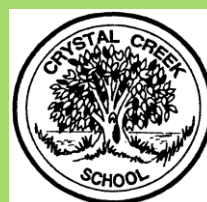


# Crystal Creek Public School Annual School Report 2014



## School context statement

Crystal Creek Primary School is a small country school ten kilometers from Murwillumbah on the NSW North Coast. Learning at Crystal Creek Primary School is built on a foundation of respect, integrity, kindness and community. Students enjoy a safe and caring environment in which to thrive.

## Messages

### Principal's Message

2014 has been an eventful year with exciting changes and achievements. The community, students and staff have continued to work together to enhance the safe and nurturing environment for our students with a focus on learning, respect, fun and kindness.

Community involvement is the keystone of our school. Students continually benefit from the tireless work of the Parent and Citizen's Association (P&C). The Canteen has done an outstanding job of providing the children with delicious and nutritious home cooked meals, often using produce from our own garden! Parents and community members have made a positive and significant impact to the culture of our school with programs such as the 'kids in the kitchen' (KIK) sustainable living garden, P&C, canteen, swimming scheme, special days, excursions and many more.

The opportunities for family involvement and fun seem endless. The students have thoroughly enjoyed the numerous special fun days throughout the year and it is wonderful to see more and more parents coming into the school.

We have seen many initiatives and programs come to fruition and the students are reaping the rewards. 'The Friendly Schools' social skills program continues to be an integral part of teaching and learning; Students have participated in the Crystal Creek Careers Market Day and Multicultural Day; School Representative Council (SRC) Representatives and School Captains attended the Impact Leadership Conference; and of course all students enjoyed the terrific lessons in 'Kids in The Kitchen'.

I would like to acknowledge our support staff Rebecca and Ian for cleaning and maintaining the school to such a high standard and being part of our team, teacher aide Vicki for her outstanding

work providing assistance to students and teachers and regularly going above and beyond her duty for the children. Our fantastic Office Manager Ann Pain deservedly retired June 2014. She will be missed for her kindness, patience and professionalism. We welcomed Sue Turner as our new Office Manager. Sue has taken on the huge role with gusto and has impressed everyone with her friendliness, efficiency and work ethic.

It's important that we take the time to consider how fortunate we are to have the teachers we do. Crystal Creek students benefit each day from the hard work, care and compassion of our teachers. Thank you Lynette Kane, Fallon Purkiss, Taneille McEwen and Kellie Jefferies for the impact they have had on the learning and well-being of our students.

*"It is amazing how much you can accomplish when it doesn't matter who gets the credit"*  
~Author Unknown

**Mr Brad Davis**

### P&C Message

What another big school year we've all had! I would like to thank all the dedicated parents who have given up their time and supported the P&C throughout the year.

The P&C at our small school is a very active and dedicated group who come together to raise funds and discuss matters for our children. Each year the money we raise is put to great use around our school and community.

During the year the P&C donated to community and charities – \$98 for Leukemia through Crazy Hair Day, \$358 to Mya Hurst and family which was \$300 from P&C funds and \$58 from Zebra day and \$300 for Royal Fire Services for their ongoing assistance to our fireworks night.

Our fundraising activities during the year were – Hot Cross bun drive raising \$340, Mother's Day tea towel painting was a fun day for the kids and raised \$112, Pie drive raised a yummy \$232, Father's Day rocky road making is a winner with everyone and raised \$158.

Our biggest event – fireworks night – raised \$6075.18. For a small school that is an amazing amount and comes down to the hard work of the P&C, school, community and families.

During the year we also gave \$80 for Anzac day flowers, \$231 for Year 6 shirts, and ongoing donations for the weekly canteen vouchers.

Our biggest investment this year was \$5000 for the art and music room – “the studio”. This is an excellent use of our funds and will benefit students for years to come. If you haven’t visited the studio then do make sure you pop your head in and see the inspiring space.

We also have an extra \$10,000 in a dedicated account waiting for a new project next year.

P&C would not be able to raise these valuable funds without the commitment from a core group of people, and the ongoing help of the school families and community.

We would like to thank Danielle for her role as canteen manager this year and also to Bec for taking over the role when Danielle had to step down due to family.

The committee is always open to new members, and to new ideas. Being part of the P&C you will find it to be a very rewarding experience. Members are able to have their say in where funds are allocated, as well as being part of the decision making process. Members are kept informed of what is happening in and around the school and are able to express their views within an open and friendly forum.

Please come along to any of our meetings – which are an informal friendly gathering where our main aim is what’s best for the students in our school.

Hope to see some new faces at our AGM or at any of our meetings next year.

**Eli Beck**  
**P&C President**

## **Student Representative’s Message**

### **SRC members of 2014:**

Ryan.S and Priya Year 6, Lachlan N Year 5, Ari M Year 4, Emily Year 3, James Year 2, and Bree Year 1.

### **Fire Works Fairy Floss Machine**

Crystal Creek annual Fireworks night was held on Saturday 21 June. All 2014 SRC members and parents did a wonderful job of running the fairy floss machine. This is a terrific fundraiser that the

SRC hold every year due to the high funds we raise and the enjoyment it brings.

SRC students proudly raised a substantial \$234.20.

### **Pizza and Pyjama Day**

HEY HEY! Pizza and Pyjama Day, the SRC invited all students and teachers to wear their pyjamas to school, to help raise money for our new Art and Music Studio.

During the day the students were lucky to enjoy a pizza lunch with their classmates.

SRC were very excited to have raised \$76, which went towards purchasing a range of art and craft supplies.

### **Loud Shirt Day**

Loud Shirt Day is a fun one day event that Crystal Creek SRC held. The day involved all students to wear their brightest clothes in the hope to raise funds to help give the gift of sound and speech to deaf children.

Whether the students wore fancy stripes, floral or polka dots, it was perfect for Loud Shirt Day. Crystal Creek SRC proudly dressed in their most outrageous outfit and happily raised \$65.00, which was donated to The Shepherd Centre.

### **Funky Hair Day**

The students raised \$220.55 for the Leukemia Foundation.

The children really showed their true colours and went crazy with their hair on March 14. It was great to see students, parents and teachers getting into the spirit of Funky Hair Day. Students were asked to get creative with their curls in return for a gold coin donation towards the World’s Greatest Shave! Prizes were awarded in the following categories: Biggest Hair - Elky, Craziest Hair – Ryan.G and Best Colouring - Max. Congratulations award winners!



