

2021 Annual Report

Crown Street Public School



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Introduction

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

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

Crown Street Public School

356 Crown Street

Surry Hills, 2010

<https://crownst-p.schools.nsw.gov.au>

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

9360 4187

Message from the principal

Within the context of a caring environment where staff are committed to nurturing well being and attaining outstanding learning outcomes for our students, 2021 has been a year of significant growth and achievement for Crown Street Public School in all aspects of educational and community life.

All members of staff have worked in collaboration with the wider school community to ensure that the students at Crown Street Public School continue to develop into:

- Successful Learners & Participants - articulate, confident learners with a good grasp of fundamental literacy and numeracy skills.
- Well-rounded, creative & healthy individuals with a rich set of experiences, who are able to make connections locally and understand their place in the community.
- Critical thinkers who are able to understand their place in a global community, a solid grasp on the Arts & Technology and its role in a global society.
- Active, informed citizens with a solid sense of responsibility for sustaining our planet.

I am proud of the achievements of our students across a range of academic and extracurricular opportunities and am equally proud of the ongoing successes of the quality teaching and learning programs and strategies implemented by our teaching staff. The success we experience as a learning community is only possible due to the positive relationships that exist at all levels of the school. Students, staff and parents work together to foster a culture of shared responsibility for student learning. This culture of learning is underpinned by three elements that enable our school to grow and sustain teaching, learning and extracurricular programs that are deeply valued by all members of the school community.

These achievements would not be possible without the support of the school leadership team and I thank and acknowledge their leadership across all aspects of school life. I also extend this thanks to the office and support teams who help make learning possible in our school and finally, I thank our inspiring and dedicated teachers who have wholeheartedly embraced a vision for the school that puts learning and learners at the core of all that we do as a school community.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parents and students and provides a balanced and genuine account of the school's achievements and areas for development.

Craig Nielsen

Principal

School vision

At Crown Street Public School we are committed to providing high quality, inclusive educational experiences and a diverse range of learning opportunities for growing self and strengthening wellbeing.

School context

Crown Street Public School is located in the inner city suburb of Surry Hills in Sydney and has a student enrolment of 318. The school culture is that of connectedness, diversity, inclusion and strong sense of belonging with students, staff, school families and the wider community working together to promote school achievement and excellence.

Our school is supported by a strong and vibrant multi-cultural community with 35 different languages other than English spoken on the school site, and our Mandarin Chinese Community Language Program supports students in maintaining and developing further communicative competence in their community language. 81% of our students have a language background other than English, and 85 students require some level of EAL/D (English as a Additional Language or Dialect) support. A small group of students identify as Aboriginal. Our students come from a wide range of socio-economic backgrounds.

We offer many extra-curricular opportunities in STEM, focusing on coding and robotics, Information and Digital Technologies, Performing and Creative Arts, Sports and Physical Education, Debating and Public Speaking.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated targets areas in Reading and Numeracy.

The close alignment between the School Excellence Framework and the themes of "What works best" is intended to support our school to consider how to change our practice. School leaders and teachers will focus on the eight central themes of high expectations, explicit teaching, effective feedback, use of data to inform practice, assessment, classroom management, wellbeing and collaboration to improve student outcomes.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across the school. School services within the Department will be utilised to build understanding on how to do this successfully and school leaders will lead much of this work in the school.

Our work with individual and small targeted groups of students will be responsive and closely monitored by the school's Learning Support Team. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to Learning Support Team for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level. All students across the school will be challenged and engaged in order to develop their potential fully. A culture of high expectations will be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation.

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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and quality teaching practice. In order to maximise student learning outcomes and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the needs of individual students.

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.

- Personalised Learning
- Data driven practices

Resources allocated to this strategic direction

QTSS release: \$58,637.71

Low level adjustment for disability: \$77,795.29

Integration funding support: \$74,769.00

Literacy and numeracy intervention: \$47,089.00

COVID ILSP: \$30,974.94

Literacy and numeracy: \$12,570.00

Summary of progress

The focus for Professional Learning throughout 2021 was building staff capacity to utilise data to inform practice. Our participation in the Leading Evidence, Evaluation & Data provided the opportunity for senior executive to develop the necessary skills for reading and analysing NAPLAN data to clearly identify gaps in student learning and seek to address these gaps through explicit teaching. MacLit and MiniLit reading intervention programs were employed to address identified reading gaps.

