Crawford Public School
Annual School Report

2012
Our school at a glance

Students
Currently there are 509 students attending Crawford Public School. Aboriginal students comprise 13% of students, 51% of students are from language backgrounds other than English. In 2012, the school is participating in the Priority Schools Program (PSP), National Partnerships on Low Socio Economic Status School Communities (National Partnership- Reform Extension Initiative) and Schools in Partnership (SiP) initiative which enables the school to provide programs to all students that offer equity in learning.

Staff
Crawford Public School experiences a high turnover of staff due to transfer and promotion. The majority of staff are either New Scheme Teachers or Early Career Teachers. There is a comprehensive program of induction and support for these teachers.

Significant programs and initiatives
The school receives funding through the Priority School Program, Schools in Partnership (SiP) and Norta Norta Targeted Aboriginal Funding. Funding under these programs and initiatives is used to employ staff to enhance student engagement and improve the academic achievement of students.

Student achievement in 2012
Continued consistent student growth was reflected in our results in reading and numeracy in 2012. Results also reflect further development is needed in reading, number, pattern and algebra. Targets in the school’s 2012-2014 School Plan explicitly address these areas of need highlighted in national testing.

Messages

Principal’s message
A rigorous process of school level evaluation across all Key Learning Areas, special initiatives and programs results in the compilation of the Annual School Report. It provides a summary of our goals and achievements in 2012 and details information regarding strategies to achieve our priorities and targets for the 2012-2014 school plan. I congratulate the students, staff, parents and community members of Crawford Public School on their achievements and continued endeavours throughout 2012 as we continue to deliver quality programs catering to the needs of all students.

Long term cultural change is occurring as a result of our school’s continued implementation of the Positive Behaviour for Learning (PBL) program. In all aspects of school life students are rewarded for being safe, respectful learners.

Crawford Public School was fortunate to receive funding through the Low SES School Communities National Partnership Reform Extension Initiative. This funding was for 2011-2012 and our involvement in this initiative finished at the end of the 2012 school year. Our school gained significantly through the employment of a Highly Accomplished Teacher (HAT) who provided professional learning for teachers strengthening their capacity in literacy and numeracy learning outcomes for students.

At Crawford Public School in 2012 we continued to provide opportunities for students through our Creative and Performing Arts program. In our Stage 3 classrooms a significant focus has been to strengthen our debating and public speaking programs. The performance of students has been most promising.

Crawford Public School staff work in close partnership with parents and community groups. A small group of hardworking parents form the core of the P&C and through their endeavours demonstrated commitment to the provision of quality education and opportunity for all students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Greg O’Neill
P & C and/or School Council message

Strong community support has always been a feature of Crawford Public School.

My thanks to the small but tireless group of parents who have given so generously of their time to work in partnership with the teachers to provide opportunities for our children. I would encourage all parents to take an active role in the P&C.

The P&C have been rebuilding funds in 2012 after generous donations in 2011. Our fundraising events in 2012 included an Easter Raffle, Mother’s Day stall and discos.

Again, I would like to encourage everyone at the school to join the P&C.

Shay Jackson - P&C President

Student representative’s message

2012 has been an exciting year for Crawford Public School’s Student Leadership Team as we implemented our Student Leadership Policy, which was drafted in 2011. Students have learnt about the responsibility and the accountability of holding a position of leadership through the understanding and signing of their leadership contract. This has proven to be effective in ensuring that we have a high standard of student expectations and positive behaviour on our SRC.

There were 55 students who made-up our SRC for 2012. This year our Student Leadership Team was headed by our School Captains, Maunga and Naomi, our Vice-Captains Brandon and Daphne and our Prefects: Naua, Jason, Eric, Branden, Sesilia, Chloe, Serenity and Dustine. The 16 House Captains were responsible for leading their teams during school sporting events and they were also enthusiastic about the reintroduction of the four original war cries for each of our houses. Each class from Years 2-6, nominated and voted for 2 class representatives and all of these students took part in our meetings, headed by myself and our captains.

