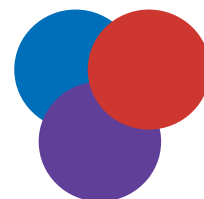


Crystal Creek Public School Annual Report



2015



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Introduction

The Annual Report for 2015 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 school 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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Principal



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School background

School vision statement

To broaden and enrich the school experience of our students in preparation for high school and beyond by collaboratively providing outstanding school and group programs that engage students.

To continually improve literacy and numeracy standards through the planning, development and sharing of high quality, consistent teaching and learning programs

School context

Our group is made up of four small rural schools situated in the Tweed Valley. We have a similar range of students with a similar variety of abilities and backgrounds.

While each school retains its own individual character and identity, each is committed to working together to achieve our shared vision and prepare our students for a successful transition to Wollumbin High School (WHS).

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

Executive Summary

Crystal Creek Public School is a cohesive and collaborative school which operates in a climate of mutual respect, where the objective of delivering enhanced learning outcomes for students is achieved. The building of capacity within the students and wider community during this time has resulted in an emphasis on shared decision making, resulting in the articulation of beliefs and aspirations for the student body. Dialogue within this school community tripartite enables an educational perspective to underpin decisions which are based on integrity and improvement for the school and community.

Learning

The entire teaching and support staff are part of the learning support team. This team is integral to the school's operation; coordinating, developing, implementing, monitoring and evaluating educational programs, ensuring that all students' needs are catered for.

At Crystal Creek Public School our efforts have primarily focused on wellbeing, curriculum and learning. Demonstrating this, we have many programs in place to support the diverse needs of our students, including; Sustainable Living Garden, Friendly Schools, Individual Learning and Behaviour Plans and Parent Tutor Program.

The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the changes we have seen in the ways students are relating to each other and, importantly, in the increased engagement in learning. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions.

Access to support mechanisms for students requiring adjustments are handled in a professional, sensitive manner with the child's needs at the centre of the decision making process. Review meetings involving the sharing of information between parents/carers, and health and education department specialists is an important part of this process. The effective organisation of school resources to, maximise time and instruction is a priority.

Individual Learning Plans exists to support those students who are not meeting grade outcomes in Literacy. Significant gains can be attributed to the intervention of this program.

Specific school based programs in Art and Music have been developed. Taught by specialists, these programs are well recognised within the community as providing significant opportunities and advantage for our students.

Teaching

Our major focus in the domain of Teaching has been on collaborative practice for staff members. Important opportunities have been provided to staff in relation to planning, teaching and growing as a team within our community of schools. In line with the School Plan and covering our Strategic Directions 2015-2017 collaborative planning days and professional development enhances excellence in Learning, Teaching and Leading.

The school principal monitors and evaluates individual teacher's professional development requirements to determine where support and training are required. Professional Learning Plans are developed for staff with professional development matched to school priorities and teacher strengths, resulting in greater opportunities for staff to provide the best learning experience for students. Through this, a culture that includes instructional rounds to initiate and build conversations around classroom practice and teaching has been established. These are constantly matched against the Professional Standards for Teachers.

Leading

Crystal Creek Public School staff takes a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities within our Community of Schools.

The 'School Plan' has been developed to prepare the school for the future through collaborative decision making with teaching, support staff and the wider school community.

Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

Strategic Direction 1

Literacy

Purpose

To improve student learning and outcomes in Literacy through the development and delivery of consistent high quality teaching practice in all areas of English.

Overall summary of progress

In 2015, our school set about collecting robust evidence of student learning through the use of school based assessments, standardised assessments, NAPLAN and mapping individual students on the literacy continuum. This data was then used to differentiate teaching and learning experiences to ensure all students demonstrate progress in literacy.