QTSS funding was deployed to release the Assistant Principals to develop a consistent approach to assessment across the whole school with a focus on both formative and summative assessments.

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
The percentage of the students in the top two bands in NAPLAN Reading exceeds 59%	The percentage of Year 3 students achieving in the top three bands in reading increased from 11% in 2019 to 22% in 2021. Year 5 progress is yet to be seen at this level, however, progress is being made toward the lower bound target.
The percentage of the students in the top two bands in NAPLAN Numeracy to exceed 52%.	The percentage of students demonstrating value add in numeracy is increasing rating the school as Sustaining and Growing in Value Add.
The percentage of students achieving expected growth in Reading exceeds the baseline of 66.4%.	More than 50% of Year 5 students achieved at or above expected growth in reading in 2021.
The percentage of students achieving expected growth in Numeracy to exceed the baseline of 57.5%.	The percentage of students achieving expected growth in numeracy in Year 5 exceeded the target.

Strategic Direction 2: Building a Culture of High Expectations

Purpose

To foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

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.

- Explicit Teaching
- High Expectations
- Collaboration

Resources allocated to this strategic direction

Professional learning: \$32,000.00

Socio-economic background: \$7,396.00

Aboriginal background: \$4,533.76

English language proficiency: \$123,772.80

Summary of progress

Crown Street Public School's participation in the Centre for Education Statistics and Evaluation (CESE) program "LEED" has focused the executive on the importance of evaluating practice and examining the evidence that identifies whether teaching and learning is having the intended impact. Building the data literacy of all teachers has seen a more consistent approach to programming and assessment.

The introduction of the evidence-based program: Learning Intentions and Success Criteria, has given students a clear understanding about what they are learning and why. They can also articulate what success in a given subject looks like.

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
50% of students K-6 know what they are learning in Literacy and Numeracy, why they are learning it and when they have been successful.	Students can now identify what they are learning and why it is important. Learning intentions and success criteria are evident in Numeracy and Literacy Teaching and Learning programs K-6
Staff have begun to set Learning Intentions and Success Criteria for all Numeracy lessons from Semester 2.	Students can now identify what they are learning and why it is important.
75% of staff identify collaboration practices as being positive and effective as depicted in the What Works Best teacher survey.	Teachers engage in professional dialogue to evaluate and modify teaching and learning programs and assessment tasks.

Purpose

To establish a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement so that all students are able to connect, succeed, thrive and learn.

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.

- Student Wellbeing
- Staff Wellbeing
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$1,035.48

Summary of progress

In the period when students returned to school after learning from home, there was a strong focus on creating connections, a sense of belonging to school and engagement. This was achieved through a series of small group activities, regular assemblies, play-based learning, peer circles and clearly defined behaviour expectations.

In 2022, the focus for wellbeing will utilise a trauma informed program that will build the capacity of the school to meet the needs of all students.

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
The attendance percentage of students attending over 95% of the time is increased to 83%.	Work towards this target was impacted by Covid 19 disruptions.
All students in Years 4-6 complete the Tell Them From Me Survey.	Due to the COVID 19 interruptions to face to face delivery, this was postponed until 2022. The school undertook internal surveys to measure student engagement and sense of belonging.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$74,769.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Crown Street 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"> • Personalised Learning <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: 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 and small withdraw groups.</p> <p>After evaluation, the next steps to support our students with this funding will be: The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$8,431.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Crown Street 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"> • High Expectations • Collaboration • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • collaborative planning for High Potential and Gifted education policy requirements • 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: Differentiated programs for identified high potential and gifted students. Increased opportunities for students to participate in enrichment lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: Build the opportunities for all High Potential and Gifted students to access quality enrichment activities.</p>
<p>Aboriginal background</p> <p>\$4,533.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Crown Street 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>

