

2022 Annual Report

Crystal Creek Public School



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Introduction

The Annual Report for 2022 is provided to the community of Crystal Creek Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School vision

Our vision at Crystal Creek Public School is to work in partnership with our community to maintain an inviting, nurturing and sustainably-conscious learning environment. The school will provide students with quality education that is future-focused and create opportunities for all students to achieve their full potential. We endeavour to foster a rich, lifelong interest in learning to ensure all of our students become responsible and informed global participants.

School context

Crystal Creek Public School is a small, rural school nestled in the Far North Coast region of NSW. The school is situated 11km west of Murwillumbah and has an enrollment of 68 students. Crystal Creek Public School is renowned for providing quality teaching and learning in an environment that values wellbeing and nurtures the whole child.

Our school has vibrant and dynamic staff who range in experience and expertise. 4.1% of students identify as Aboriginal. Our students come from a wide range of different socio-economic backgrounds and bring with them diverse knowledge about our local area.

Crystal Creek Public School has a clear vision for learning that is future-focused and empowers students to innovate and problem solve in ways that contribute to creating a sustainable society. The school provides staff and students with modern facilities, flexible learning spaces and outdoor learning areas.

Extra-curricular opportunities in sport, science, technology, and creative and performing arts enable our students to excel through a range of different experiences whilst *growing together* as a community. Crystal Creek Public School approaches education for sustainability through a range of programs, including Nature Play and Garden Club, and provides students with access to a large chicken coup and community vegetable garden in order to help drive sustainable development.

The whole school community, involving students, staff and parents, was consulted in a thorough situational analysis followed by the development of a strategic improvement plan. Through our situational analysis we have identified a need to employ a targeted approach to intervention to address learning gaps in reading and numeracy. Additionally, further work needs to occur around how teachers use data driven practices to successfully plan for and deliver quality differentiated instruction to meet the needs of all students.

The Instructional Leadership team will be utilised to build understanding of how to do this successfully and will collaboratively work with staff to lead much of this work in the school.

A strategic and planned approach that focuses on building strong foundations in the early years will guide our school's wellbeing processes to ensure all students have an opportunity to connect, succeed, thrive and learn.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine our processes for best practice to promote teaching effectiveness and strengthen our response to learning intervention. Our aim is for students to become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

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.

- Evidence informed approach
- Pedagogical practice

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$10,500.00

QTSS release: \$8,450.00

Socio-economic background: \$21,728.08

Integration funding support: \$63,817.00

Professional learning: \$8,105.47

Summary of progress

Student growth and attainment in 2022, focused professional learning on building teacher capability to implement the new syllabus. Refining our processes for continuous evaluation and collaboration led to improvement in collective pedagogical practice and supported teachers to use an evidence-informed approach when identifying strategic priorities and addressing the literacy and numeracy needs of all students. The initial success of our Response to Intervention Model, guided professional discussions to consider ways that we could best support student literacy learning in the Early Years to reduce the demand for future intervention. As a result, high-impact professional learning in InitialLit has been organised for our SLSOs in 2023.

This initiative will progress in 2023 as our focus shifts towards streamlining whole-school structures and pedagogical, evidence informed practice in numeracy. Connecting with our network of schools will provide greater opportunities for high-impact professional learning in the use of data-driven practices to effectively target teaching, monitor adjustments and drive student learning in numeracy.

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
An uplift of 5% from baseline of students achieving top two bands in NAPLAN reading to work towards the system-negotiated lower bound target.	2022 NAPLAN data indicates 35% of students are in the top two skill bands for reading, indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 4%.
An uplift of 5.0% from baseline of students achieving top two bands in NAPLAN numeracy to work towards the system-negotiated lower bound target.	2022 NAPLAN data indicates 30% of students in the top two skill bands for numeracy, indicating the school exceeded the system negotiated target by 2.1%.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be working towards the school-negotiated target in numeracy of 60%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

<p>Improvement in the percentage of students achieving expected growth in NAPLAN reading to be working towards the school-negotiated target in reading of 60%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
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Purpose

Data driven practices are routinely used to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school initiatives.

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.

- Whole-school assessment
- Data driven practices

Resources allocated to this strategic direction

Socio-economic background: \$16,740.00

AP Curriculum & Instruction: \$4,500.00

Per capita: \$11,207.60

Low level adjustment for disability: \$22,984.20

Summary of progress

The initiative of Data-Driven Practices in 2022, resulted in further embedding the systematic use of Essential Assessment - an online, evidence-informed, whole school improvement model for monitoring and measuring literacy and numeracy. Strategically positioning an APC&I to work within the school led to targeted professional learning and provided coaching opportunities for teachers to experiment with data triangulation, using SCOUT. SCOUT has a resourceful tool for data analysis to help teachers understand where learners are in their learning and the appropriate goals required to support them in the "next steps" of the learning process. Teachers utilised the data analysis tools in SCOUT to evaluate and inform teaching programs and individual student interventions.