Our Captains had the responsibility to consult with the head of our school team, Mr. Greg O’Neill, and then report back to the SRC with the final decisions about changes they would like to see happen at our school. Our SRC selected 2 charities to support this year: Miracle babies raising $276 by hosting a mufti-day and Jeans for Genes day raising $524.20, through the sale of merchandise and asking the students to wear their jeans for a $1 donation.

In Term 1, our school leaders attended the Colebee Learning Community leadership camp with fellow student leaders from Marayong South Public School, Doonside Public School and Doonside Technology High School. Throughout the two day camp students were provided with opportunities to participate in a range of fun and challenging activities.

On the 26 March, the Captains and Prefects attended the annual Young Leader’s Day conference with Mrs Cenk and Miss Berwick. These students had the opportunity to listen to a range of presenters who told their stories and how the leadership skills they acquired assisted them in a range of career paths and positions.

On Thursday 23 August, our Captains, Prefects, House Captains and Vice-Captains and students in the 5/6 SRC attended a community tree-planting project in the Western Sydney Parklands at Glendenning. Throughout the morning, they assisted in planting over 200 trees and learnt about the importance of our local environment. All students were very enthusiastic and eager to make a difference to our local community.

Throughout the year students in our senior leadership team took time out to visit the Doonside Nursing Home. We took eggs at Easter, cookies for Mother’s Day and calendars for Christmas. These visits were very moving and emotional for our student leaders and also very beneficial in allowing the students to understand the importance of community involvement and how selflessly doing something to make others happy can be rewarding.

While identifying the needs of our school, our SRC has recognised the need for proper recycling bins within our classrooms and have been communicating with our local council and waste management facilities to source a donation for bins to improve the process of recycling within our school.

It has been a privilege to work with the SRC and I look forward to watching the leadership capacity at Crawford Public School grow and thrive through the consistent implementation and evaluation of our Student Leadership Policy.

Mrs. Leigh Alipate – Assistant Principal
School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.8</td>
<td>91.4</td>
<td>92.0</td>
<td>90.0</td>
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<tr>
<td>1</td>
<td>91.2</td>
<td>92.3</td>
<td>92.1</td>
<td>89.0</td>
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<td>89.3</td>
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<td>6</td>
<td>91.1</td>
<td>92.5</td>
<td>93.8</td>
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<tr>
<td>Total</td>
<td>91.1</td>
<td>90.8</td>
<td>91.7</td>
<td>93.2</td>
<td>90.9</td>
</tr>
</tbody>
</table>

Note: Attendance rates for central schools are for K-6.

Student attendance profile

The school works in close liaison with the Home School Liaison Officer and the Police Youth Liaison Officer in monitoring student attendance. Class rolls are regularly monitored to ensure regular attendance at school by all students.

Management of non-attendance

Crawford Public School maintains a high priority on the regular attendance of students at school. A number of initiatives continue to be implemented to address non-attendance. These include:

- Professional learning to ensure staff have the strategies to support students attending regularly;
- Regular monitoring of attendance through our “In Line on Time by 9” attendance initiative;
- Recognition of improvement in partial attendance and rewarding of students with weekly Attendance Awards;
- Letters sent home to parents highlighting attendance as an issue of concern;
- Recognition of outstanding attendance at our end of year Presentation Assembly.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
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</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Executive release</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Assistant principal of Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.525</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.7</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.962</td>
</tr>
<tr>
<td>Total</td>
<td>37.187</td>
</tr>
</tbody>
</table>

The school had a staffing establishment of 33.517 (this figure includes an allocation for executive and teacher release and an allocation under the Priority School Funding scheme). The staffing entitlement also includes a large number of specialist teachers, including ESL, Support Teacher Learning and Reading Recovery.

Crawford Public School has 2 teachers who identify as Aboriginal and four teachers permanently appointed under the Aboriginal Scholarship Program. The school also has a full time position for the Aboriginal Education Officer.

Staff retention

In 2012, Crawford Public School continued to have a high turnover of permanent staff due to the promotional opportunities provided to staff. Maintaining a core staffing roster of experienced executive and teachers ensures consistency across the school.