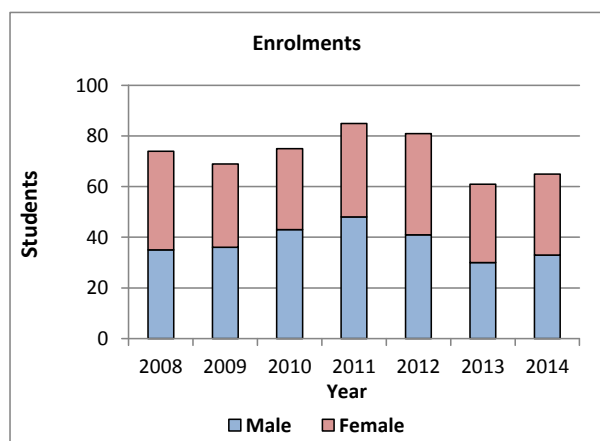
## Student information

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	2008	2009	2010	2011	2012	2013	2014
Male	35	36	43	48	41	30	33
Female	39	33	32	37	40	31	32



## Student attendance profile

Student attendance continues to be a priority.

Year		2009	2010	2011	2012	2013	2014
School	K	92.7	89.4	95.3	92.2	91.7	93.9
	1	92.1	92.9	94.1	88.7	93.8	93.5
	2	97.6	87.7	96.1	92.8	92.3	89.9
	3	95.8	87.5	91.9	90.8	92.5	94.6
	4	94.3	91.7	90.7	95.7	94.1	89.9
	5	96.5	85.9	93.4	89.3	88.6	97.5
	6	88.9	91.8	93.4	94.8	79.8	96.0
	Total	94.4	89.2	93.4	91.9	89.6	93.2
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

## Management of non-attendance

Parents/Carers are contacted by phone or letter if absences are not explained promptly and concerns regarding student attendance are raised with parents. The Home School Liaison Officer supports the school with individual cases.

## Workforce composition

Position	Number
Principal	1
Classroom Teacher(s)	2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.5
School Administrative & Support Staff	1.5
Total	5.5

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
Degree	100

## Professional learning and teacher accreditation

All fulltime temporary and permanent teachers have successfully maintained accreditation at Proficient Teacher level. Teachers took part in a range of professional learning opportunities throughout the year including:

- jump into the New K-6 Mathematics syllabus;
- writing workshops;
- peer lesson observations;
- prioritising Grammar;
- accidental Counsellor training;
- analysing PLAN Reports;
- school sports coaching and officials accreditation;
- Jolly Phonics and Jolly Grammar and
- DET AUSTSWIM Teacher training.

## Financial summary

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

Date of financial summary	30/11/2014
<b>Income</b>	<b>\$</b>
Balance brought forward	43615.64
Global funds	82685.23
Tied funds	109828.17
School & community sources	19681.70
Interest	2473.98
Trust receipts	2832.70
<b>Total income</b>	<b>261117.42</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	20677.29
Excursions	5563.70
Extracurricular dissections	9898.24
Library	1563.01
Tied funds	94175.88
Casual relief teachers	14425.07
Administration & office	32235.05
Utilities	15371.44
Maintenance	5320.33
Trust accounts	3352.88
<b>Total expenditure</b>	<b>202582.89</b>
<b>Balance carried forward</b>	<b>58534.53</b>

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

## Academic achievements

### 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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

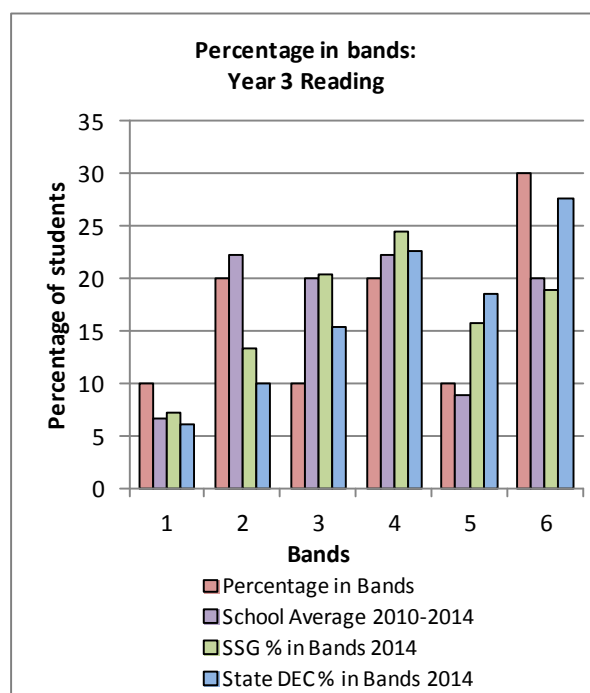
The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *Find a school* and select *GO* to access the school data.

## NAPLAN Year 3 – Literacy

### Year 3 NAPLAN Reading

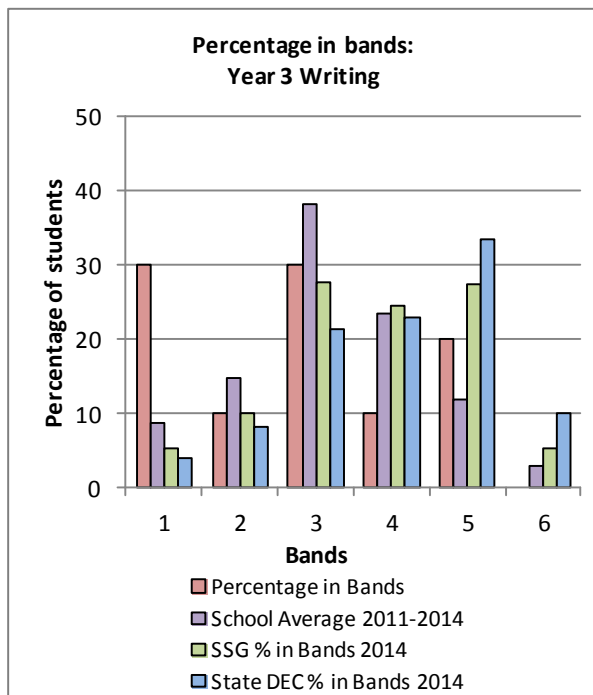
Year 5 STAR Math Reading						
Average score, 2014	School		SSG		State DEC	
	405.3		394.2		416.3	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	2	1	2	1	3
Percentage in Bands	10.0	20.0	10.0	20.0	10.0	30.0
School Average 2010-2014	6.7	22.2	20.0	22.2	8.9	20.0
SSG % in Bands 2014	7.2	13.4	20.5	24.5	15.7	18.8
State DEC % in Bands 2014	6.1	9.9	15.3	22.6	18.5	27.6