<p>Aboriginal background</p> <p>\$4,533.76</p>	<ul style="list-style-type: none"> • High Expectations <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 <p>The allocation of this funding has resulted in: Aboriginal families engaging in the PLP process and students identifying meaningful goals to work towards.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$123,772.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Crown Street 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"> • Collaboration <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teaching and support staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional SLSO staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: both Year 3 and Year 5 EALD Developing students achieving above the state and statistically similar school groups in NAPLAN Reading. Year 3 EALD Emerging students also achieved above the state and statistically similar school groups in NAPLAN Reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue supporting students in small groups and within the main classroom, to develop social and academic English.</p>
<p>Low level adjustment for disability</p> <p>\$77,795.29</p>	<p>Low level adjustment for disability equity loading provides support for students at Crown Street 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"> • Personalised Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention utilising the MacLit and MiniLit programs to increase learning outcomes <p>The allocation of this funding has resulted in: an increase in students achieving expected growth in Reading from 2019 to 2021 and a marked decrease in the number of students in the bottom bands in NAPLAN Reading. An increase in students confidence as observed in their reading behaviours.</p>

<p>Low level adjustment for disability</p> <p>\$77,795.29</p>	<p>After evaluation, the next steps to support our students with this funding will be: expand the training of MacLit and MiniLit to more SLSOs to reach more students. Employment of a Learning and Support Teacher to case manage eligible students.</p>
<p>Literacy and numeracy</p> <p>\$12,570.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Crown Street 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"> • Data driven practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional teacher to support small group targeted interventions. <p>The allocation of this funding has resulted in: students receiving targeted support to ensure progress towards their learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the evidence-based intervention strategies in small groups, using data to identify specific student need.</p>
<p>QTSS release</p> <p>\$58,637.71</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Crown Street 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"> • Personalised Learning <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 • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff to develop consistent assessment practices <p>The allocation of this funding has resulted in: Increased staff confidence and teaching and assessment practices. Teachers have now embedded 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: continue the employment of an Instructional Leader focusing on the identified Areas of Focus for NAPLAN Reading; including Connecting Ideas, Character and Vocabulary</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Crown Street 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"> • Personalised Learning

<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of literacy and numeracy SLSO to provide personalised learning to identified students <p>The allocation of this funding has resulted in: a decrease in the number of Year 3 students achieving in the bottom 2 bands of NAPLAN in Reading. An increase in the percentage of students achieving expected growth in Numeracy and Literacy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning in preparation for the updated K-2 syllabuses.</p>
<p>COVID ILSP</p> <p>\$30,974.94</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"> • Data driven practices <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 to identified students using internal data <p>The allocation of this funding has resulted in: Small group tuition was provided by additional educators - who worked closely with classroom teachers to make sure the tuition is well targeted. The tuition focus on literacy and numeracy that is targeted at students' learning needs. Students in primary groups made gains in areas of phonemic awareness, phonics, fluency, vocabulary and comprehension. Students in K-2 intensive support groups developed decoding skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue small group literacy and numeracy tuition using data to identify eligible students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	141	146	151	153
Girls	155	146	157	168

In 2021, the student population comprised of:

- 153 boys and 168 girls.
- 62% of whom were from a language background other than English (LBOTE), enrolled in Kindergarten to Year 6.
- 54 students who identified their language background as 'Chinese Languages'.
- Other language backgrounds identified to be spoken in family homes are Greek, Italian, Thai and Indonesian Languages.
- In total, 39 different languages are spoken on the school site
- 82 students accessed additional support for their learning through the school's English as a Second Language (EALD) program.
- 46 students who accessed additional support through the school's Learning Assistance Program (MutliLit & MiniLit).
- A number of students who are provided with additional funding through the NSW Department of Education Support Funding for Students with Special needs.