The main focus areas for 2015, based on the combined analysis of NAPLAN data by our community of schools, were Spelling and Punctuation. Assessments indicate sound growth, however it is evident additional professional learning and resourcing will be needed to strengthen teacher capacity to use data effectively to further differentiate learning in classrooms.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
		\$3 500
NAPLAN trend data up to 2017	<p>Whole school approach to scope and sequencing, planning and assessing:</p> <ul style="list-style-type: none">• implementation of the K-10 Literacy continuum• students tracked on NSW Literacy continuum (for Comprehension and Writing)• analyse Community of Schools (CoS) NAPLAN results – WHS and Partner primary schools. <p>Combined School Development Day (SDD) to focus on:</p> <ul style="list-style-type: none">• CoS identified areas of Writing (especially spelling and punctuation) and comprehension.• analyse work samples for consistency plotting on continuum.• all staff to share best practice and successes <p>Build Staff capacity to collaboratively plan and differentiate programming and teaching in literacy:</p> <ul style="list-style-type: none">• staff analysis of school based literacy assessment data• teaching programs demonstrate differentiation as a result of assessment analysis. <p>Classroom observations to monitor and evaluate staff capacity to differentiate.</p>	\$2 500
NAPLAN student growth data Year 3 to Year 9	Develop staff understanding and quality teaching in Reading, Spelling, Vocabulary, Writing and Grammar strategies to support all students.	\$1 000

Next steps

The future directions for 2016 include a sustained focus on the School Excellence Framework, particularly the teaching elements, to ensure consistent tracking of evidence resulting in continued best practice. This will ensure the School Plan provides quality educational outcomes for all students.

- Strengthen teacher capacity to use data effectively to ensure an increased percentage of students demonstrate expected growth through developing effective classroom practices.
- Track students on the NSW Literacy continuum: ongoing for Comprehension and Writing and including Reading Texts and Aspects of Speaking.
- Implement strategies and programs designed to improve outcomes for indigenous students.

Strategic Direction 2

Numeracy

Purpose

To improve student learning and outcomes in numeracy through the development and delivery of consistent high quality teaching practice in all areas of mathematics.

Overall summary of progress

Teaching and learning across the school is driven by assessment data and differentiated to meet the needs of all students. Consistent and ongoing cooperative planning and review is strengthening staff capabilities and improving student engagement and achievement. NAPLAN data for small schools is statistically insignificant, but when reviewed as a CoS, including WHS, reveals that identified target areas are seeing improvement and student growth is achieved, especially in the critical middle years.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$1000
NAPLAN trend data up to 2017	<p>Whole school approach to scope and sequencing, planning and assessing:</p> <ul style="list-style-type: none">• scope and sequence planning with WHS Head Teacher Maths• CoS Collaboration with WHS Head Teacher Maths to share expertise across stages• analyse CoS NAPLAN results – WHS and Partner primary schools• Year 6 students participate in KLA Day at WHS. <p>Build Staff capacity to collaboratively plan and differentiate programming and teaching in numeracy:</p> <ul style="list-style-type: none">• all staff have professional learning in implementing Mathematics K-10 syllabus• classroom observations to monitor and evaluate staff capacity to differentiate.	\$1000

NAPLAN student growth data Year 3 to Year 9	Develop consistent assessment, planning, programming and teaching models from K-6: <ul style="list-style-type: none"> All staff programs reflect the differing needs and abilities of students through effective grouping. Students tracked on K-10 Numeracy continuum. 	\$0
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Next steps

- Continue to build on and improve staff capacity to collaboratively plan and differentiate programming and teaching in numeracy and create school-wide systems and structures which support differentiation.
- Continue to develop effective assessment, tracking and student analysis systems to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents.
- Extend CoS expertise and use of current technologies.
- Collect quantitative and qualitative data to gauge levels of student achievement.
- Implement strategies and programs designed to improve outcomes for indigenous students.

Strategic Direction 3

Engagement

Purpose

To enhance the engagement of students in the learning process to improve learning outcomes.