### Year 3 NAPLAN Writing

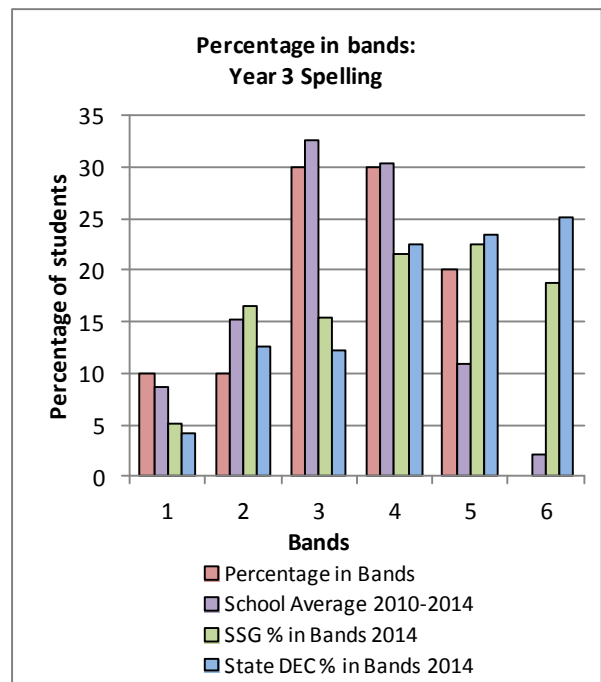
Average score, 2014	School	SSG	State DEC			
	323.9	384.9	401.5			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	3	1	3	1	2	0
Percentage in Bands	30.0	10.0	30.0	10.0	20.0	0.0
School Average 2011-2014	8.8	14.7	38.2	23.5	11.8	2.9
SSG % in Bands 2014	5.2	10.1	27.6	24.5	27.3	5.2
State DEC % in Bands 2014	4.1	8.3	21.3	22.8	33.3	10.1



**Note:** School averages for Writing are based on years 2011-2014 results.

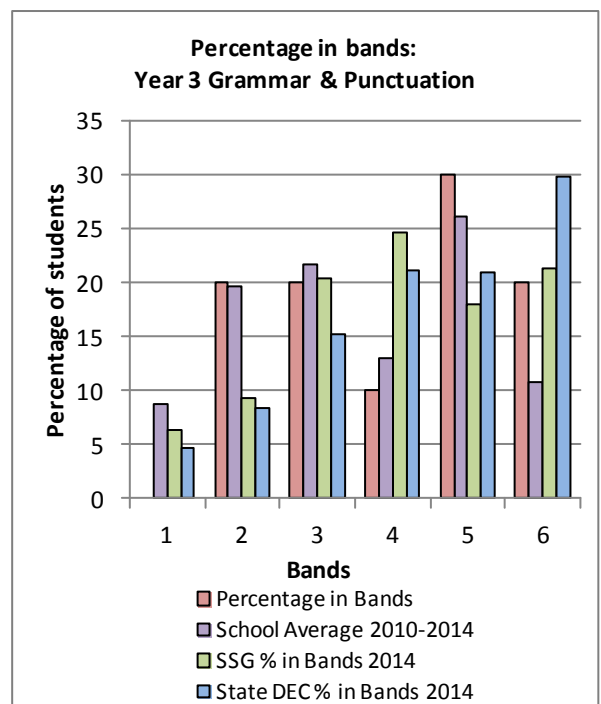
### Year 3 NAPLAN Spelling

Year 2014 - Developing						
Average score, 2014	School		SSG		State DEC	
	376.3		401.7		418.8	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	1	1	3	3	2	0
Percentage in Bands	10.0	10.0	30.0	30.0	20.0	0.0
School Average 2010-2014	8.7	15.2	32.6	30.4	10.9	2.2
SSG % in Bands 2014	5.1	16.5	15.4	21.5	22.6	18.8
State DEC % in Bands 2014	4.2	12.6	12.2	22.5	23.4	25.2



### Year 3 NAPLAN Grammar and Punctuation

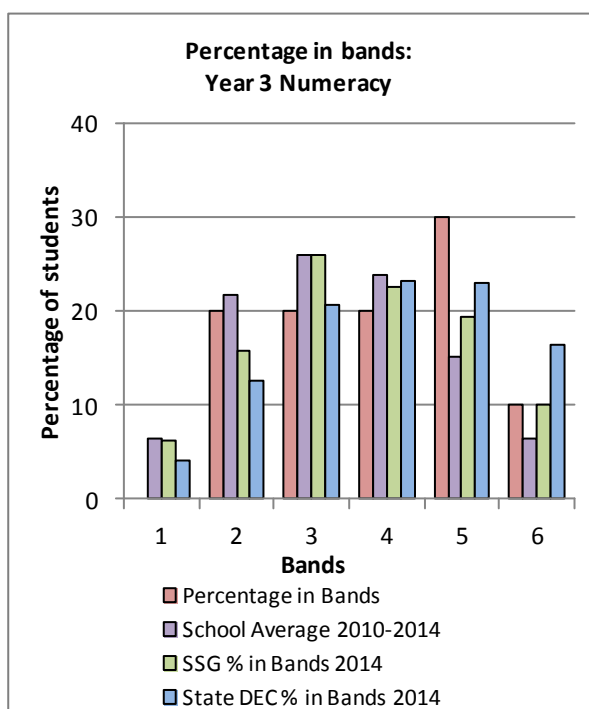
Year 6 State Exam: Grammar and Punctuation						
	School		SSG		State DEC	
Average score, 2014	403.1		403.9		427.1	
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	2	2	1	3	2
Percentage in Bands	0.0	20.0	20.0	10.0	30.0	20.0
School Average 2010-2014	8.7	19.6	21.7	13.0	26.1	10.9
SSG % in Bands 2014	6.4	9.3	20.4	24.7	17.9	21.4
State DEC % in Bands 2014	4.7	8.3	15.3	21.1	20.9	29.7



## NAPLAN Year 3 – Numeracy

### Year 3 NAPLAN Numeracy

	School	S	S	S	S	S
Average score, 2014	394.5	380.7	401.6			
Skill Band Distribution						
Band	1	2	3	4	5	6
Number in Bands	0	2	2	2	3	1
Percentage in Bands	0.0	20.0	20.0	20.0	30.0	10.0
School Average 2010-2014	6.5	21.7	26.1	23.9	15.2	6.5
S	6.3	15.7	25.9	22.6	19.5	10.0
State DEC % in Bands 2014	4.1	12.6	20.7	23.2	23.0	16.4



## NAPLAN Year 5 - Literacy

### Year 5 NAPLAN Reading

	School	S	S	S	S	S
Average score, 2014	443.3	468.3	497.3			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	2	1	3	0	0
Percentage in Bands	14.3	28.6	14.3	42.9	0.0	0.0
School Average 2010-2014	7.4	20.4	24.1	25.9	14.8	7.4
S	10.5	19.9	26.9	23.7	12.5	6.5
State DEC % in Bands 2014	6.8	14.3	22.1	24.7	16.7	15.4