Teacher qualifications

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

Teachers are assessed annually under the Teacher Assessment and Review Schedule and
Executive Assessment and Review Schedule. A schedule for monitoring teaching and learning programs and assessment records is implemented as part of this process. In 2012 Crawford Public School had five teachers working towards gaining accreditation.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
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<tr>
<td>Postgraduate</td>
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</tr>
</tbody>
</table>

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
30/11/2012

#### Income
- Balance brought forward: $247,537.10
- Global funds: $370,049.42
- Tied funds: $487,113.29
- School & community sources: $717,839.88
- Interest: $135,498.88
- Trust receipts: $120,749.50
- Canteen: $0.00
- Total income: $1,202,108.62

#### Expenditure
- Teaching & learning
  - Key learning areas: $228,784.44
  - Excursions: $285,856.74
  - Extracurricular dissections: $345,026.33
- Library: $526,400.00
- Training & development: $493,169.95
- Tied funds: $359,574.83
- Casual relief teachers: $609,859.90
- Administration & office: $932,878.82
- School-operated canteen: $0.00
- Utilities: $661,349.99
- Maintenance: $228,820.88
- Trust accounts: $851,458.58
- Capital programs: $509,800.00
- Total expenditure: $8,023,066.93
- Balance carried forward: $3,998,019.33

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

**Arts**

Crawford Public School continues to offer a stimulating and comprehensive arts program for students. This aspect of the curriculum provides students with the opportunity to express themselves through creative modes.

Our achievements in 2012 include:

- Talented and well-rehearsed senior choir who performed at Education Week ceremonies, Kindergarten Orientation, commemorative assemblies.
- All students provided with opportunities to perform at stage assemblies for their peers and families.
- Successful participation by the senior dance group in the Blacktown Music Festival, Education Week ceremonies, Kindergarten Orientation and local community events.
- The junior dance group showcased their performances during Education Week festivities and Kindergarten Orientation.
- The Polynesian Dance Group performed at ‘We Are One, We Are Pacific Maori and Pacific Islander’ Festival. The Polynesian Dance group also performed at school assemblies, Kindergarten Orientation and at Tregear Public School.
- Student participation in the Blacktown District Debating Competition. Students were also involved in a debating workshop in Term 2, which was run by state debaters.
- Drama Club participation led by a staff member with expertise in this area. The group performed at major school events.

**Sport**

Sport and involvement in physical activity are integral aspects of the Crawford Public School curriculum. Teachers promote Fundamental Movement Skills and healthy lifestyles through fitness sessions and weekly physical education lessons. The majority of students continue to increase their commitment to physical activity
through the Live Life Well programs which will be continued in 2013. The students have been encouraged to be actively involved in Public School Sporting Association (PSSA) competitions and school based activities, with Early Stage 1 and Stage 1 involved in the Fundamental Movement Skills programs and Stage 2 and 3 participating in skill development of a variety of sports during our Friday sports time. This year we have continued to promote and implement our Crunch and Sip break in all classrooms, encouraging students to bring in vegetables, fruit and water. This has resulted in our school becoming certified as a ‘Crunch and Sip’ school by the NSW Healthy Kids Association. We also held our first ‘Nude Food Day’ to promote healthy eating and reduced packaging. All students were involved in a number of fitness and nutrition activities on this day.

Highlights of the 2012 sporting year include:

