

2022 Annual Report

Crookwell Public School



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Introduction

The Annual Report for 2022 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

Integration funding support: \$108,072.00

Socio-economic background: \$116,608.00

English language proficiency: \$2,400.00

Low level adjustment for disability: \$132,076.00

Literacy and numeracy intervention: \$36,200.00

Professional learning: \$7,724.00

Literacy and numeracy: \$3,884.00

Summary of progress

Throughout the year we reviewed our current school scope and sequence in each Key Learning Area and our teaching and learning program structure so both were NESA compliant and would meet the learning needs of our students. In supporting our early career teachers we developed this process collaboratively, supported by the executive team. This ensured continuity and consistency across the school and a deep understanding by teachers of the process and functionality of the teaching and learning cycle. Embedded in this ongoing collaborative process was the focus on the implementation of teaching and learning programs in the classroom, consistent designated teaching and learning focus times during the school day, and the evaluation of program structure. Staff feedback surveys indicated the explicit guidance around programming and the ongoing support throughout the year was pivotal in driving their teaching and learning direction and high expectations for and of student learning. Enablers include a strong commitment from staff, with barriers being fewer opportunities to model and observe best teaching practice due to staffing shortages. Student data indicates the consistent timetabling and engagement in lesson content provided a positive impact. Next year our staff will engage in professional learning around quality assessment practices and data driven conversations within the context of the new English and Mathematics syllabus implementation.

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 Top Two Bands 2022 To increase the percentage of students achieving in the top two bands in reading to the lower bound system negotiated target of 37.9%.	NAPLAN scores indicate a decrease in the proportion of students achieving in the top two skill bands for NAPLAN reading. We are confident that in 2023 we will move beyond our lower bound system negotiated target of 37.9%.
To increase the percentage of students achieving in the top two bands in numeracy to meet the lower bound of the system negotiated target of 29.7%.	NAPLAN scores indicate a decrease in the proportion of students achieving in the top two skill bands for NAPLAN numeracy. We are confident that in 2023 we will move towards our lower bound system negotiated target of 29.7%.
To increase the percentage of students achieving expected growth in reading to	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

<p>the lower bound of the system negotiated target of 57.72%. Expected growth data from Year 3 to Year 5 is not available as NAPLAN was not implemented in 2020 to determine expected growth.</p>	
<p>To increase the percentage of students achieving in the top two bands in numeracy to the lower bound of the system negotiated target of 51%.</p>	<p>Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

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

Aboriginal background: \$10,200.00

Location: \$20,168.00

Per capita: \$44,216.00

Professional learning: \$7,724.00

Summary of progress

COVID infections among staff in 2022 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. Interviews with a selection of staff has allowed for a strategic staffing plan to be implemented for 2023 with the needs of staff identified and catered for through the staffing plan. A culture of high relational trust and collaboration will be modelled and implemented to support all staff in 2023.

The Strengthening Family and Community Engagement strategy did not recommence in 2023. Families and community members, based on Tell Them From Me survey data, are very positive about the school and are looking forward to re-engaging with the strategy in 2023 with a core group of parents heavily invested in the school P&C and the links with community.

Review of the current school culture has been conducted and staff have participated in a comprehensive induction on relation to wellbeing practices. The executive team aimed to prioritise staff wellbeing in 2022 with varying levels of success. This was mainly due to limited capacity on knowing what support to provide and when to provide it with a diverse staff in relation to experience and knowledge.

The next steps in this Strategic Direction is to follow up on targeted professional learning in Boys Education following the great success of the reintroduction of the 'Middle School Program' in 2022. Further exploration of the relevant aspects of the What Works Best resources will be implemented in 2023. Once again, feedback from staff has indicated strongly that a strategic and coordinated approach to support for staff is required and the executive team will use the High Impact Professional Learning resources to support a quality plan in 2023.

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 or more to the lower bound of the system negotiated target of 79.2%	A decrease in students attending school 90% or more in 2022, indicating progress is yet to be seen toward achieving 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 88.51%, an improvement of 3.1%, including a 4.2% increase in advocacy at school to 91.38%, 12.18% increase in sense of belonging and a slight decrease in expectations of success. This indicates progress towards achievement of

To increase the percentage of students with positive wellbeing to the lower bound of the system negotiated target of 91%.	the lower bound target of 91% for overall wellbeing.
The school will move from the identified baseline data to the next level in the continuum in all seven dimensions of the Strengthening Family and Community Engagement in Student Learning matrix.	A baseline has yet to be determined in the Strengthening Family and Community Engagement in Student Learning matrix. This will be followed up in 2023. Tell Them From Me Parent survey data had the greatest level of engagement since this survey was implemented with 28 respondents in 2022. All main areas surveyed had a positive increase on the 10 point scale compared to the previous year.
Utilising the School Excellence Framework self assessment process we will assess the themes of the Teaching Domain, Learning and Development, and identify what practices and strategies need to 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. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, stage teams, and as a whole staff. In 2023, this will be embedded further through a Professional learning timetable where collegial discussions on identified themes will be the focus. A stronger focus on negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice has been expressed by staff and will be a focus for 2023.