### Year 5 NAPLAN Writing

	School	S	S	S	S	S
Average score, 2014	449.6	450.2	467.1			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	0	7	0	0	0
Percentage in Bands	0.0	0.0	100.0	0.0	0.0	0.0
School Average 2011-2014	7.5	15.0	42.5	25.0	7.5	2.5
S	13.2	13.9	44.2	20.4	6.6	1.7
State DEC % in Bands 2014	9.8	11.2	37.2	26.1	10.7	4.9

**Note:** School averages for Writing are based on years 2011-2014 results.

### Year 5 NAPLAN Spelling

	School	S	S	S	S	S
Average score, 2014	464.6	481.7	502.7			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	1	4	1	1	0
Percentage in Bands	0.0	14.3	57.1	14.3	14.3	0.0
School Average 2010-2014	9.3	22.2	33.3	27.8	1.9	5.6
S	8.7	10.5	24.8	25.7	23.5	6.8
State DEC % in Bands 2014	6.3	9.0	19.0	24.6	26.5	14.5

### Year 5 NAPLAN Grammar and Punctuation

	School	S	S	S	S	S
Average score, 2014	457.9	476.2	504.7			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	1	0	3	3	0	0
Percentage in Bands	14.3	0.0	42.9	42.9	0.0	0.0
School Average 2010-2014	13.0	20.4	22.2	31.5	5.6	7.4
S	10.7	17.2	22.6	20.9	16.5	12.1
State DEC % in Bands 2014	7.1	12.5	18.4	20.8	20.2	21.0

## NAPLAN Year 5 - Numeracy

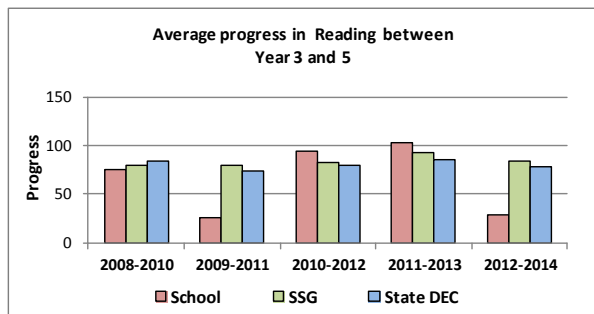
### Year 5 NAPLAN Numeracy

	School	S	S	S	S	S
Average score, 2014	472.6	461.4	488.5			
Skill Band Distribution						
Band	3	4	5	6	7	8
Number in Bands	0	0	5	1	1	0
Percentage in Bands	0.0	0.0	71.4	14.3	14.3	0.0
School Average 2010-2014	5.7	20.8	37.7	24.5	7.6	3.8
S	10.4	22.1	26.1	26.9	10.0	4.5
State DEC % in Bands 2014	6.4	15.7	23.5	27.8	13.5	13.0

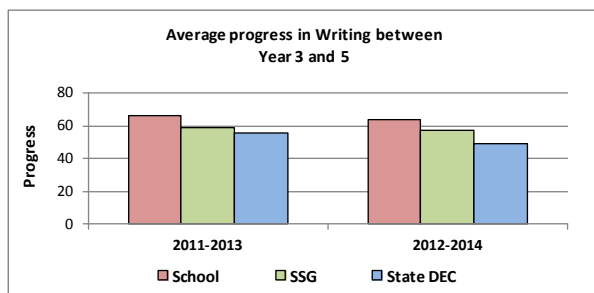
## AVERAGE PROGRESS

\* Average progress data is for matched students from within the school.

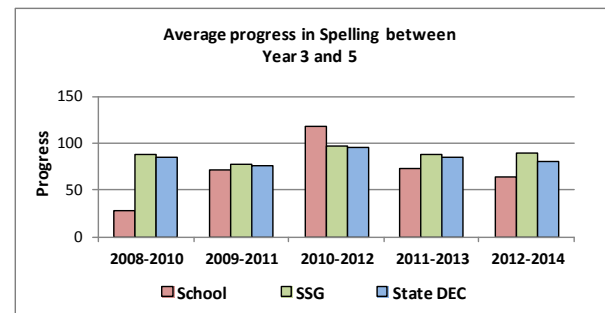
Average progress in Reading between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	75.4	25.4	94.5	103.0	28.9
SSG	80.5	79.4	82.6	92.3	84.3
State DEC	83.7	74.0	79.2	85.7	78.8



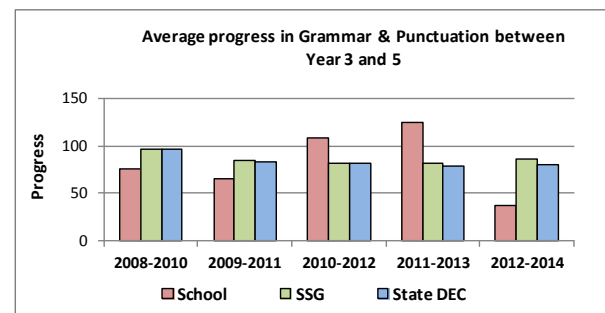
Average progress in Writing between Year 3 and 5*		
	2011-2013	2012-2014
School	66.5	63.5
SSG	58.5	57.2
State DEC	55.2	49.3



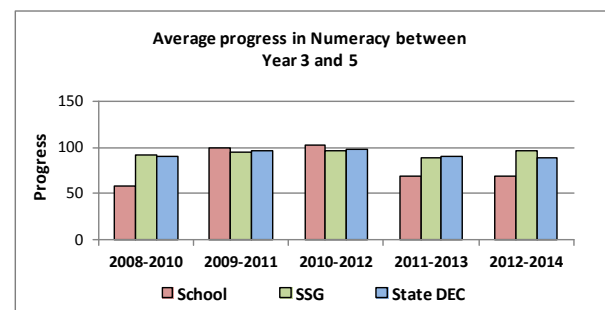
Average progress in Spelling between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	27.8	71.5	117.4	72.3	63.4
SSG	88.4	78.0	96.7	87.6	89.0
State DEC	84.5	75.4	95.4	84.9	80.6



Average progress in Grammar & Punctuation between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	76.4	64.7	108.8	124.2	36.8
SSG	96.3	85.1	82.4	81.9	86.0
State DEC	96.6	82.7	81.3	79.4	79.5



Average progress in Numeracy between Year 3 and 5*					
	2008-2010	2009-2011	2010-2012	2011-2013	2012-2014
School	58.2	98.7	102.6	68.6	69.3
SSG	91.3	95.2	96.2	87.9	96.2
State DEC	89.6	95.8	98.2	89.7	89.1





## Minimum Standards Data

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	90.0
Writing	70.0
Spelling	90.0
Grammar & Punctuation	100.0
Numeracy	100.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	75.0
Writing	87.5
Spelling	87.5
Grammar & Punctuation	75.0
Numeracy	87.5

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	90.0
Writing	70.0
Spelling	90.0
Grammar & Punctuation	100.0
Numeracy	100.0

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	85.7
Writing	100.0
Spelling	100.0
Grammar & Punctuation	85.7
Numeracy	100.0

As an indication, the no. of students exempt for Year 3 Reading are:	0
As an indication, the no. of students exempt for Year 5 Reading are:	1

## Other achievements

### Sport

2014 was a successful year in sport for Crystal Creek Public School (CCPS). Sportsmanship and talent was outstanding and something for all students to be very proud of.