- Participation in the Mount Druitt Public School Sporting Association (PSSA) summer and winter competitions, with 2 teams in each sport representing Crawford Public School.
- Junior Cricket, Senior AFL, Girls Softball, Senior Girls Oztag, Senior Girls Touch Football Senior Football(Soccer) teams were semi-finalists in their respective competitions.
- 21 Primary students trialing for Sydney West representation in Netball, Rugby Union, AFL, Cricket and Rugby League.
- Senior Girls AFL team State Finalists in the Paul Kelly Cup AFL.
- Crawford PS represented at the Greg Alexander Shield Rugby League (finalists), Royce Simmons Shield Rugby League (finalists), Panther Trophy Rugby League, Tony Lockett Shield AFL, Paul Kelly Cup AFL.
- K-2 Athletics Carnival held on Crawford Public School grounds.
- Primary Swimming Carnival at Nirimba Swimming Pool with 150 students participating.
- Primary Cross Country held on Crawford grounds in Term 2 with 200 students participating.
- Primary Athletics Carnival held at Charlie Bali Reserve with 200 students attending.
- 18 students qualifying for the Mount Druitt Zone Swimming Carnival, Senior Boys Relay team (Mt Druitt champions).
- 6 Students qualifying for Mt Druitt Zone Swimming representative team including Senior Boys Relay team.
- 48 students qualifying for the Mount Druitt Zone Cross Country Carnival. Crawford PS placed 5th overall.
- 4 students qualifying for the Mt Druitt Zone Cross Country representative team.
- 1 student selected in the Sydney West Cross Country representative team at the All School Carnival.
- 39 students qualifying for the Mount Druitt Zone Athletics Carnival.
- 7 students selected in the Mt Druitt Zone Athletics representative team.
- 1 student qualifying for the Sydney West Athletics representative team in 2 events at the State Athletics Carnival.
- Participation of 63 students in the two week intensive Learn to Swim program.
- 30 Stage 3 girls participated in the inaugural girls tackle Rugby League Carnival held in Term 3 at Kingsway Ovals.

Academic

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.

Significant programs and initiatives

Aboriginal education

In 2012, 71 Aboriginal students were enrolled at Crawford Public School representing 13% of the school population.

Recognition of Aboriginal culture is evident through ‘Acknowledgement of Country’ protocols
at weekly assemblies, meetings and on special occasions.

The Aboriginal, Torres Strait Islander flag is proudly flown above the entry to school.

An Aboriginal Education Officer has a crucial role in supporting students and teachers and to make meaningful connections across our school community.

Crawford Public School continues to maintain a strong partnership with our local Aboriginal Education Consultative Group (AECG) with parents, community and staff being full and associate members.

Crawford Public School reflects the priority actions and outcomes in the six priority domains of the National Aboriginal and Torres Strait Islander Education Action Plan (ATSIEAP).

Participation in culturally inclusive, high quality education programs continue to provide opportunities to ATSI students at Crawford. Initiatives empowering students and communities in 2012 included:

- Aboriginal parents continued to participate in the development of ‘Personalised Learning Plans’ (PLP’s) throughout the year. As part of the Schools in Partnership Program (SIP), the teachers were able to be provided with additional time to meet with parents and to collaboratively develop their PLP’s.

- Aboriginal families continued to participate in the ‘Early Childhood Transition’ program. This provided Aboriginal students and their families with strong support structures for transitioning to Kindergarten, and resources and strategies for engagement, providing a strong foundation for future achievement.

- Crawford Public School, as a Focus School, maintained involvement in the ‘Aboriginal Education Numeracy’ project using an integrated approach to numeracy that includes explicit teaching and interpretation in context.

- Participation in professional learning including: ‘Dare to Lead’ initiatives, EAL/D Strategies and the Write It Right project.

- Completed commitments under the National Partnership (NP) initiative in literacy/numeracy to promote strong leadership and whole school engagement in these areas and effective evidence based teaching.

- Years K-6 participating in cultural activities during NAIDOC festivities and stage 3 Aboriginal student leaders attending the Vibe Alive cultural festival in Bendigo.

- Participation in Norta Norta Program. This funding was used to employ an Aboriginal tutor to implement in-class support programs which focused on Aboriginal students in Year 3 and 5 to develop their skills in literacy and numeracy.

- A developing partnership with Ngallu Wal, Aboriginal Child and Family Centre to meet community needs.

**Multicultural education**

In 2012 approximately 43% of students were recognised as being from a non-English speaking background (NESB). We have students coming from over 40 different countries. Our refugee numbers have remained steady. One full time English as a second language (ESL) teacher has been employed to support newly arrived students with their ability to function in English. Analysis of the identified 221 NESB students indicates:

- 6% require intensive support as they are newly arrived in Australia or have had no exposure to English and are just beginning to learn English (1st phase)

- 66% require substantial support in English (2nd and some 3rd phase)

- 28% require some extra support or no support at all (3rd phase)

- As part of Harmony Day celebrations we focused on celebrating that we are Australian and live in a wonderful country. We studied famous landmarks around Australia. During our celebrations we engaged in fun sports activities.