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

QTSS release: \$32,048.00

Summary of progress

There has been a sustained focus on capacity building for the entire executive team through mentoring and participation in identified professional learning. The executive team, who are relatively new to their roles and are working together to focus on areas for improvement are and how to work towards achieving the planned goals. The executive team purposefully planned 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 was greatly impacted on due to staff shortages and COVID throughout 2022.

The middle school transition program was discussed again this year 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 not held between Crookwell High School and Crookwell Public School to discuss the current programs and initiatives this year. Ideas for new plans and improvements were discussed between both principals to be followed up on in 2023.

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 from 2022 will be in new roles in 2023. The new 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
Utilising the School Excellence Framework self assessment process we will assess the themes of the Leading Domain, Educational Leadership, and identify what practices and strategies need to 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. In 2023, a new executive team will be operating and working together to achieve the identified goals with the addition of a newly appointed Assistant Principal Curriculum and Instruction to the executive team. 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 in 2022 due to a lack of casual staff to be able to release fellow executive staff from their class and an influx of COVID infections among staff requiring executive staff to be on class. The growth from sustaining and growing to excelling is yet to be seen and will remain a focus area for 2023.
Utilising the School Excellence Framework self assessment process we will assess the theme of transitions and continuity of learning and identify	Self-assessment against the School Excellence framework shows the transitions and continuity of learning theme to be sustaining and growing. There was a strong emphasis on student transition from preschool to Kindergarten in 2022 with restrictions eased and the ability to implement our

<p>what practices and strategies need to implemented or modified to move from sustaining and growing to excelling. The school will move from the identified baseline data to the next level in the continuum in all five themes of the Middle Years Transition matrix.</p>	<p>highly successful transition program, 'Flying Start'. 'Flying Start' ran for a total of seventeen, two hour sessions over Term 2 and Term 3. This program allowed the school to engage in strong collaboration between parents, students and the community that informed and supported continuity of learning for all students at this transition point. 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 Transition matrix did not occur due to a lack of casual staff and COVID infection rates among the staff, therefore not being able to release fellow executive staff from their class. The Middle Years Transition matrix was discussed throughout the year with the staff from Crookwell Public School and Crookwell High School so that it can be followed up in 2023 with focus areas, potential programs and strategies to be identified and implemented. The growth from sustaining and growing to excelling is yet to be seen and will remain a focus area for 2023.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$108,072.00</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 • Effective classroom practice in numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • 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 the following impact: all eligible students demonstrating 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 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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$116,608.00</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 • Effective classroom practice in numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • professional development of staff through Sound Waves program and Trauma Informed Practice to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: -Year 3 demonstrated a lift in reading in the top two bands from 33% in 2019 to 42% in 2022 and growth from 9% in 2019 to 23% in 2022 in spelling. -Year 5 demonstrated a lift in reading in the top two bands from 17% in 2019 to 28% in 2022, growth from 22% in 2019 to 30% in 2022 in writing and growth from 22% in 2019 to 25% in 2022 in spelling. -Year 5 NAPLAN Reading above statistically similar school groups (SSSG)</p> <p>After evaluation, the next steps to support our students will be: to implement programs with the support of the newly appointed APC&I to support our trajectory towards achieving targets. Next year, the school will continue with the role of an additional staff member to support smaller class</p>

<p>Socio-economic background</p> <p>\$116,608.00</p>	<p>sizes and in turn aim to improve student outcomes.</p>
<p>Aboriginal background</p> <p>\$10,200.00</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"> • High Expectations Culture • Wellbeing - Connect, Succeed, Thrive <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 the following impact: a sustained level of engagement in 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 91% of Aboriginal students feel like their culture is valued at school and 72% of Aboriginal students that teachers had a good understanding of culture.</p> <p>After evaluation, the next steps to support our students will be: engaging an Aboriginal staff member (SLSO) to support the Personalised Learning Pathway process with students and families. Continue to identify initiatives and programs to deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning 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 <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all Key Learning Areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$132,076.00</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</p>

<p>Low level adjustment for disability</p> <p>\$132,076.00</p>	<p>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 • Effective classroom practice in numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: an increase of students achieving improved outcomes based on internal school assessment results. The school sustained a consistent approach to student learning support and interventions in relation to the number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students 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 additional teaching staff and trained SLSOs.</p>
<p>Location</p> <p>\$20,168.00</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"> • High Expectations Culture • Wellbeing - Connect, Succeed, Thrive <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 • incursion expenses <p>The allocation of this funding has resulted in the following impact: increased subject opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$15,448.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 • Wellbeing - Connect, Succeed, Thrive <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent

<p>Professional learning</p> <p>\$15,448.00</p>	<p>writing</p> <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching and utilising the newly appointed APC&I to identify and implement quality, evidence informed, professional learning for all staff to improve student outcomes.</p>
<p>Literacy and numeracy</p> <p>\$3,884.00</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"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: working towards an increase in the average benchmark level in Kindergarten from 9 to 13 working towards an increase in the average Year 1 benchmark level from 17 to 21 an increase in Stage 1 students participating regularly (weekly) in the 'Read to Succeed' home reading program.</p> <p>After evaluation, the next steps to support our students will be: teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program. Identify an evidence informed professional learning literacy program for Early Stage 1 and Stage 1 staff to build their capacity in teaching reading and writing in the early years.</p>
<p>QTSS release</p> <p>\$32,048.00</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 Educational Leadership • Middle School Transition <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p>

<p>QTSS release</p> <p>\$32,048.00</p>	<p>After evaluation, the next steps to support our students will be: engaging the APC&I to lead improvement in areas where teachers need support, such as literacy or numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.00</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 the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples and teacher observations.</p> <p>After evaluation, the next steps to support our students will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$104,626.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy/numeracy. • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving progress towards their personal learning goals</p> <ul style="list-style-type: none"> • 100% (8/8) of students withdrawn for CILSP, with a writing focus, improved their overall raw score and percentage for writing samples analysed according to the NAPLAN Marking Guide. • 87.5% (7/8) of students improved in their focus area of sentence structure. • 75% (6/8) of students improved in their focus area of spelling. • 75% (6/8) of students improved in their focus area of punctuation. • The average increase of student results in the Whole School Maths Assessment in Stage 2 was 19.75%, exceeding our target by 9.57%. <p>After evaluation, the next steps to support our students will be: 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</p>

COVID ILSP \$104,626.00	additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	117	104	104	107
Girls	78	77	71	77

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.2	93.5	89.3	86.2
1	88.1	93.0	89.1	84.6
2	89.8	91.8	86.4	84.9
3	93.7	95.5	89.2	84.9
4	92.3	93.1	91.0	78.6
5	92.4	94.0	92.5	85.0
6	91.8	94.4	86.7	89.4
All Years	91.5	93.9	88.9	85.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	5.87
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	168,511
Revenue	2,431,116
Appropriation	2,349,313
Sale of Goods and Services	564
Grants and contributions	78,933
Investment income	2,066
Other revenue	240
Expenses	-2,133,098
Employee related	-1,946,272
Operating expenses	-186,826
Surplus / deficit for the year	298,018
Closing Balance	466,529

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.

	2022 SBAR Adjustments (\$)
Targeted Total	108,079
Equity Total	261,299
Equity - Aboriginal	10,203
Equity - Socio-economic	116,613
Equity - Language	2,400
Equity - Disability	132,083
Base Total	1,499,951
Base - Per Capita	44,219
Base - Location	20,170
Base - Other	1,435,562
Other Total	143,342
Grand Total	2,012,671

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 2022

Each year, schools are required to seek the opinions about the school of parents, students and teachers. In 2022, 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. 73 students in the school completed the survey.

Social - Emotional Outcomes

69% 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. 92% of students had positive relationships, having friends at school they can trust and who encourage them to make positive choices. 85% of students believe that education will benefit them personally and economically, and will have a strong bearing on their future. 66% of students in the school were interested and motivated in their learning while 89% of students tried hard to succeed. 33% 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 8% 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 7.4 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 7.3 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 7.7 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 6.8 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 7.9 out of 10.

Parents/Carers

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 28 respondents in this school who completed the Parent Survey.

Parents feel welcome: 8.2 out of 10

Parents are informed: 6.9 out of 10

Parents support learning at home: 7.2 out of 10

Parents feel the school supports learning: 7.3 out of 10

Parents feel the school supports positive behaviour: 8.1 out of 10

Parents feel their children are safe at school: 7.4 out of 10

Parents feel the school is inclusive: 7.7 out of 10

Staff survey

The 2022 staff survey focused on Educational Leadership in the school. Ten staff completed the survey.

Feedback: 7 out of 10 agree or strongly agree

Improved my practice: 7 out of 10 agree or strongly agree

Support/Guidance for monitoring student progress: 5 out of 10 agree or strongly agree

Teaching observations: 4 out of 10 agree or strongly agree

Wellbeing support: 7 out of 10 agree or strongly agree

Relational trust: 6 out of 10 agree or strongly agree

Promote positive school culture: 6 out of 10 agree or strongly agree

Staff and student wellbeing is a priority: 6 out of 10 agree or strongly agree

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.