

Crystal Creek Public School Annual Report



2016



1690

Introduction

The Annual Report for **2016** 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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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.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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 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.

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 Girls Group 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 exist 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.

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For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

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

Quality teaching, assessment and the use of the K – 6 Literacy Continuum have been a key professional learning focus in 2016 to achieve this strategic direction. All teachers have been trained plotting students on the Literacy Continuum.

In 2016, our school continued to collect 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 2016, 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.

Learning and support team processes have been enhanced to monitor and plan student progress in literacy. This has enabled us to improve early identification and intervention to provide stronger, more focused support to individual students in partnership with their parents.

These initiatives are having a significant impact on student learning, particularly for groups in the early years of schooling.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|-----------------------------|----------------------------|
| NAPLAN trend data to 2017 | | |
| NAPLAN student growth data from Year 3 to Year 9 | | |

Next Steps

The future directions for 2017 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

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|-----------------------------|-------------------------------|
| NAPLAN trend data up to 2017 | | |
| NAPLAN student growth data Year 3 to Year 9 | | |

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

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|-----------------------------|-------------------------------|
| Staff, student, community responses recorded via surveys | | |
| Engagement plans and strategies embedded in routine business of schools in the group. | | |

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.

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 | Impact achieved this year | Resources (annual) |
|---|---------------------------|--------------------|
| Aboriginal background loading | | |
| English language proficiency | | |
| Low level adjustment for disability | | |
| Quality Teaching, Successful Students (QTSS) | | |
| Socio-economic background | | |
| Support for beginning teachers | | |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 30 | 33 | 42 | 51 |
| Girls | 31 | 32 | 27 | 39 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 91.7 | 93.9 | 92.6 | 92.8 |
| 1 | 93.8 | 93.5 | 92.6 | 91.1 |
| 2 | 92.3 | 89.9 | 92.6 | 87.4 |
| 3 | 92.5 | 94.6 | 93.3 | 93 |
| 4 | 94.1 | 89.9 | 93.5 | 90.5 |
| 5 | 88.6 | 97.5 | 89.3 | 94.1 |
| 6 | 79.8 | 96 | 94.1 | 90.8 |
| All Years | 89.6 | 93.2 | 92.7 | 91.4 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Management of non-attendance

Overall attendance for 2016 was satisfactory

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|------|
| Principal | 1 |
| Classroom Teacher(s) | 3.34 |
| Learning and Support Teacher(s) | 0.2 |
| Teacher Librarian | 0.2 |
| School Administration & Support Staff | 1.51 |
| Other Positions | 0.03 |

*Full Time Equivalent

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.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | |

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 (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

