces.</p> <p>Several well written novels were read and analysed as part of the program to closely review the strategies and tools highly successful authors employed in their writing. As students read, they shared their views, feeling, impressions, predictions and understandings with their peer group. Students regularly summarised chapters read to hone their attention to the author's meaning, and develop their summarising and writing skills.</p> <p>The mathematics COVID intensive Learning group followed the school's scope and sequence. Analysis of each student's Whole School Mathematics Test A determined areas on which emphasis was placed initially while later in the learning period extension work was taught.</p> <p>At the commencement of the learning period, 8.3% of group members knew the times tables, up to and including 12 times, with automaticity. At the conclusion of the program 100% of students had achieved this.</p> <p>The average growth in mathematics for Stage 2 students from the commencement of 2021 until its conclusion, based on the Whole School Mathematics Tests A and B, was 12% while the average growth for the COVID Intensive Learning group was 19.5%.</p> <p>All students identified a number of areas of mathematics in which they had improved and had a better understanding of, including subtraction with trading, in particular when this involved trading over zeros. Addition and subtraction of fraction with related and unrelated denominators, converting between common fractions, decimals and percentages, isometric drawing of 3D-shapes, and determining the perimeter of 2D-shapes with mixed units. also showed improvement.</p> <p>Students also identified that their confidence in approaching and solving mathematics problems had increased along with their overall understanding of mathematics and how aspects of mathematics are connected, supporting their general understanding of the subject.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	121	117	104	104
Girls	95	78	77	71

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.8	91.2	93.5	89.3
1	93.5	88.1	93	89.1
2	92.6	89.8	91.8	86.4
3	92	93.7	95.5	89.2
4	92.9	92.3	93.1	91
5	90.2	92.4	94	92.5
6	92.4	91.8	94.4	86.7
All Years	92	91.5	93.9	88.9
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
Assistant Principal(s)	2
Classroom Teacher(s)	5.9
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*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	180,807
Revenue	2,132,317
Appropriation	2,083,553
Sale of Goods and Services	121
Grants and contributions	47,689
Investment income	155
Other revenue	800
Expenses	-2,013,680
Employee related	-1,853,435
Operating expenses	-160,245
Surplus / deficit for the year	118,637
Closing Balance	299,444

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	93,311
Equity Total	249,273
Equity - Aboriginal	10,464
Equity - Socio-economic	105,336
Equity - Language	0
Equity - Disability	133,473
Base Total	1,469,819
Base - Per Capita	44,620
Base - Location	20,651
Base - Other	1,404,548
Other Total	118,144
Grand Total	1,930,547

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

Tell Them From Me 2021

Each year schools are required to seek the opinions about the school of parents, students and teachers. In 2021, parents, students and teachers were invited to complete 'Tell Them From Me' surveys. Their responses to these surveys are presented below.

Students

Students from Years 4, 5 and 6 completed an online survey based on the most recent research on school and classroom effectiveness. 83 students in the school completed the survey.

Social - Emotional Outcomes

66% of students at Crookwell Public School had a high sense of belonging where they feel accepted and valued by their peers and by others at their school. 82% of students had positive relationships, having friends at school they can trust and who encourage them to make positive choices. 93% of students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 78% of students in this school were interested and motivated in their learning while 86% of students tried hard to succeed. 40% of students in the school had scores that placed them in the desirable quadrant citing that they had high skills and were highly challenged in English and Mathematics classes while 13% of students lacked confidence in their skills and did not feel they were challenged.

Drivers of Student Outcomes

Effective Learning Time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. In this school, students rated Effective Classroom Learning Time 7.9 out of 10.

Relevance

Students find classroom instruction relevant to their everyday lives. In this school, students rated Relevance 8.1 out of 10.

Explicit Teaching Practices and Feedback

Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. In this school, students rated Explicit Teaching Practices and Feedback 7.7 out of 10.

Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice. In this school, students rated advocacy at school 7.9 out of 10.

Positive teacher-student relations

Teachers encourage independence with a democratic approach. In this school, Positive Teacher-Student Relations were rated 8.0 out of 10.

Positive Learning Climate

There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed. In this school, students rated Disciplinary Climate of the Classroom 6.6 out of 10.

Expectations for success

The school staff emphasises academic skills and hold high expectations for all students to succeed. In this school, students rated Teachers' Expectations for Academic Success 8.1 out of 10.

Parents

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication

with parents, encourage parental involvement in their child's school work, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). These results are based on data from 9 respondents in this school who completed the Parent Survey.

Parents feel welcome: 7.2 out of 10

Parents are informed: 6.5 out of 10

Parents support learning at home: 7.6 out of 10

Parents feel the school supports learning: 6.8 out of 10

Parents feel the school supports positive behaviour: 7.5 out of 10

Parents feel their children are safe at school: 6.5 out of 10

Parents feel the school is inclusive: 6.9 out of 10

Staff

The questions in the staff survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlates of student achievement. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). These results are based on data from 8 respondents in this school who completed the Teacher Survey.

Leadership: 7.0 out of 10.

Collaboration: 7.2 out of 10.

Learning Culture: 7.6 out of 10.

Data informs practice: 6.9 out of 10.

Teaching Strategies: 7.6 out of 10.

Technology: 5.8 out of 10.

Inclusive School: 7.4 out of 10.

Parent Involvement: 5.6 out of 10.

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.