Overall summary of progress

Our continued Community of Schools focus on enhancing student engagement has had a significant positive impact on the transition from Year 6 to Year 7 for students across the CoS group. Year 7 NAPLAN results show a significant reduction in typical regression for this stage group. Anecdotal evidence also suggests that students from the CoS group are highly engaged and motivated when starting Year 7 at Wollumbin High school.

Students have enjoyed participating in activities with like students from the other small schools in the CoS group. These activities have provided students with experiences and opportunities that may not have been possible within the limitations of the small enrolment numbers of small schools.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	\$1050
Engagement plans and strategies embedded in routine business of schools in the group.	<p>Well organised and coordinated plans across CoS group to enhance engagement:</p> <ul style="list-style-type: none"> • two CoS principal meetings each term • CoS Professional Learning Plan • CoS Staff development days <p>Students regularly participating in a range of enriching activities across the CoS group, broadening their educational and cultural experiences and social interactions:</p> <ul style="list-style-type: none"> • Wollumbin High School transition activities • CoS Debating • Multicultural Day. 	\$1000
Staff, student, community responses recorded via surveys	<p>Detailed feedback used to design future directions in enhance engagement:</p> <ul style="list-style-type: none"> • For survey questions pertaining to 'School Planning' 94% of participants gave favourable responses. Likewise 91% for 'School Leadership'; 100% for 'School Culture'; 88% for 'Learning'; and 90% for 'School Management'. • Respondents also indicated that students returning to school after being absent sometimes have trouble with friends or feel isolated. 	\$50
Next steps		

- Continue to build on improved student engagement in Wollumbin High School transition programs and CoS group activities.
- Extend CoS group initiatives to include more cross school teacher collaboration within Stage groups.
- Develop Personalised Learning Plans (PLPs) for every student that includes student welfare and behavioural outcomes.
- Engage wider school communities in CoS group initiatives.
- Collect quantitative and qualitative data to gauge levels of student engagement.
- Implement strategies and programs designed to improve engagement for indigenous students.
- Enhance community awareness through website, newsletter etc.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
Aboriginal background funding	Strategic Direction 1,2,3 All students have an individual learning plan (ILP) and are making pleasing progress across the literacy and numeracy continuums. Additional programs targeting social skills have been utilized.	\$1026
English language proficiency funding	Strategic Direction 3 Communicating with parents and inviting them to meetings with students to develop ILPs and monitor progress.	\$0
Socio-economic funding	Strategic Direction 1 Provided Professional learning opportunities to further develop staff understanding and quality teaching in Reading, Spelling, Vocabulary, Writing and Grammar strategies to support all students. IEPs and PLPs developed and implemented for identified students. Additional reading resources purchased to support delivery of Literacy programs. Strategic Direction 3 School Learning Support Officer (SLSO) employed two days per week to support students with additional learning and behavioural needs. Students regularly participating in a range of enriching activities across the CoS group, broadening their educational and cultural experiences and social interactions.	\$38232
Low level adjustment for disability funding	Strategic Direction 3 School Learning Support Officer (SLSO) employed one day per week to support students with special needs. All students requiring adjustments and learning support are catered for within class programs.	\$7152

Other school focus areas	Impact achieved this year	Resources (annual)
Community of Schools (CoS) High School Transition	<p>Strategic Direction 1</p> <p>Collaboration with Wollumbin High School Head Teacher English to develop teaching strategies especially in Writing, Spelling and comprehension.</p> <p>Proactive professional learning teams across schools that are focused on using best evidence-based practice and data analysis to result in consistent quality teaching and achievement of Teacher Assessment Review Schedule (TARS) standards.</p> <p>Strategic Direction 2</p> <p>Collaboration with Wollumbin High School Head Teacher Maths to develop teaching strategies especially fractions, decimals, percentages, patterns and algebra and time; focusing on Place Value Aspect.</p> <p>Collaboration with Wollumbin Head Teacher Math to share expertise across stages especially in 'new' content moved from Stage 4 to Stage 3.</p> <p>CoS Principals met regularly to monitor, review and plan CoS projects.</p> <p>Strategic Direction 3</p> <p>Combined with other schools in the CoS group for special days and targeted programs to enhance motivation, transition, learning and social opportunities for students and to maximise resources, such as:</p> <ul style="list-style-type: none"> • multicultural programs • debating • NAIDOC activities • Griffith University tour • high school transition activities • creative arts day • leadership development - initially for Year 6, working towards building capacity throughout primary years. 	<p>\$2979</p>