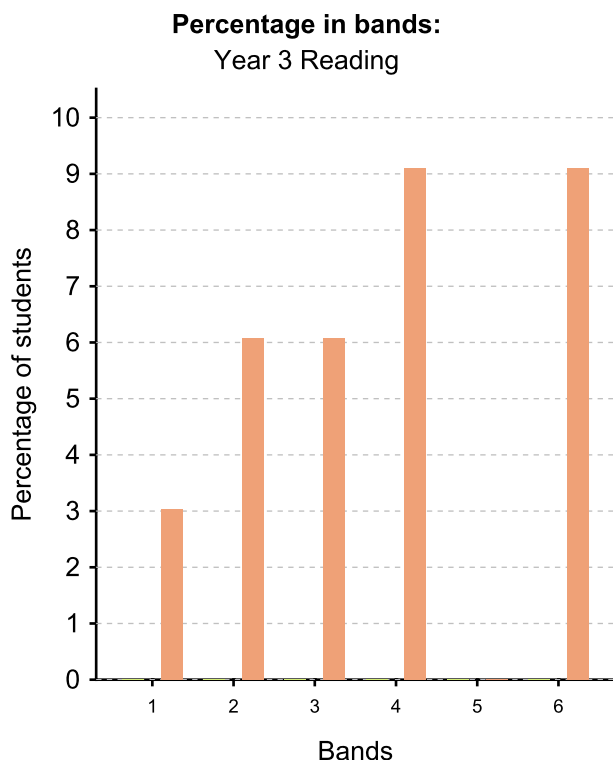
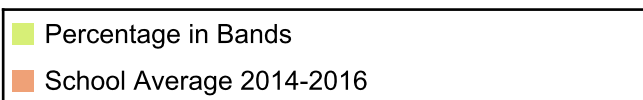
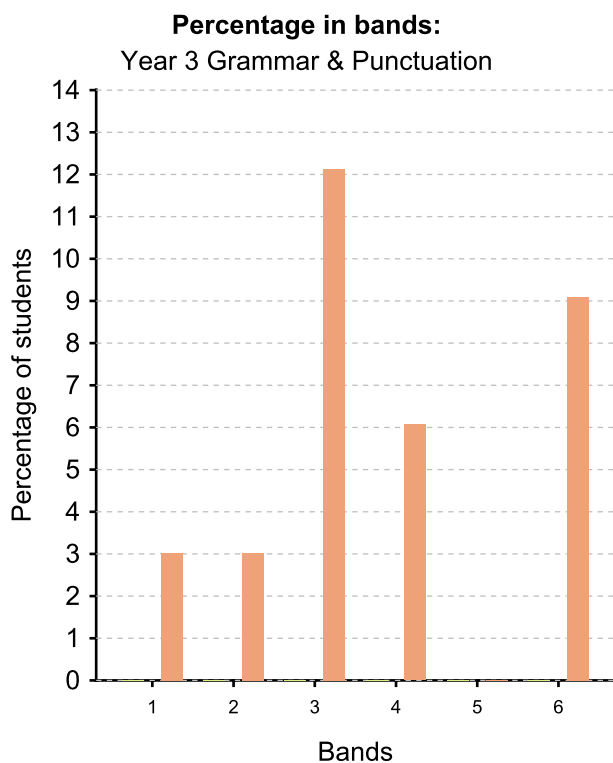
| Income | \$ |
|--------------------------------|------------------|
| Balance brought forward | 61 883.19 |
| Global funds | 102 990.77 |
| Tied funds | 134 345.24 |
| School & community sources | 26 920.34 |
| Interest | 1 855.41 |
| Trust receipts | 2 804.00 |
| Canteen | 0.00 |
| Total income | 0.00 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 3 982.29 |
| Excursions | 8 971.54 |
| Extracurricular dissections | 8 159.18 |
| Library | 1 035.09 |
| Training & development | 2 272.59 |
| Tied funds | 111 377.27 |
| Short term relief | 26 001.10 |
| Administration & office | 26 297.71 |
| School-operated canteen | 0.00 |
| Utilities | 12 570.18 |
| Maintenance | 10 960.06 |
| Trust accounts | 3 315.90 |
| Capital programs | 0.00 |
| Total expenditure | 0.00 |
| Balance carried forward | 0.00 |

A full copy of the school's 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.

