

# 2022 Annual Report

## Crown Street Public School



3935

# Introduction

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

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

## School contact details

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Crown Street Public School

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Surry Hills, 2010

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## School vision

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

## School context

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

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

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

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

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

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

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

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

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Data driven practices
- Personalised Learning

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$77,496.05

**Integration funding support:** \$205,107.00

**English language proficiency:** \$142,507.00

**Aboriginal background:** \$8,157.06

**Literacy and numeracy intervention:** \$48,266.00

**QTSS release:** \$60,103.68

**Literacy and numeracy:** \$12,570.00

### Summary of progress

The focus for Professional Learning throughout 2022 was building staff capacity to teach the new English Syllabus K-2. MacLit and MiniLit reading intervention programs were implemented to address identified reading gaps. Individualised learning plans were developed for students identified as needing assistance. A teacher trained in Macqlit implemented and monitored the program with assistance from the Learning and Support Teacher. School Learning Support Officers were employed to support small group and COVID Intensive Learning Support programs. This program achieved excellent results with students making huge gains in their knowledge and application of phonics.

A mathematics program called Counting for Life was implemented in Term 4 through Learning Links. Students were identified through PAT Assessments and given a ten-week remedial program. Each stage evaluated their students utilising a range of data and placed the students in learning groups to target the teaching content to ability. This ensured all students were challenged and all adjustments led to improved learning.

In 2023, the focus will continue to build teacher capacity to utilise data in their practice, with a specific focus on numeracy. NAPLAN reading and numeracy guided data packages and teacher professional judgement will identify students who are yet to meet their expected growth and implement evidence based intervention strategies.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The percentage of the students in the top two bands in NAPLAN Reading to meet the system negotiated target of 62.5%.	• 2022 NAPLAN data indicates 92.86% of Year 3 students and 70.37% of Year 5 students are in the top two skill bands (NAPLAN) for Reading indicating the school exceeded the system negotiated target.
The percentage of the students in the top two bands in NAPLAN Numeracy to meet the system negotiated target of 55.6%.	• 2022 NAPLAN data indicates 55.85% of Year 3 students and 44% of Year 5 are in the top two skill bands (NAPLAN) for Numeracy indicating the school did not achieve the system negotiated target for Year 5.
The percentage of students achieving expected growth in Reading is 68% or	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

greater. .	
The percentage of students achieving expected growth in Numeracy to exceed 60%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: Building a Culture of High Expectations

### Purpose

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

### Initiatives

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

- Explicit Teaching
- Collaboration
- High Expectations

### Resources allocated to this strategic direction

**Professional learning:** \$23,597.00

### Summary of progress

Teaching staff completed Professional Learning on the *What Works Best in Practice - Explicit Teaching* module and reflected on their practice using the six reflection questions provided. Data from these reflections was collated to reveal areas of strength and future directions for continued growth. Teachers collaborated to develop clear and concise learning intentions and success criteria at the beginning of lessons and units of work to establish expectations early in the learning process. Programs and PowerPoint resources were reviewed to include Learning Intentions and Success Criteria at a stage appropriate level. In 2023, based on teacher feedback from the reflection tasks, teachers will explore the implementation of deeper, more challenging questioning, to determine and develop student understanding.

K-2 teachers worked collaboratively to engage in learning about the English and Mathematics K-2 syllabuses and identified that they wished to learn more about evidence-based practices by viewing other teachers in action.

### 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
At least 65% of students K-6 know what they are learning in Literacy and Numeracy, why they are learning it and when they have been successful.	Due to issues around teacher shortages and changes and COVID interruptions this activity was introduced later in the year. Students will be surveyed early in 2023 to ensure their understanding of what they are learning and why.
Staff are setting Learning Intentions and Success Criteria for all Numeracy and Literacy lessons.	All classrooms clearly display Learning and Success Criteria, and teachers refer to the Learning Intentions throughout the lesson.
All K-2 teachers engage in professional learning to familiarise themselves with the new syllabuses.	All K-6 teachers completed the microlearnings to familiarise themselves with the new syllabuses. K-2 teachers collaborated to develop a deep understanding of the evidence base supporting the changes.

### Purpose

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

### Initiatives

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

- Student Wellbeing
- Attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$8,180.48

### Summary of progress

Crown Street Public School, through the learning support team, monitored attendance. Students identified as needing support had Individualised learning plans developed and reviewed during the year. The Tell Them From Me survey was completed with positive responses given by the children about their sense of belonging at Crown Street Public School. The Tell Them From Me Survey identified that students at Crown Street P.S. used their learning time effectively being above the NSW government norm. A total of 94% schooling in their everyday life. Due to the implementation of Positive Behaviour 4 Learning students identified that positive behaviour is a strength at Crown Street P.S.