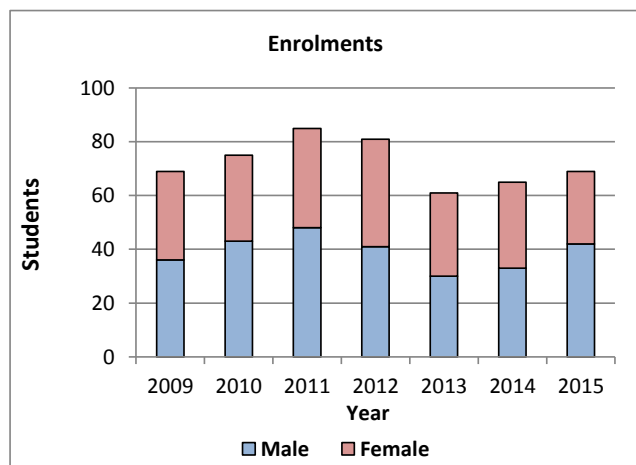
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Student Enrolment

Gender	2009	2010	2011	2012	2013	2014	2015
Male	36	43	48	41	30	33	42
Female	33	32	37	40	31	32	27



Student attendance profile

Student attendance continues to be a priority.

	Year	2010	2011	2012	2013	2014	2015
School	K	89.4	95.3	92.2	91.7	93.9	92.6
	1	92.9	94.1	88.7	93.8	93.5	92.6
	2	87.7	96.1	92.8	92.3	89.9	92.6
	3	87.5	91.9	90.8	92.5	94.6	93.3
	4	91.7	90.7	95.7	94.1	89.9	93.5
	5	85.9	93.4	89.3	88.6	97.5	89.3
	6	91.8	93.4	94.8	79.8	96.0	94.1
	Total	89.2	93.4	91.9	89.6	93.2	92.7
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Class sizes

Roll class	Year	Total in class	Total per year
K/1	K	12	18
	1	6	18
1/2/3	1	4	22
	2	6	22
	3	12	22
4 / 5 / 6	4	11	30
	5	8	30
	6	11	30

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	
Assistant Principal(s)	
Head Teacher(s)	
Classroom Teacher(s)	4
Teacher of Reading Recovery	
Learning and Support Teacher(s)	
Teacher Librarian	
Teacher of ESL	
School Counsellor	
School Administrative & Support Staff	2
Other positions	
Total	

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Aboriginal staff makes up 18% of the total workforce.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	100

Professional learning and teacher accreditation

All staff participated in weekly Professional Development sessions and undertook training to maintain currency of content knowledge and teaching practice, and mandatory knowledge about DoE requirements.

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary	30/11/2015
Income	\$
Balance brought forward	58534.53
Global funds	88814.08
Tied funds	84395.12
School & community sources	35335.03
Interest	2034.65
Trust receipts	5010.95
Canteen	0.00
Total income	274124.36
Expenditure	
Teaching & learning	
Key learning areas	13579.74
Excursions	9332.90
Extracurricular dissections	4797.69
Library	1637.00
Training & development	634.00
Tied funds	100350.67
Casual relief teachers	19038.42
Administration & office	36305.80
School-operated canteen	0.00
Utilities	10944.87
Maintenance	11039.69
Trust accounts	4580.39
Capital programs	0.00
Total expenditure	212241.17
Balance carried forward	61883.19