Firstly we saw Crystal Creek's finest swimmers representing our school with pride at the Small Schools Swimming Carnival. Ryan.S winning senior age champion and Joseph.F winning junior age champion. Ryven, Joseph.F, Jye and Ryan.S all progressed onto district. Joseph.F and Ryan.S were outstanding on the day, swimming many personal best times and moving onto zone level. Ryan.S competed at regional level in 4 different events. Congratulations boys, great effort.



Cross Country was held at our school. From sub-juniors to seniors, all students encouraged one another to the finish line. At district level, CCPS had many students participate, including; Lachlan, Jye, Ryan.M, Joseph.F, Max.Mc, Ryan.S, Jordan, Ben, Priya, Joel, Zac, Jimmy, Jayden, Lilly and Emma. Congratulations to Priya for her outstanding 9th place, progressing onto zone level.

In the Small Schools Athletics Carnival we had four students crowned age champions: Jye 2nd and Lachlan 3rd in the 11 years boys, Jordan 2nd in 11 years girls and Joseph.F 3rd in juniors, a magnificent effort by all. A total of eleven students went onto represent small schools at the district carnival. Many students did personal best times and all showed great sportsmanship.

At district athletics carnival Jye came 1st in 11 years age championship. Joseph.F, Ryven and Jye were selected to represent Small Schools Relay teams. These athletes went onto zone championships, in



both junior and senior relay teams finishing 4th. Other students progressing onto zone were Ryan.M (discus), Jordan (shot put), Joseph.F (discus, relay) and Jye (100m, 200m, Long Jump, relay).



CCPS fielded three teams for the annual Touch Football Gala Day, senior girls, senior boys and junior boys. The junior boys again won all of their games.

Our Small Schools Ball Games were held at Tyalgum PS. It was a perfect day with nearly all of Crystal Creek students turning up to represent our school with pride.

The junior and senior tug a war teams fought a hard battle coming in 3rd in both divisions. The students enjoyed a day of many sports, including: captain ball, bob ball, tunnel ball and over and unders. The sub juniors also enjoyed a day of fun activities, including; hoola hoops, dancing, balance beams and many more events.

Student's physical fitness, sportsmanship, and general appreciation of physical activity have greatly improved throughout the year. We held PE classes 3 days a week with one hour of sport on Friday's. Students went from learning the basics of running, jumping, throwing through to playing tee ball, softball and touch football. It is clear to see through our overall results that our students are clearly benefiting from the programs implemented at school.

### **Australian Mathematics Competition**

Thirteen students from Crystal Creek Public School participated in the Australian Mathematics Competition. Out of those thirteen students, three received a credit (top 50%), seven were awarded with proficiency and three were given a participation certificate.

We are very proud of all the students who entered the competition. Next year, the mathematics competition will only be undertaken by students in our mathematics extension group.

We will also be using the additional teaching resources that we have purchased from The Australian Mathematics Trust to assist those students in improving their understanding and competence in mathematics. Well done to all those who participated!

### **Short Story and Poetry Competition**

In Term 3, a number of our students entered the national Write4fun short story and poetry competition. There were 12,000 entries statewide from students in both primary and high school.

Our little school was extremely impressed to have six of our students make it through to the second round of judging and presented with an achievement award. Congratulations to Max M, Ari, Bella, Jye, Priya and Violet who are very talented writers.

These students were also offered the amazing opportunity to have their work published in a book titled *The Text Generation*.

Next year we will continue to participate in the Write4fun competitions. We will also encourage our students to enter other writing competitions such as the Dorothea Mackellar Poetry Awards.

Congratulations to our amazing authors!

### **Public Speaking**

Our school held The Crystal Creek Public Speaking Competition. The theme for the competition was better thinking, talking and listening, however the topic was also allowed to be of the students' own choice.

Students first presented a speech in class and were assessed by their teachers. The teachers all used an adjudication proforma to ensure that a consistent judgment was made across the school.

Two students from each stage were then selected to compete against their peers at the Crystal Creek Public Speaking Competition. Students delivered their speeches in front of a captivated audience consisting of students, teachers, parents/ caregivers and special guests.

The overall champions were Mishi (Stage One), Arie (Stage Two) and Kiana (Stage Three).

These students then represented CCPS at the Far North Coast Public Speaking Competition at Banora Point Public School.

Congratulations to all those students who participated in our Public Speaking Competition. The students all displayed outstanding public speaking skills, which made it very difficult for the judges to choose the overall winners. Well done to our phenomenal public speakers.

## 4/5/6 Pottsville Camp

The Pottsville camp for years 4/5/6 was held in Term 2. Students camped at the Environmental Centre.

All students had to set up their own tents. The days were jam packed with exciting things to do.

On our first day we walked to Hastings Point Headland for the Rocky Shore Eco Search. This involved searching the rocks along the headland for different types of sea creatures. Students were able to touch and feel the slimy creatures of the sea. Some creatures even sprayed purple dye. The first night students, teachers and parents enjoyed a movie and games night.



Early the next morning we walked along the beach to Hasting Point Museum Discovery Investigations. Here we learnt about the bio-diversity and life science themes through a microscopic world. It was fascinating to find out about the principles of ecology, habitat selection, climate change and human impacts on coastal ecosystems.

Night two welcomed all students to join into the Talent Quest. You had to be there! Our last day was voted the best by all students; High Tide Mangrove Kayak Adventure. We kayaked through the mangroves, learning valuable information along the way.

## Macadamia Castle Excursion

Term 2, Kindergarten to Year 3 enjoyed a day out to Macadamia Castle. On arrival we were greeted by the Head Keeper. She showed us a variety of native animals and their unique characteristics. We had the macro pod and emu experience and went to the rabbit petting section. After lunch we walked through the Aviary Birds, visited the reptiles, visited and fed the farmyard animals. The train ride was a big hit with the students and parents. We all enjoyed hand feeding the kangaroos and playing on the massive playground

## Easter Hat Workshop

To celebrate Easter students had the opportunity to participate in an Easter Hat making Workshop. The students worked in the art room with Miss Jefferies to create some fantastic hat designs from various materials such as pom poms, pipe cleaners, paint, glitter and cardboard.