Our focus in 2023: Crown Street Public School will be using Sentral in 2023 to help analyse attendance of students. We will be able to see days that students are attending due to participation in extra-curricular activities and see patterns of non-attendance. Staff will be engaging in professional learning on Sentral to be able to use all features of the program. Positive Behaviour for Learning will re-launch. We will be implementing a more consistent merit system across the school, as well as explicit teaching of PBL lessons that focus on the needs of the students and school.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The percentage of students attending, on average, more than nine days per fortnight is increased to meet the system negotiated target of 86.0%.	There was a marked improvement between Semester 1 (46.7%) and Semester 2 (61.7%) data showing students attending more than 90% of the time. This data, however, did not meet the system target due to parents re-engaging with families overseas in the post pandemic travel freedoms..
There is an increase in positive responses to the 2021 Tell Them From Me survey in the elements of <i>Students with a positive sense of belonging</i> and <i>Students who are interested and motivated</i> .	94% of students in the Tell Them From Me survey value student outcomes at school, with 92% having identified positive behaviours displayed across the school.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$205,107.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Crown Street Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> a marked increase in the percentage of students achieving in the top three bands for Reading Year 5: 2021 43% to 2022 70%. Additionally, we saw a decrease in the percentage of Year 3 students achieving in the bottom 3 bands for Reading: 2021 34% to 2022 7%.</p> <p><b>After evaluation, the next steps to support our students will be:</b> expand the MacqLit and MiniLit program to ensure all students identified receive the targeted support. Employ additional SLSOs to support all student learning needs.</p>
<p>Socio-economic background</p> <p>\$8,180.48</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Crown Street Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 92% of students in the Tell Them From Me survey identified a positive sense of belonging</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the extra-curricular program to support student wellbeing.</p>
<p>Aboriginal background</p> <p>\$8,157.06</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Crown Street Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of</li> </ul>

<p>Aboriginal background</p> <p>\$8,157.06</p>	<p>Personalised Learning Plans</p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of additional staff to implement and lead Aboriginal literacy and cultural activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the Aboriginal group and to provide teachers with further planning of personal learning plans.</p>
<p>English language proficiency</p> <p>\$142,507.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Crown Street Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• withdrawal lessons for small group (developing) and individual support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 through data collection, the school will continue to support and provide scaffolding to students to improve the learning outcomes for Aboriginal, EAL/D students and students in the mainstream.</p>
<p>Low level adjustment for disability</p> <p>\$77,496.05</p>	<p>Low level adjustment for disability equity loading provides support for students at Crown Street Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of staff to support the delivery of evidence-based literacy and numeracy programs and data driven practices to improve learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs across the school.</p>
<p>Professional learning</p> <p>\$23,597.00</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 Crown Street Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Professional learning</p> <p>\$23,597.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> <li>• Collaboration</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching and explore strategies of what works best and how to implement the identified practices in the classroom.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in increased capacity of all teachers to embed effective practices in the explicit teaching, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students in 2023 with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$12,570.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Crown Street Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff trained and supported in literacy and numeracy activities and the updating of reading resources to meet the needs of students</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be at parent/teacher nights to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program.</p>
<p>QTSS release</p> <p>\$60,103.68</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Crown Street Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Stage teachers reported lessons differentiated according to students' needs</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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, in the area of numeracy.</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Crown Street Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase in the reading fluency of all students in the MacLit and MiniLit program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>
<p>COVID ILSP</p> <p>\$24,780.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	146	151	153	163
Girls	146	157	168	159

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	95.6	96.5	89.8
1	95.5	93.5	94.8	88.7
2	93.6	94.2	94.4	88.9
3	93.5	92.8	94.6	89.0
4	93.2	94.6	93.1	88.4
5	93.5	92.5	95.4	88.2
6	92.7	94.4	94.1	86.5
All Years	93.9	94.1	94.8	88.6
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

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.71
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher ESL	0.8
School Counsellor	0.8
School Administration and Support Staff	2.82
Other Positions	0.6

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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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 <b>Actual</b> (\$)
<b>Opening Balance</b>	-31,823
<b>Revenue</b>	3,730,398
Appropriation	3,505,333
Sale of Goods and Services	7,036
Grants and contributions	216,391
Investment income	438
Other revenue	1,200
<b>Expenses</b>	-3,707,287
Employee related	-3,371,964
Operating expenses	-335,323
<b>Surplus / deficit for the year</b>	23,111
<b>Closing Balance</b>	-8,712

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	205,107
<b>Equity Total</b>	236,342
Equity - Aboriginal	8,157
Equity - Socio-economic	8,180
Equity - Language	142,508
Equity - Disability	77,496
<b>Base Total</b>	2,611,417
Base - Per Capita	81,110
Base - Location	0
Base - Other	2,530,307
<b>Other Total</b>	372,416
<b>Grand Total</b>	3,425,281

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In 2022, the school sought the opinions of parents, students and teachers about Crown Public School.