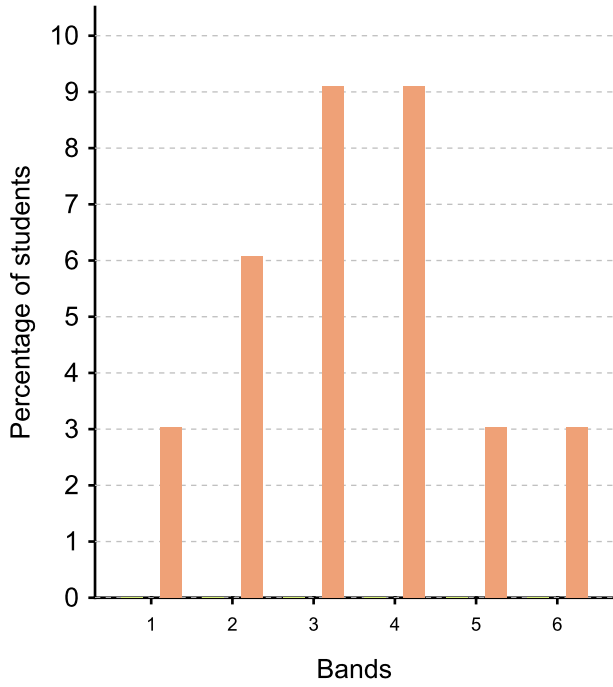
School performance

NAPLAN

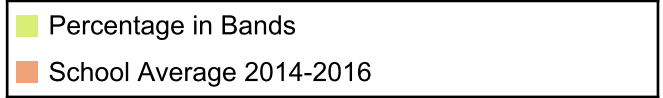
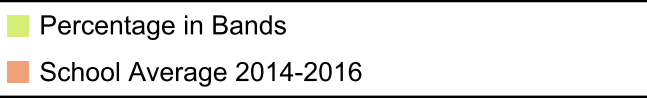
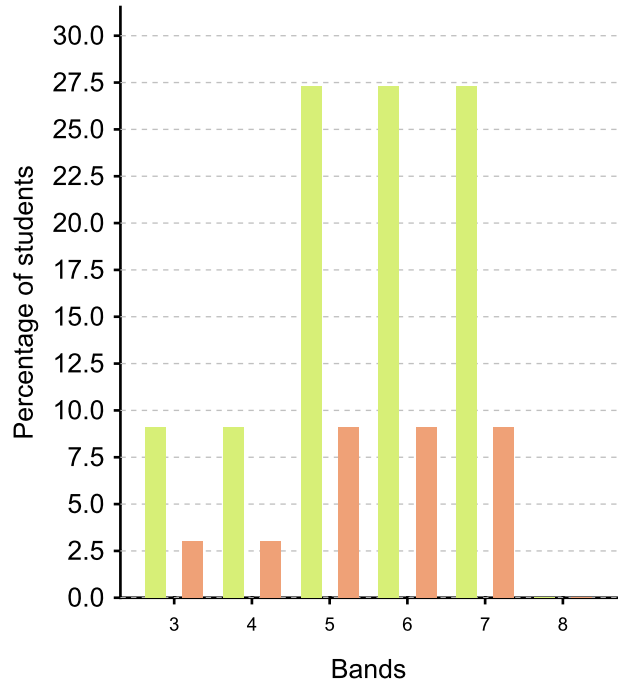
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