After the workshop, students were able to showcase their creativity in a Whole School Easter Hat Parade in front of parents, teachers and peers. This was a fantastic opportunity for students to celebrate Easter through creativity.

## Book Fair

We celebrated Book Fair during Education Week. The students participated in a number of fun and engaging literacy activities within our school.

The first part of the morning consisted of open classrooms, where parents and caregivers observed their child during a literacy session. After that, the students enthusiastically participated in the Book Fair Costume Parade. The Book Fair Theme for 2014 was Book Fair Garden and students came to school dressed as something from a garden e.g. gnome, ladybird, bee, spider, pets and snakes. Some students also dressed up as their favourite book character and we even had our very own Harry Potter, Little Red Riding Hood, Angelina Ballerina, Shrek and Tinker Bell! At the Book Fair Parade, we also had a special visit from our big red friend, Clifford the dog!

Once the parade was finished, we held a peer reading session. Students from Kindergarten to Year 6 were split into groups and were allocated a quiet space to read. The students were encouraged to bring along their favourite story book and read it to their group. Parents and caregivers were also invited to join in the fun and some brought in their favourite childhood story book to read to groups of students.





## Significant programs and initiatives – policy

### Multicultural anti-racism and education

This was our first Community of Schools Multicultural Day. It was held at Dungay Public School.

The students and teachers spent Term 3 learning about a country or place of study. K/1 learned about Hawaii, 1/2/3 studied Japan and 4/5/6 explored Madagascar.

The Multicultural Day kicked off with a parade of nations, in which every class from each school paraded wearing traditional dress or something that indicated their chosen country. During the parade, the students read out five interesting facts about their country. After the parade, K/1 gave a very cute performance involving a hula dance and surfing moves.

Once the performances were finished the student's then rotated through a variety of multicultural activities such as origami and cultural art. To celebrate the wonderful event, the students were then able to purchase a number of dishes from around the world. K/1 made pineapple shaved ice, 1/2/3 made sushi and 4/5/6 made a traditional rice and beef dish.

It was an excellent event and one that we will continue to participate in next year. Thank you to our lovely mums Danielle and Bec for helping with making the food. Thanks also to Abigail and Sarah for running the snow cone machine.

### Aboriginal education

National Aboriginal Islander Day of Celebrations (NAIDOC) were held in Term 3. Our seniors delivered a speech in regards to the significance of the day. Students worked in groups, rotating through different Aboriginal activities.

Those activities included: Storytelling with Ms Purkiss, Aboriginal Artifacts with Mr Kane, Aboriginal art with Ms McEwan and Indigenous Sport with Mrs Kane.



## Significant programs and initiatives – equity funding

### Low level adjustment for disability

Personalising learning and support programs for students with learning and support needs has improved learning outcomes for these students. Parents have been part of a continuing consultative process to determine ways in which our programs might best meet the students' needs.

Students with additional learning needs have also benefitted from quality teacher aide support, enabling them to access the curriculum in a more meaningful and productive way.

### Friendly Schools

Schools throughout Australia and worldwide are increasingly recognising the need to address bullying, resilience, social skills and self-esteem.

Our school has been implementing the *Friendly Schools & Families* Program since 2010. This program is based on six years of rigorous scientific research with over 6000 school students, their parents and teachers.

It is one of a few evidence-based programs designed to improve social skills and reduce bullying in Australian schools. The aim of the program is to help schools and parents prevent bullying.

This included a review of our school bullying policy, introduction of activities to prevent or reduce bullying, strategies to help students cope with bullying and the development of social skills and resiliency factors. Students participate in Friendly Schools lessons every Wednesday.

Some of the goals that we have achieved include:

- Providing all students with opportunities to develop and practise getting along with other children through classroom learning activities.
- Creating a more positive social environment within our school which actively discourages bullying.
- Continuing to encourage all staff, students and parents to treat all school community members with respect and tolerance.

## Live Life Well

Our school has been implementing the Live Life Well @ School program to take a whole of school approach to the nutrition and physical activity of our children. This has included:

### School Community Partnerships:

- encouraging active transport;
- the school newsletter promotes healthy eating, physical activity and limiting small screen recreation;
- fundraising is healthy or neutral; and
- parents and/ or local sports groups are invited to participate in healthy food preparation or sports events.

### School Ethos and Environment:

- school has promoted nutrition campaigns such as “Fruit & Veg Month”, “Crunch & Sip®” or “Go for 2 & 5”;
- there is an edible garden and playground markings are in place;
- sports equipment is available at recess and lunch; and
- healthy food is provided at school functions.

### Teaching and Learning:

- students learn about healthy eating and physical activity;
- students participate in hands on nutrition learning experiences;
- food or Physical Education (PE) related topics are linked across the Key Learning Areas (KLAs) or canteen;
- students are involved in 120 minutes of physical activity a week ; and

It’s a good way of letting your school community understand one of the many additional areas the school undertakes to improve children’s health through education.

## Careers Day

Our second Careers Market Day was held, which is now part of the Career Education Program ASPIRE.

Students in Year 5 and 6 from Chillingham Public School, Condong Public School, Crabbes Creek Public School, Dungay Public School, Duranbah Public School, Stokers Siding Public School, Tumbulgum Public School, Tyalgum Public School and Uki Public School attended the innovative event. Students and staff from Wollumbin High School (WHS) and Murwillumbah High School (MHS) also came to the big day.

The first part of the day consisted of an information session for Stage Three students and their parents. Guest speakers and representatives from Tweed Shire Council, TAFE, Nortec Employment and Training, Griffith University, Southern Cross University, First Sun Employment and Department of Human Services spoke to the students about career aspirations, goal setting and parents as career coaches.

After the information session, students were given the opportunity to try-a-trade. During this session, students got to participate in hands-on, fun and interactive activities with people from our local community and businesses. They also got to talk to a doctor, pilot, physiotherapist, police officer, ambulance officer, firefighter, accountant, real estate agent, horticulturalist, travel agent, chef, hairdresser and many more people with inspirational careers.

### Kids in the Kitchen (KIK)



KIK students were asked to donate \$10.00 each, towards funding the costs of running the four week program in Term 2 and Term 3. Thank you to Monique, Renae and other volunteer parents for your continued support in providing Food Handling and Preparation Skills to the

students.

If it wasn't for the parents volunteering their own time our students wouldn't be able to experience these lessons. They were challenged to new tastes and had a lot of fun at the same time.