Allocating time to consistently and collaboratively analyse data proved difficult at times due to the disruptive nature of severe flooding and school closures in the local area. The appointment of an APC&I allows our school to develop structures and processes for whole-school consistency and embed a culture of data-driven practices in the teaching and learning cycle. Trial classes will be developed in 2023 to use PLAN2 as a platform to record teacher observations and track literacy and numeracy progressions of individual students.

Ongoing, purposeful, high-impact professional learning will remain a priority moving into 2023 with the support of a Rural Access Gap digital teacher.

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
Whole school assessment strategy designed to ensure that the learning of all students is systematically monitored is used in 100% of classrooms.	All teaching and learning programs include evidence of use of the whole school assessment strategy. Observations indicate 100% of staff use summative data from the whole school assessment strategy to identify student learning.
At least 75% of teachers use summative data from the whole school assessment strategy to identify student learning and validate formative assessment practices.	Self-assessment against the School Excellence framework shows the school has remained at sustaining and growing in the element of assessment.
Instructional Leadership team work collaboratively with 100% of staff to support growth in data skills and use to inform best-practice teaching.	Surveys and observations indicate 100% of staff have actively collaborated with the Instructional Leadership team to reflect and improve upon data skills and use to inform best-practice teaching.
	Self-assessment against the School Excellence Framework shows the

Instructional Leadership team work collaboratively with 100% of staff to support growth in data skills and use to inform best-practice teaching.

school currently performing at sustaining and growing in the element of data skills and use.

Strategic Direction 3: Curriculum

Purpose

To maximise opportunities for curriculum innovation, a holistic approach to student wellbeing will drive our school to create meaningful learning experiences that ensure every child feels known, valued and cared for.

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.

- Start Strong in the Early Years
- Curriculum

Resources allocated to this strategic direction

Socio-economic background: \$18,960.00

Aboriginal background: \$4,789.17

AP Curriculum & Instruction: \$15,114.20

Location: \$1,827.43

Low level adjustment for disability: \$12,748.53

Per capita: \$6,480.00

QTSS release: \$4,880.84

Summary of progress

Attendance concerns remained a consistent theme in 2022, proving to be an area in need of continued improvement. Attendance paper slips are sent out with the expectation that justified reasons are provided to support absenteeism. This model will be reviewed in 2023. A transition to online school communication and SMS has been enacted this year with great success. A dedicated Digital Classroom Officer was engaged to enhance opportunities for future-focused pedagogy and curriculum innovation across the whole school. The Nature Play program was developed for all students to participate in weekly, guided lessons about the environment and provide unstructured play opportunities outdoors.

Targeted, ongoing High Impact Professional Learning was provided to build teacher capacity in using evidence-based strategies and resources to support literacy development in the early years. Strategic resourcing was allocated in the K-3 classrooms and supported our response to early intervention. "Growing Together" community event was held in Term 3. This will become an annual event to community partnerships and parent voice.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending more than 90% of the time to achieve the system-negotiated lower bound target of 77.6%.	The number of students attending greater than 90% of the time or more has decreased by 29.5%. An uplift of 47% is required to meet the system negotiated lower bound target
An uplift of 2.85% from previous data set of parents attending "Growing Together" workshops.	The growth in number of parents attending "Growing Together" workshops is unavailable for this progress measure with an absence of comparison data because there was only one "Growing Together" workshop held due to disruptions from COVID and local flooding events.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$63,817.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Crystal Creek Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed approach <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 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>\$57,428.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Crystal Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed approach • Whole-school assessment • Data driven practices • Curriculum • Start Strong in the Early Years • Pedagogical practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • staff release to increase community engagement • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Year 5 NAPLAN Spelling and Grammar and Punctuation results above both state and SSSG, and Writing above SSSG. Year 3 NAPLAN Numeracy and Writing above SSSG.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students will be: continue to develop and implement agreed practices in literacy and numeracy to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$4,789.17</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Crystal Creek Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$4,789.17</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"> • Curriculum <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 • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: an increase in Aboriginal families engaging in the PLP process and Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: development of programs to improve community engagement and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$35,732.73</p>	<p>Low level adjustment for disability equity loading provides support for students at Crystal Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Curriculum <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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: The allocation of this funding has resulted in: an 11% decrease in Year 5 students and 20% Year 3 students achieving in the bottom two bands in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$1,827.43</p>	<p>The location funding allocation is provided to Crystal Creek Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Curriculum <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • technology resources to increase student engagement

Location \$1,827.43	<ul style="list-style-type: none"> • additional staffing for teaching principal release <p>The allocation of this funding has resulted in the following impact: Increased range of learning opportunities for students.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
Professional learning \$8,105.47	<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 Crystal Creek Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Pedagogical practice <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 writing <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
QTSS release \$13,330.84	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Crystal Creek Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence informed approach • Start Strong in the Early Years <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice. Teachers use the whole school scope and sequence documents for K-3 in English and Maths using new syllabus outcomes and content progressions.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
COVID ILSP \$42,480.00	<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>COVID ILSP</p> <p>\$42,480.00</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"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding 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 additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita</p> <p>\$17,687.60</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Crystal Creek Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data driven practices • Start Strong in the Early Years <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Provided release time for teachers to engage in Professional Learning for using Essential Assessment data to identify student learning goals <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be: engagement of additional trained SLSOs using other flexible funding to extend intensive reading intervention programs.</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Evidence informed approach • Whole-school assessment • Curriculum <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The APCI developed scope and sequence documents for K-3 in English and Maths using new syllabus outcomes and content progressions • Classroom teachers using consistent template to plan for termly units that are aligned with scope and sequence documents