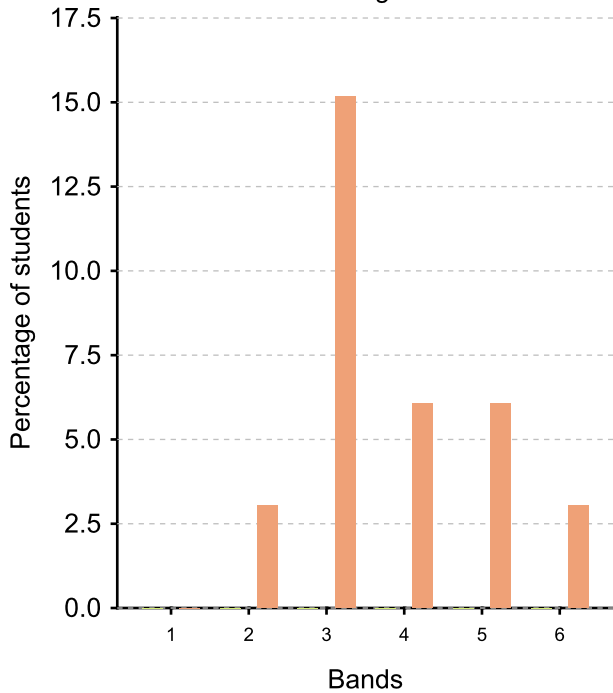
Percentage in bands:
Year 3 Spelling



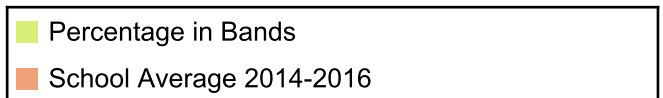
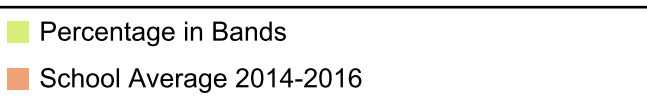
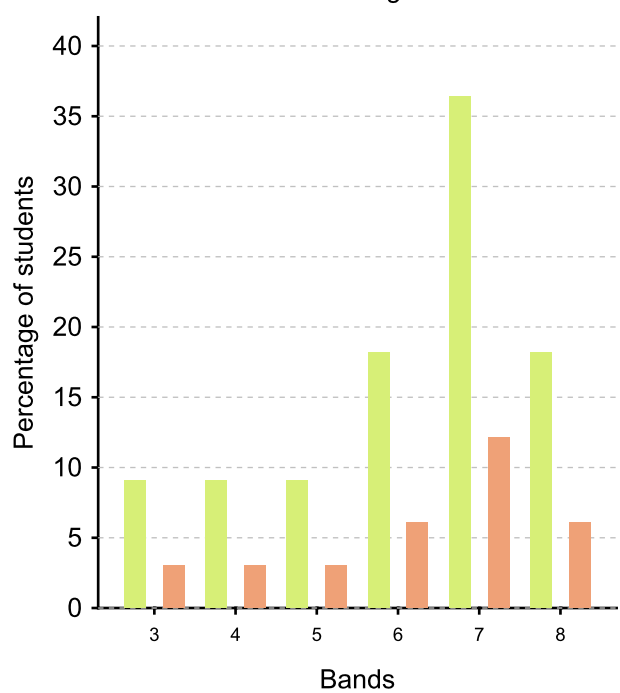
Percentage in bands:
Year 5 Grammar & Punctuation



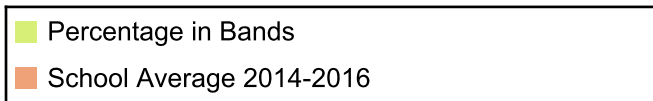
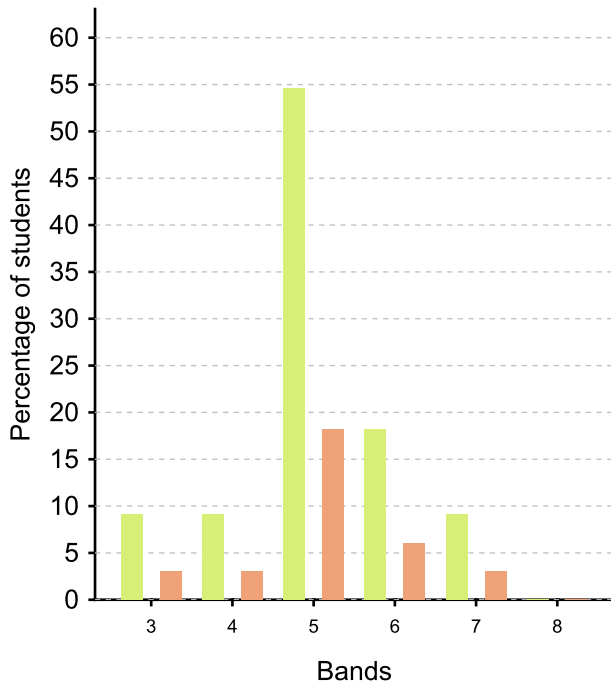
Percentage in bands:
Year 3 Writing