## Food Revolution Day

Our school joined nearly 240,000 participants (in over 130 countries) in Jamie Oliver's Food Revolution Day. This was a wonderful event that was promoted by one of our school's P&C members Ellie Beck.



Local farmers also helped out with the day and donated a range of produce that was used in the recipes. We also used fresh produce from our very own veggie garden. On the day students, parents and

teachers all worked together to create a mouth-watering meal in which everyone sat together and ate.

Students in one class prepared the entrée, while another class created the main meal and another class whipped up desert. Overall it was a brilliant day that left everyone feeling



like they earned a Michelin Star or Hat Award for their cooking efforts. I'm sure Jamie Oliver would have been very proud of CCPS.

## Griffith Uni Visit – Launch into Life

Students and parents attended the Launch into Life Day at Griffith University, which was a careers event for Years 5 and 6 students.

The students took part in a range of exciting hands-on activities to help them learn about study and work options for their future. They also got to meet university teachers and students, as well as, explore the Gold Coast University Campus.

The students experienced a lecture in the lecture theatre and were then split into groups. The groups rotated through a number of activities, including a drama performance, sporting games,

hands-on medical session involving a "germ test" and administering first aide to a patient.

The Launch into Life Program also links to our ASPIRE Program. It was a fantastic day and we are all very grateful to Griffith University for the experience.

## Campout with Kids

CampOut with Kids this year was a fun and engaging program where one child and one parent (or mentor) camped overnight on the school grounds.

On the campout students had lots of fun, built lifelong memories, played innovative games. Parents learnt practical parenting strategies to support their family, connected with other parents and acknowledged the gifts and qualities of their own child.

The campout focused on one-on-one time with parents. The best thing about campout was having the time to engage and connect. It showed how powerful one-one time can be to improve parent/child relationships.

## Other significant programs and initiatives

### Community of School (Cos) Disco

Crystal Creek happily invited students from Chillingham, Tyalgum and Dungay to a Community of Schools Disco!



The disco was held at CCPS and was an exciting way to celebrate all of the students' achievements and the end of the school year.

It was also designed to give our Year 6 students an exciting farewell before they head off to high school. The disco went off with a BANG! We had a special DJ playing the latest tunes along with disco lights, mirror ball and a smoke machine. The kids played lots of games and won plenty of prizes.

The P&C did a wonderful job of organising a sausage sizzle, snow cone machine and lots of treats for the kids.



## Art/Music Studio

Our P&C kindly donated a substantial contribution of \$5000 towards the re-model of our Art and Music room.

The money was well spent on wall paint, new furniture, equipment and art supplies. We were also extremely lucky to invite a local artist in to create a wonderful piece of graffiti art, which has been proudly displayed along the back wall of 'The Studio'. The Music room was also part of 'The Studio' re-model.

The new performing facilities and new musical instruments have already been a huge benefit to our students and will continue to be a strong focus for our Creative and Performing Arts teaching and learning.

## Kindergarten Orientation

Starting school is a wonderful time and at Crystal Creek we are committed to making this a positive experience with lots of learning, fun, care and kindness. To help with the transition into kindergarten we held four orientation days throughout November and December.

These days we set aside for the children to be introduced to their new teacher Miss McEwan and their fellow classmates. During the four days the new Kindergarten students were highly engaged in a range of hands on activities. The chosen activities were designed to give the students a taste of what they will be learning in kindergarten.



## Bake For Jake

In honour of our much loved school friend Jake Birkett, Crystal Creek held a 'Bake for Jake' fundraiser.

On this day all students and staff had the opportunity to reflect on the beautiful memories shared with Jake, who will forever be remembered by the Crystal Creek community.



We proudly raised a substantial \$385.40, which has been kindly donated to the Children's Cancer Foundation and Leukemia Foundation.

## School planning and evaluation 2012—2014

### School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- parent survey;
- milestone checklist; and
- analysis of student assessment data.

### School planning 2012-2014:

#### School priority 1

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

#### Outcomes from 2012–2014

- Consistently shown significantly growth in NAPLAN literacy across cohorts and grades from 2009 to 2014. In 2014 about 70% of Year 5 and 7 students were at or above expected growth in literacy. 0% of Year 5 were below expected growth and only 25% of Year 7 in 2014, and 0% of Year 5 were in the bottom 2 bands for writing in 2014.
- 78% of students are reading at or above their chronological age.
- Sustain growth above National Average, from Years 3 to 5 in NAPLAN literacy results.

- Increase the number of students performing in the top two bands in NAPLAN literacy.
- Quality teaching practice and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.
- Quality teaching and learning practices across the schools, demonstrated through differentiated literacy lessons and assessments to improve student achievement.
- 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.
- Students and Staff reflecting on the achievement of their personal learning and leadership goals in the area of literacy.

#### **Evidence of achievement of outcomes in 2014:**

- School based assessment indicates that students show continued growth in reading comprehension.
- Bench marking test indicating that students across K-3 are achieving at or beyond regional reading benchmark levels.
- Individualized learning plans for students achieving below expected benchmark levels.
- School based assessment indicates that students show continued growth in spelling.
- 78% of students are reading at or consistently shown significantly growth in NAPLAN literacy across cohorts and grades from 2009 to 2014. In 2014 about 70% of Year 5 and 7 students were at or above expected growth in literacy. 0% of Year 5 were below expected growth and only 25% of Year 7 in 2014, and 0% of Year 5 were in the bottom 2 bands for writing in 2014.

- Students are above their chronological age.
- Sustain growth above National Average, from Years 3 to 5 in NAPLAN literacy results.
- Increase the number of students performing in the top two bands in NAPLAN literacy.
- Quality teaching practice and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.
- Quality teaching and learning practices across the schools, demonstrated through differentiated literacy lessons and assessments to improve student achievement.
- 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 TARS standards.
- Students and Staff reflecting on the achievement of their personal learning and leadership goals in the area of literacy.

#### **Strategies to achieve these outcomes in 2014:**

- Develop a whole school approach to scope and sequencing.
- Streamline scope and sequence literacy planning, programming and teaching from K-6 in order to provide consistency for students and teachers whilst ensuring the school is adhering to literacy state policy guidelines.
- Collaborate with WHS Head Teacher English to develop teaching strategies especially in writing, spelling and comprehension.
- Build staff capacity to collaboratively plan and differentiate programming and teaching practice in literacy using the quality teaching elements.
- Create school-wide systems and grouping structures to support differentiation.