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95	94.1	95.6	96.5
1	93.6	95.5	93.5	94.8
2	94.8	93.6	94.2	94.4
3	93.5	93.5	92.8	94.6
4	94.3	93.2	94.6	93.1
5	89.8	93.5	92.5	95.4
6	93.4	92.7	94.4	94.1
All Years	93.7	93.9	94.1	94.8
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

NSW student attendance data in 2021 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. 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

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)	3
Classroom Teacher(s)	11.57
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.6
School Counsellor	0.8
School Administration and Support Staff	2.82
Other Positions	0.6

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	144,392
Revenue	3,336,608
Appropriation	3,177,754
Sale of Goods and Services	8,469
Grants and contributions	139,698
Investment income	186
Other revenue	10,500
Expenses	-3,512,823
Employee related	-3,158,065
Operating expenses	-354,758
Surplus / deficit for the year	-176,215
Closing Balance	-31,823

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	74,769
Equity Total	214,914
Equity - Aboriginal	4,534
Equity - Socio-economic	8,431
Equity - Language	123,774
Equity - Disability	78,175
Base Total	2,419,518
Base - Per Capita	75,927
Base - Location	0
Base - Other	2,343,591
Other Total	347,947
Grand Total	3,057,147

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

Each year schools are required to seek the opinions of parents, students and school staff about the school and community that surrounds it.

1. Parent / caregiver satisfaction relating to 'Remote Learning'

In 2021, the school sought the opinions of school families in relation to 'Remote Learning'. The survey had 8 set questions, opinions and views were sought from Kindergarten to Year 6 families and participation in these surveys was voluntary.

This report provides highlights based on data from 175 parents / caregivers (Note: The spread of responses from parents / caregivers across the school: Kindergarten - 27, Year 1 - 33, Year 2 - 33, Year 3 - 27, Year 4 - 17, Year 5 - 11 and Year 6 - 13) in our school that participated in the survey between August and September 2021.

General responses, opinions and views:

- 'Remote learning' encouraged the learners to work independently. Covered all Key Learning Areas with an extra-curricula component.
- All learning tasks are clearly set out in one document including links. It's clear that there has been a lot preparation by teacher teams to put these remote learning plans into practice.
- Most families indicated their child had unlimited access or shared access to a device with another member of their family.
- The online component with daily updates and zoom sessions was in high demand by primary families.
- All families indicated the weekly set extra-curricular learning tasks were enjoyed by all learners and families, with Visual Arts, Physical Education and Student Well-being tasks as the highest ranking components.
- We are so overwhelmed to find anything interesting at this point. This situation is only stressful.
- More feedback on the work. I totally understand the teachers are swamped themselves though. The teachers are doing an amazing job!
- Freedom to do tasks at any time. Not having to spend too much time online. in front of a device.
- Parents highlighted the issues faced by families in the COVID 19 'Remote Learning' situation.
- Generally the views held by parents / caregivers about how much time a teacher and student / class should be expected to zoom with school staff varied. On average 16% wanted 2 sessions per week, 26 % wanted 3 sessions per week and 58 % wanted 5 daily zoom sessions per week.
- The kids don't listen to their parents in the same way that they listen to their teachers. Not seeing their friends and having those social connections.
- Parents highlighted the range of learning experiences and opportunities the students have at Crown Street PS, but acknowledged that COVID 19 had definitely changed aspects of school life for 2021.

2. Teacher satisfaction and well being

In 2021, the school sought the opinions of school staff in relation to 'satisfaction' and 'well being' The survey had 15 set questions, opinions and views were sought from all staff and participation in these surveys was voluntary. This report provides highlights based on data from 20 staff members. General responses, opinions and views:

- A positive from our staff well being survey was to continue the close collaboration of lesson programming, the QTSS role to demonstrate and team teach lessons and the work so far on interpreting and understanding data to help differentiate student learning needs and increase student achievements.
- Staff have valued the opportunities for whole-staff analysis and reflection on data related to both student learning and the progress towards the school strategic directions.
- Provide more counselling services for teachers and school staff.
- 65 % of staff believed we should focus more on staff emotional and mental well-being.
- 50 % of staff rated increased levels of occupational stress.
- 35% Strongly agreed and 50% Agreed with the statement - 'I am making valuable contributions to others'.

30% Strongly agreed and 50% Agreed with the statement - 'I love my job and coming to work'.