School Performance

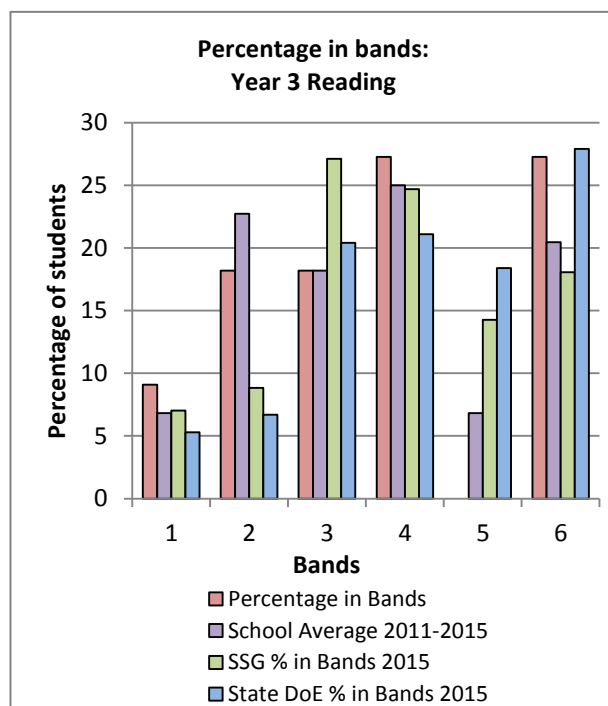
NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 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.

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

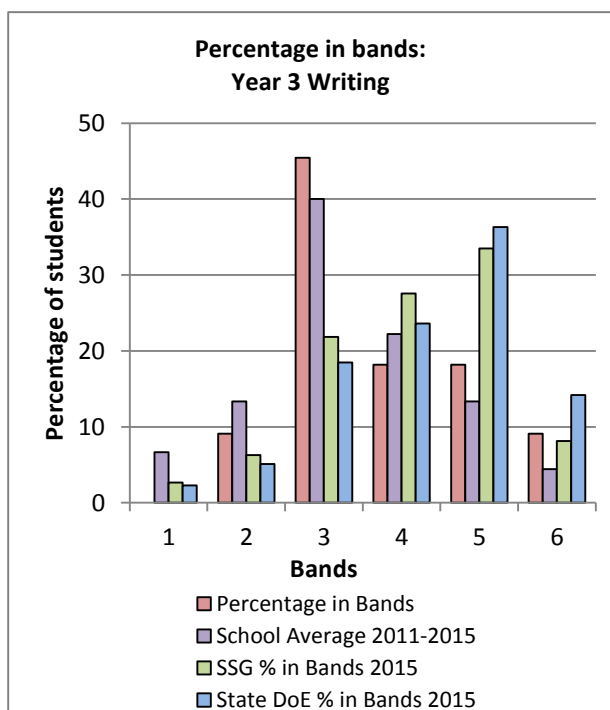
Year 3 NAPLAN Reading

Year 5 STAR ELA Reading						
Average score, 2015	School		SSG		State DoE	
	393.6		396.8		422.4	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	2	2	3	0	3
Percentage in Bands	9.1	18.2	18.2	27.3	0.0	27.3
School Average 2011-2015	6.8	22.7	18.2	25.0	6.8	20.5
SSG % in Bands 2015	7.0	8.8	27.1	24.7	14.3	18.1
State DoE % in Bands 2015	5.3	6.7	20.4	21.1	18.4	27.9