- Implement staff training in the National Curriculum Syllabus documents in order to implement the new curriculum coming.
- Further develop staff understanding and quality teaching practice in reading, spelling, vocabulary, writing and grammar strategies to support all students.
- Closely monitor NAPLAN and school based assessment results to analyse student performance in literacy (reading, writing, spelling, punctuation and grammar).
- Develop targeted programs to improve in these areas as required.

### **School priority 2**

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

#### **Outcomes from 2012–2014**

- Improved student performance in numeracy as measured against National and State benchmarks.
- Individual student learning needs catered for.
- Individual Educational Programs (IEPs) and Personal Learning Plans (PLPs) developed and implemented for identified students.
- Improved teaching practice.
- Students tracked on the numeracy continuum.
- Teaching and learning across the school driven by assessment data and differentiated to meet the needs of all students. This is evidenced in classroom practice, programming and reporting.
- Effective assessment, tracking and student analysis systems in place to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents.
- All staff have developed personal professional learning plans targeted at improving individual teaching practice.

#### **Evidence of achievement of outcomes in 2014:**

- Improved student performance in numeracy as measured against National and State benchmarks.
- Individual student learning needs catered for.
- IEPs and PLPs developed and implemented for identified students.
- Improved teaching practice.
- Students tracked on the numeracy continuum.
- Teaching and learning across the school driven by assessment data and differentiated to meet the needs of all students. This is evidenced in classroom practice, programming and reporting.
- Effective assessment, tracking and student analysis systems in place to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents.
- All staff have developed personal professional learning plans targeted at improving individual teaching practice.

#### **Strategies to achieve these outcomes in 2014:**

- Whole school approach to scope and sequencing, planning and assessing.
- Develop school policy to reflect new mathematics syllabus.
- Develop assessment, planning, programming and teaching models from K-6 in order to provide consistency for students and teachers whilst ensuring the school is adhering to state policy guidelines in numeracy.
- Develop a deep and shared understanding of numeracy continuum.
- Collaborate with WHS Head Teacher Mathematics to develop teaching strategies especially fractions, decimals, percentages, patterns and algebra and time.
- Build staff capacity to collaboratively plan and differentiate programming and teaching practice in numeracy using the Maths Plus and the North Coast Mathematics programs and create

school-wide systems and structures which support differentiation.

- Class teachers, Learning and Support Teachers (LaST) and parents work together to develop IEPs and PLPs for identified students.
- Implement staff training in the National Curriculum Syllabus documents, to implement the new curriculum as per Board of Studies (BOS) and Department of Education and Communities (DEC) guidelines.
- Collaborate with WHS Head Teacher Mathematics to share expertise across stages especially in 'new' content moved from Stage 4 to Stage 3.
- Collaborative planning of Mathematic programs to ensure consistence of methods.
- Primary schools basing scope and sequence on Maths Plus, as well as North Coast Scope and Sequence.
- Further develop staff understanding and quality teaching practice in Mathematics to support low-performing and extend high-performing students.
- Student progression monitored once per term.
- NAPLAN analysis.
- Regular meetings with teachers to discuss.
- Professional learning.

### **School priority 3**

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

#### **Outcomes from 2012–2014**

- Detailed feedback useful in designing future directions in enhancing engagement.
- Well organised and coordinated plans across Community of Schools (CoS) group to enhance engagement.
- A well-resourced and defined Professional Learning Plan that meets the current needs of teachers in the CoS group.

- Open collaboration and communication across CoS schools.
- Students regularly participating in a range of enriching activities across the CoS group, broadening their educational and cultural experiences and social interactions.
- Formal leadership programs aligned to Premiers' Sporting Challenge linked with WHS.

#### **Evidence of achievement of outcomes in 2014:**

- Acknowledgement and celebration of Aboriginal days of significance.
- Aboriginal perspective in teaching and learning programs.
- Indigenous Artworks and designs highly visible around school grounds.
- Teacher programing in line with National Curriculum.
- School resources available to support National Curriculum.
- Well organised and coordinated plans across CoS group to enhance engagement.
- A well-resourced and defined Professional Learning Plan that meets the current needs of teachers in the CoS group.
- Open collaboration and communication across CoS schools.
- Students regularly participating in a range of enriching activities across the CoS group, broadening their educational and cultural experiences and social interactions.

#### **Strategies to achieve these outcomes in 2014:**

- Survey parents, students and teachers to gauge student engagement and find ways to improve.
- Utilise Moodle for sharing ideas, professional learning and resources across stages and the wider CoS.
- Utilise Moodle to support student, parent and teacher communication.
- Meet regularly with CoS Principals to monitor, review and plan CoS projects.

- Combine 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:
  - multicultural programs;
  - debating;
  - NAIDOC activities;
  - Careers Market Day and university tour;
  - high school transition activities; and
  - Creative Arts Day.
- Leadership development - initially for Year 6, working towards building capacity throughout primary years.
- Combine resources, expertise and funds across schools to meet professional learning needs, especially the implementation of the Australian Curriculum and motivating strategies for learning.
- Improve Student Representative Council organisation with representatives from each grade and providing a platform for a “student voice” in curriculum and engagement issues.
- Refinement and development of transition program to WHS.
- Students develop self-determination by maintaining personal attainment records.
- The main purpose of school targets is to improve students’ learning outcomes – 80% agree, 20% usually agree.
- The school’s planning processes are responsive to emerging needs – 57% agree, 43% usually agree.
- The school leaders understand the school and get the most out of staff and students – 56% agree, 44% usually agree.
- The school ensures that everyone at the school is treated fairly – 77% agree, 33% usually agree.
- The school is always looking for ways to improve what it does – 61% agree, 49% usually agree.
- The school often praises and rewards individuals who are successful – 69% agree, 31% usually agree.
- Students are the school’s main concern – 88% agree, 12% usually agree.
- The school encourages students to achieve their best – 81% agree, 19% usually agree.
- My child has access to good equipment that helps him/her learn – 87% agree, 23% usually agree.
- The staff at the school are valued and supported – 73% agree, 27% usually agree.
- The school is well organised – 50% agree, 50% usually agree.

## Parent/caregiver, student, and teacher satisfaction

In 2014 the school sought the opinions of parents about school planning, leadership, culture, learning and management. 39% of parents completed the survey. The survey consisted of scale ratings – agree, usually agree, sometimes agree and disagree.

Parent satisfaction survey

A summary of the responses is presented below.

- The school has involved staff, students and parents in decisions about its published school purpose – 60% agree, 40% usually agree.

## Future Directions 2015 - 2017 School Plan

NSW DEC is implementing a new school planning process for 2015 - 2017. The new plan will be published on the school’s website from the beginning of Term 2 2015.

## About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Brad Davis	Principal
Lynette Kane	Teacher
Fallon Purkiss	Teacher
Taneille McEwan	Teacher
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School Code: 1690

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>