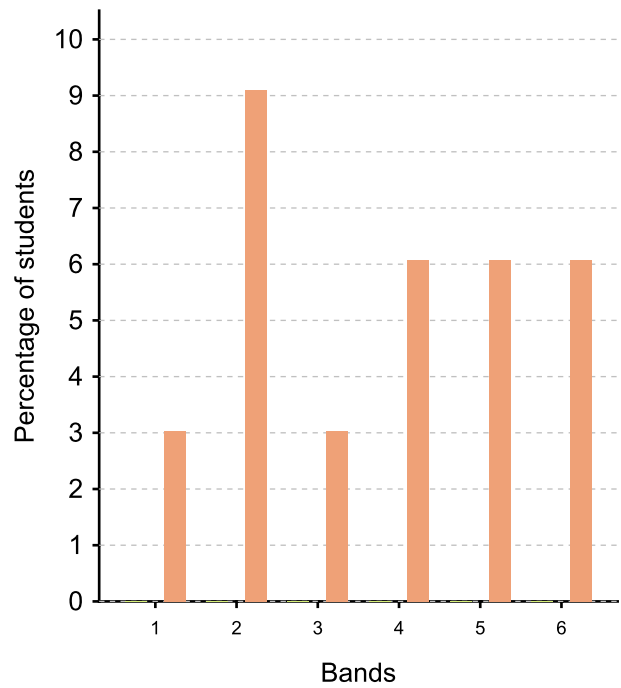
Percentage in bands:
Year 5 Reading



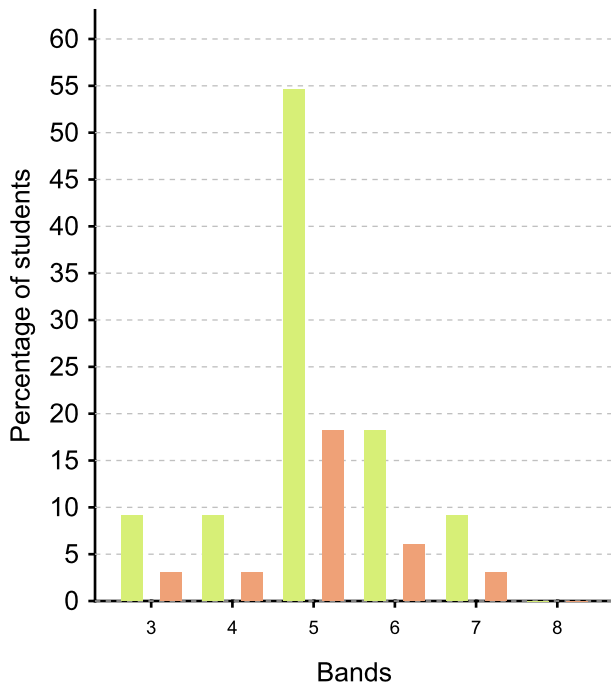
Percentage in bands:
Year 5 Spelling



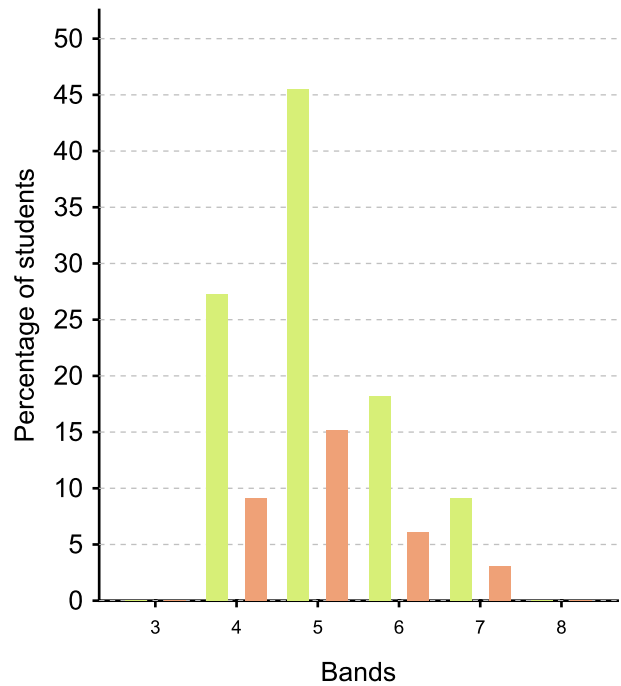
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

The NAPLAN results show improvements in average spelling and reading scores for Year 3 students over the last four years. Year 5 students have shown average growth in writing, grammar and punctuation.

Average numeracy scores Year 3 and Year 5 students have remained consistent over the last four years.

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 and anti-racism education

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.