The Tell Them From Me parent survey was undertaken by groups of parents between August and October, 2022. The online survey included questions covering parents' perception of their child's experiences at home and school.

The survey showed that the majority of parents felt welcomed when they visit the school, and they can speak easily with the class teacher, executives and principal.

Parents also felt that the administrative staff and teachers at the school are helpful when the parents have a question or problem.

Parents responded that their child's teacher would inform them immediately if there were concerns with their child's behaviour at school.

The parents feel that they are well informed regarding school events, their child's progress, and parent activities within the school. They noted that communication (including student reports, newsletters and notes) are written in a clear, concise manner that the parents are able to easily understand.

Parents surveyed communicated that they support their child's learning at home by assisting their child with homework and take an interest in their child's school assignments and their child's feelings towards school. The surveyed parents regularly encourage their child to do well at school and praise them for doing so.

The parents agree that school supports their child's learning. They believe that their child is encouraged to do his or her best at school and that teachers have a high interest in their child's learning. Parents believe that teachers have high expectations for their child to succeed with them communicating the belief that teachers take into account students' needs, abilities and interests.

Parents agree that school supports positive behaviour with them stating that teachers expect their child to pay attention in class and that teachers are explicitly teaching behaviour expectations to all students. The parents believe that their child understands and knows expectations of rules for school behaviour. They believe that their child feels safe in school. Parents understand that behaviour issues within the school are appropriately dealt with in a timely manner, and parents view that school helps to prevent bullying among students.

From the survey results we are working towards strengthening parent engagement in all aspects of school life.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Aboriginal Education - School statement

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At Crown Street Public School we are committed to providing Aboriginal and Torres Strait Islander cultural education for all staff and education about Aboriginal Australia for all students, as it is everybody's business. The strength, diversity, ownership and richness of Aboriginal cultures and Custodians of Country are highly promoted, respected and valued. This year our school continued to provide supportive and culturally inclusive learning environments for Aboriginal students and assisted them to access educational opportunities in a range of settings. In 2022, the school effectively implemented Aboriginal cross-curriculum content within programs and embedded Aboriginal perspectives across all Key Learning Areas. The NAIDOC week of celebrations were promoted and included teachers and students being provided with engaging and culturally appropriate teaching and learning resources to promote the wonderful diversity and richness of Aboriginal cultures, histories, music and art. This was a wonderful opportunity for all students to develop deeper understanding of Aboriginal histories, cultures and languages through these wide and varied educational experiences.

Each week there was a program that ran for mentoring of Aboriginal students and was part of their Personalised Learning Plans. Students were engaged in creating and tending to the Native Garden, weaving, and learning about environmental issues through Indigenous texts and contemporary picture books written by Aboriginal authors. The weekly meetings provided an avenue for Aboriginal students to get to know each other and share experiences.

Our school will continue to incorporate the cultural contexts, values and practices of Aboriginal people as the First Peoples of Australia and provide education about Aboriginal Australia for all students.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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The school's Anti-Racism Contact Officer (ARCO) continued to work closely with the Principal and Learning Support Team to ensure that all DoE protocols were followed. The school's Anti-Racism Community Officer was involved in developing anti racism strategies and promoting the engagement of different cultures into the school setting. When it is believed that a conflict has involved any type of racism, the ARCO brings the students together for a restorative conversation.

## Multicultural Education Policy

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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.

Tolerance and acceptance of individual differences are key elements of the school's successful Harmony Day, which highlighted community participation and diversity with students becoming confident and articulate in speech, expressing positive views against racism and discrimination in our school community. The school continues to maintain a strong focus on multicultural education. Our school has an inclusive culture that celebrates difference and ensures continuous learning for all. There is a commitment to ensuring a harmonious and respectful environment so all members of the community have the opportunity to grow and develop and have pride in their cultural background. In 2022, major achievements included: 100% of students from K-6 participated in weekly Chinese - Mandarin classes. The school maintains its excellent standard in teaching and learning Mandarin for all students through our Community Languages (CL) program. Students of Chinese background maintain their language through the Community Language program. The EAL/D program was provided through a combination of withdrawal and team teaching depending on the amount of time students had been in Australia and the level of their language proficiency. Students were catered for in the EAL/D program with EAL/D support being a combination of team teaching in classes with the class teachers and withdrawal lessons.