<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices aligned with the new syllabus outcomes.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our staff with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	45	41	41	39
Girls	37	29	29	32

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.7	95.6	80.8	87.4
1	94.9	88.8	90.5	75.9
2	93.8	90.1	87.5	85.5
3	87.8	95.4	93.8	80.4
4	87.6	87.9	94.2	79.1
5	93.8	89.8	82.8	85.0
6	86.7	94.1	87.7	83.7
All Years	90.5	90.7	86.4	81.6
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)	0.2
Classroom Teacher(s)	2.41
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.51

*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	29,950
Revenue	1,119,380
Appropriation	1,071,931
Sale of Goods and Services	229
Grants and contributions	46,747
Investment income	473
Expenses	-1,100,951
Employee related	-947,633
Operating expenses	-153,318
Surplus / deficit for the year	18,429
Closing Balance	48,379

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	63,817
Equity Total	97,950
Equity - Aboriginal	4,789
Equity - Socio-economic	57,428
Equity - Language	0
Equity - Disability	35,733
Base Total	700,726
Base - Per Capita	17,688
Base - Location	1,827
Base - Other	681,211
Other Total	73,024
Grand Total	935,518

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

At Crystal Creek Public School we aim to reflect the values and aspirations of the Department of Education and our local school community, however since COVID we have had minimal opportunities to engage meaningfully with our community.

On Friday 28th of October 2022, Crystal Creek PS hosted a Growing Together Workshop to re-connect with our school community in order to gain feedback on current and future initiatives, particularly in the areas of parent involvement, inclusive education, and student opportunities. The day consisted of a number of focus groups made up of parents and Year 6 students.

Our aim was to holistically support students to further develop their sense of identity, personal competence and belonging by:

1. understanding and respecting family values, interests, expectations, and aspirations.
2. using family and community engagement as a key strategy for school improvement.
3. creating opportunities for parents to feel welcome and comfortable in our school.
4. recognizing parents and families as genuine partners with real influence.

The feedback from parents and students about current activities was overwhelmingly positive, with most participants commenting on the family feel of the school. Below is a summary of suggestions for the future:

Parent Involvement

- Parent reading groups
- Skills day (parents showcase skills)
- Working bee with families (clean-up/ repair school, parents can show special skills)
- Kids in the kitchen cooking classes (involve different parents each week)
- Sleepovers at school (dads & sons night/ mums & daughters night)
- Night events (Yr 6 formal, disco, sit-down dinner, movie night, school Christmas)
- Family fun day/ fete
- Grandparents' day as its own day

Communication

- Make parents aware of all the different ways they could contribute or volunteer at the school (outside of the P&C)
- Beginning of term calendar update, "what's happening this term" (printed at the beginning of term) with meet the teacher, what we are working on in class this term
- Change P&C meetings to not so late

Cultural Inclusivity

- Invite parents to NAIDOC day
- Celebrating more traditions and cultures
- Pen pals (learn about other countries and cultures)
- Include those in the aboriginal community for events/ lessons
- Take home buddy (toy that goes home each weekend with a different student journal (understanding how others live))

Sports

- More sports "old days" (high jump, discuss)
- Cross country carnival, athletics carnival at school (more skilled events)
- Team shirts, war cries, marches to begin (more exciting)
- More sport teams (PSSA)
- Sport Awards
- Inter-school weekly comps (soccer, softball, basketball)

Events

- Year 6 formal, dinner, dance, grad, sit down dinner
- End of year concert
- Colour fun run

Excursions

- Currumbin Sanctuary
- Sea World
- Tropical fruit world
- Local river
- Local beaches
- Hosanna Farm
- Local dairy farm
- Natural bridge

- Longer 4/5/6 camp

Other suggestions

- Pottery
- Basic first aid class
- Special guest visits from local artists and sports persons
- Workshops (woodworking, cooking, gardening)
- Music lessons (private)
- Friday afternoon arts and crafts (different activities each week, creative parents alternating to working together)
- Learning languages (Japanese)
- Post box-like system for notes to be dropped in so students don't have to go to the office.
- Kids in the kitchen
- Instead of homework, notes are sent home to improve learning areas
- Toilet upgrade
- Library monitors
- Change bell times/ no music
- Class pet
- Change uniform material
- Woodwork
- Assembly every week
- Drama
- More experimental science

Internal staff survey results show teachers feel valued and supported at Crystal Creek PS, with 100% of staff confirming that they are provided with appropriate resources and support to implement new DET curriculum and policies.

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.