3. Student satisfaction and well being

A discussion forum was held with senior students (Year 6) to gain insights, views and opinions of a selected group of school's student body (29 students in total) and their responses are below. The forum was used to provide feedback to the school about the extent to which students feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. Also themes, views and opinions were taken from the senior students wellbeing activities. General responses, opinions and views:

- Students feel accepted and valued by their peers and by others at their school - 19 students strongly agreed with statement, 4 remained neutral and 6 disagreed with statement.
- Students have friends at school they can trust and who encourage them to make positive choices -18 students strongly agreed with statement, 2 remained neutral and 5 disagreed and 4 strongly disagreed with statement.

- Students feel teachers are responsive to their needs, and encourage independence -. 18 students either agreed or strongly agreed with statement, 5 remained neutral and 6 disagreed with statement.
- There are clear rules and expectations for classroom behaviour. Students understand these and teachers maintain high expectations that they be followed - 22 students either agreed or strongly agreed with statement, 1 remained neutral and 6 disagreed with statement.
- The school staff high expectations for all students to succeed - 24 students either agreed or strongly agreed with statement, 1 remained neutral and 4 disagreed with statement.

Conclusions from TTFM Surveys

The survey results portray a very positive image of parent, staff and student experiences at Crown Street Public School. The results are indicative of the school's significant efforts to improve communication, involvement and engagement at a number of levels.

Students and school families are feeling welcome back to school after Covid safe restrictions.

Student inclusion in the development of learning and behavioural goals has led to higher student engagement in social, intellectual and institutional domains and with minimal signs of disengagement. Students and parents have clear expectations for student behaviour and learning which further improves levels of engagement.

Positive, respectful relationships have been, and continue to be fostered and high expectations for learning and behaviour are well communicated. These factors impact upon school culture at all levels and work toward resulting in more productive learning environments with an improvement in student learning outcomes for all students.

Teachers, students and parents are feeling valued and included and understand the importance of a positive learning environment with high levels of involvement and engagement by all members of the school community.

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.

Aboriginal Education - School statement

In 2021, major achievements included:

Aboriginal students at Crown Street PS are valued and acknowledged. They are given every encouragement to excel, which was evidenced by one student receiving a 'Deadly Kids' award by the Sydney Region.

The teachers continue to ensure that students are provided with factual information regarding contemporary and traditional Aboriginal culture.

Mentoring and tuition of Aboriginal students during the year is aimed at improving their literacy and numeracy achievements, with each student having a specific learning program to target progress.

Due to privacy and personal information policies, summary statistics or graphical representation of our indigenous students' performance cannot be reported, as we have a cohort of less than ten.

Anti-Racism Policy

All teachers are responsible for 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.

Anti-Racism - School statement

The school's Anti-Racism Contact Officer (ARCO) continued to work closely with the Principal and Learning Support Team to ensure that all DoE protocols were followed.

The school's Anti-Racism Community Officer was consulted if any conflict between students appeared to be linked to lack of understanding regarding cultural differences. When it is believed that a conflict has involved any type of racism, the ARCO brings the students together for a restorative conversation.

Multicultural Education Policy

Teachers 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.

Multicultural and anti-racism education - School Statement

Crown Street Public School reflects the multicultural nature of Australia and this is something the community is very proud of.

Tolerance and acceptance of individual differences are key elements of the school's successful Harmony Day, which highlighted community participation and diversity with students becoming confident and articulate in speech, expressing positive views against racism and discrimination in our school community.

The school continues to maintain a strong focus on multicultural education. Our school has an inclusive culture that celebrates difference and ensures continuous learning for all.

There is a commitment to ensuring a harmonious and respectful environment so all members of the community have the opportunity to grow and develop and have pride in their cultural background.

In 2021, major achievements included:

100% of students from K-6 participated in weekly Chinese - Mandarin classes. The school maintains its excellent standard in teaching and learning Mandarin for all students through our Community Languages (CL) program. Students of Chinese background maintain their language through the Community Language program.

The EAL/D program was provided through a combination of withdrawal and team teaching depending on the amount of time students had been in Australia and the level of their language proficiency. Students were catered for in the EAL/D program with EAL/D support being a combination of team teaching in classes with the class teachers and withdrawal lessons.