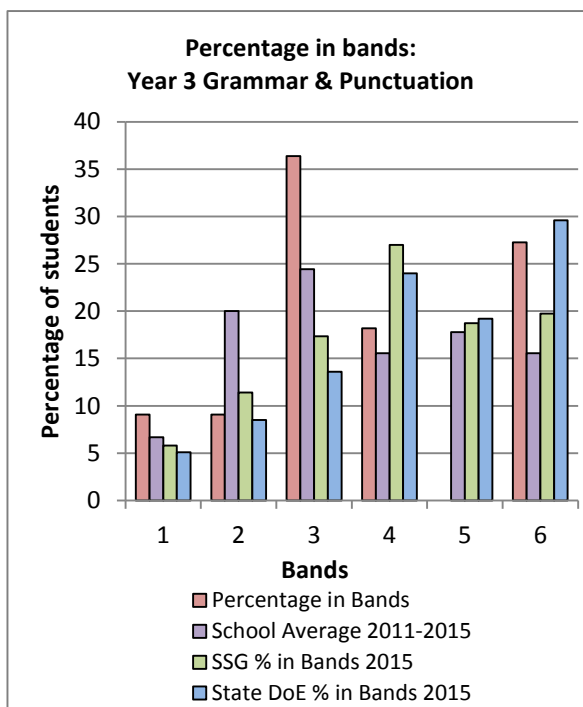
Year 3 NAPLAN Writing

Year 5 NAEP ELA Writing						
Average score, 2015	School		SSG		State DoE	
	390.0		404.6		417.1	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	1	5	2	2	1
Percentage in Bands	0.0	9.1	45.5	18.2	18.2	9.1
School Average 2011-2015	6.7	13.3	40.0	22.2	13.3	4.4
SSG % in Bands 2015	2.7	6.3	21.8	27.6	33.5	8.1
State DoE % in Bands 2015	2.3	5.1	18.5	23.6	36.3	14.2



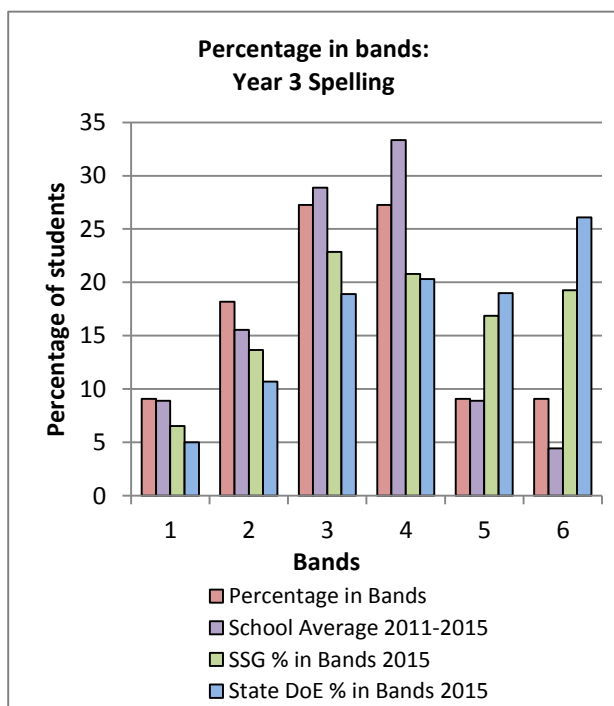
Year 3 NAPLAN Grammar and Punctuation

Year 5 NAEP ELA Grammar and Punctuation						
Average score, 2015	School	SSG		State DoE		
	389.6		408.0		431.7	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	1	4	2	0	3
Percentage in Bands	9.1	9.1	36.4	18.2	0.0	27.3
School Average 2011-2015	6.7	20.0	24.4	15.6	17.8	15.6
SSG % in Bands 2015	5.8	11.4	17.3	27.0	18.7	19.7
State DoE % in Bands 2015	5.1	8.5	13.6	24.0	19.2	29.6

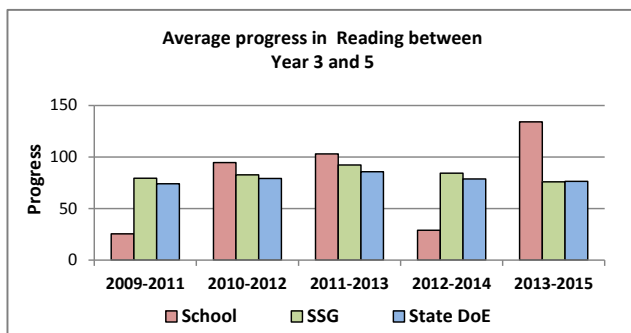


Year 3 NAPLAN Spelling

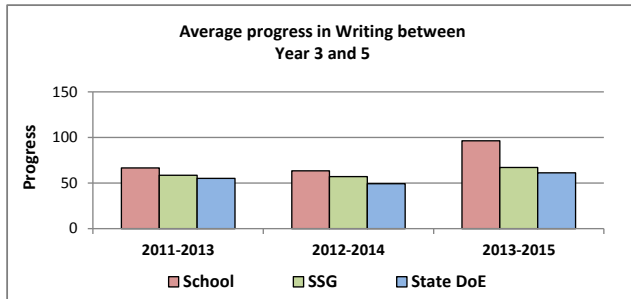
Year 5 STAR ELA Spelling						
Average score, 2015	School		SSG		State DoE	
	357.9		394.1		413.3	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	2	3	3	1	1
Percentage in Bands	9.1	18.2	27.3	27.3	9.1	9.1
School Average 2011-2015	8.9	15.6	28.9	33.3	8.9	4.4
SSG % in Bands 2015	6.5	13.7	22.9	20.8	16.9	19.3
State DoE % in Bands 2015	5.0	10.7	18.9	20.3	19.0	26.1



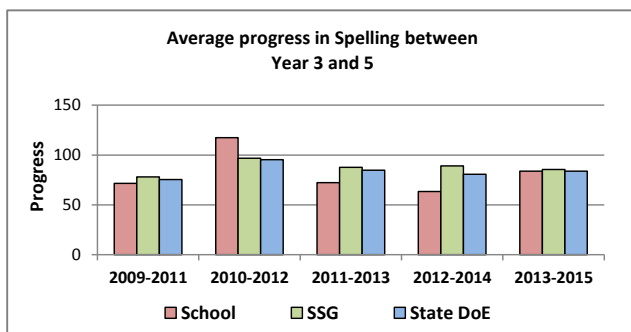
Average progress in Reading between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	25.4	94.5	103.0	28.9	134.0
SSG	79.4	82.6	92.3	84.3	75.8
State DoE	74.0	79.2	85.7	78.8	76.4



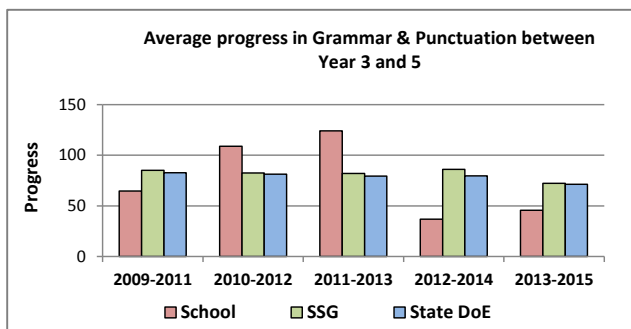
Average progress in Writing between Year 3 and 5*			
	2011-2013	2012-2014	2013-2015
School	66.5	63.5	96.3
SSG	58.5	57.2	67.1
State DoE	55.2	49.3	61.3



Average progress in Spelling between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	71.5	117.4	72.3	63.4	83.9
SSG	78.0	96.7	87.6	89.0	85.4
State DoE	75.4	95.4	84.9	80.6	83.9



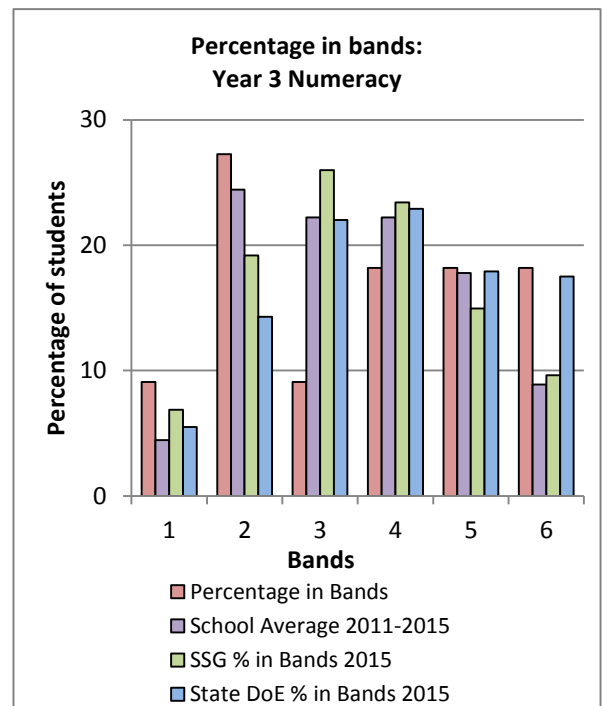
Average progress in Grammar & Punctuation between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	64.7	108.8	124.2	36.8	45.7
SSG	85.1	82.4	81.9	86.0	72.3
State DoE	82.7	81.3	79.4	79.5	71.2



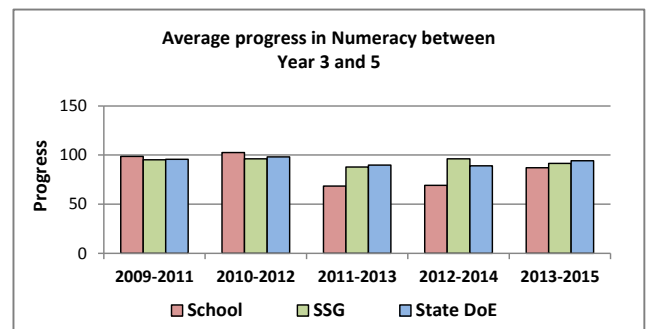
NAPLAN - Numeracy

Year 3 NAPLAN Numeracy

	School	SSG	State DoE			
Average score, 2015	379.4	375.0	395.9			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	3	1	2	2	2
Percentage in Bands	9.1	27.3	9.1	18.2	18.2	18.2
School Average 2011-2015	4.4	24.4	22.2	22.2	17.8	8.9
SSG % in Bands 2015	6.9	19.2	26.0	23.4	14.9	9.6
State DoE % in Bands 2015	5.5	14.3	22.0	22.9	17.9	17.5



Average progress in Numeracy between Year 3 and 5*					
	2009-2011	2010-2012	2011-2013	2012-2014	2013-2015
School	98.7	102.6	68.6	69.3	87.2
SSG	95.2	96.2	87.9	96.2	91.4
State DoE	95.8	98.2	89.7	89.1	94.1



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below:

- parents feel involved in the school planning process
- staff, parents and students are encouraged to take on leadership roles in the school
- parents are happy with and supportive of the positive school culture
- parents are well informed and happy with their child's learning
- parents and staff have trust and confidence in the management of the school.

Policy requirements

Aboriginal education

Aboriginal education is intertwined with teaching philosophies and programs at Crystal Creek Public School.

Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

Aboriginal artworks and resources are abundant in the school to enhance feelings of inclusion for Aboriginal students.

100% of Aboriginal students have Individual Education Plans developed and receive additional support.

Aboriginal perspectives are incorporated into Units of Inquiry.

Multicultural Education and Anti-racism

Crystal Creek Public School continues to promote multicultural education through a range of initiatives:

- Teachers recognize and respond to the diverse cultural needs of the school community.
- Students are presented with inclusive teaching practices which recognize and value the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are promoted.

- Teaching and learning programs support the particular learning needs of targeted students from culturally and linguistically diverse backgrounds.
- CoS Multicultural day promotes appreciation and understanding of different cultures.
- A staff member is currently trained as Anti-Racist Contact Officer. The school is committed to the elimination of racist discrimination through our school's curriculum, policies and working environment.