- Programs are in place to provide support for parents in all areas of schooling. Information
sessions are held regularly after the morning tea. Parent information sessions conducted in 2011 include topics such as: how to help your child at home with reading and Mathematics, cyber-bullying and how to deal with it and providing a healthy lunch box.

- A Triple P parenting program was conducted in term 1.
- Fortnightly community morning tea sessions were held for parents where they were able to become familiar with the school and meet other parents within the school community. These sessions continue to be very successful, with the parent group continuously expanding.
- Funding for some of our projects was received from the Multicultural Programs unit ($500).
- We participated in Nude Food Day where we learnt about using reusable containers to help save our planet.

National partnership programs

In 2012 Crawford Public School continued to receive funding through Low SES School Communities National Partnership Reform Extension Initiative. Our school completes the two year program at the end of 2012. National Partnerships funding has provided our school with human and interactive resources that has assisted our teachers to boost student literacy and numeracy results.

Through the Reform Extension Initiative, schools implement actions across two reforms to make a measurable difference to student outcomes. The two reforms are:

Reform 1  Incentives to attract higher-performing teachers and principals. (Emphasis is on professional learning).

Reform 4  Providing innovative and tailored learning opportunities.

Building the capacity of teachers and leaders through engagement in quality professional learning is the key to improving student learning outcomes.

Our Highly Accomplished Teacher continued in 2012 with assisting the leaders and teachers of Crawford Public School to achieve the focus areas for our Low SES School Communities National Partnership Reform Extension Initiative.

During 2012 staff participated in numerous quality Professional Learning opportunities provided by the HAT and regional personal, to strengthen teacher capacity in Literacy and numeracy learning outcomes for all students. Emphasis was placed in K-3 classrooms with model and team teaching opportunities provided by our HAT. Connected Learning opportunities were also provided with the HAT to connect with schools and museums across NSW.

National Partnership funding provided the purchase of many quality interactive resources to support innovative and tailored learning opportunities. Funding also created additional time for our Kindergarten transition program Crawford CUBS to operate 3 hours a week during Semester 2 with a qualified Early Childhood teacher. Executive staff, were provided opportunities to support Early Career Teachers in their classrooms and also to achieve their teacher accreditation through the NSW Institute of Teachers.

Progress on 2012 targets

Target 1

Leadership and Management

Outcomes for 2012

- Collaborative approach to underpin continuous school improvement and capacity building of teachers, teams and school leaders.
- Increased leadership capacity for guiding and managing results focused on whole school improvement.

2012 targets to achieve these outcomes include:

100% of staff participating in Team Leadership for School Improvement program.

100% of staff involved in the implementation of professional learning plans monitored by school executive team.

Our achievements include:

Whole school participation in the Team Leadership for School Improvement program.
Development of school professional learning plans specifically targeted at developing leadership capacity.

On-going professional learning provided to support staff in attaining and maintaining professional standards.

A coordinated plan of leadership development has been implemented to increase capacity of leaders at all levels.

Continued implementation of student leadership program including School Representative Council.

School priority 2
Curriculum and Assessment

Outcomes for 2012
- Quality teaching and assessment practices are implemented in all teaching programs for learner diversity.
- **2012 Targets to achieve these outcomes include:**
  40% of stage meetings focus on the use of assessment data to develop teacher capacity to cater for learner diversity
- **Strategies to achieve these targets include:**
  - Professional learning plans explicitly targeted at developing teacher capacity to cater for learner diversity.
  - On-going refinement of whole school assessment schedule incorporating a digital database.
  - Explicit professional learning for all teachers on focus programs; differentiating the curriculum; quality teaching and learning; quality assessment strategies and practices; and effective implementation of ICT into teaching and learning programs.
  - Modification of curriculum, teaching structures and teaching practices to ensure that instruction is relevant, flexible and responsive to individual student needs with a particular focus on Literacy and Numeracy outcomes.

School priority 3
Engagement and Attainment

Outcomes for 2012
- Quality teaching practices by quality teachers and leaders engage all students.
- Teachers effectively engage all learners through early intervention at key transition points.
- Positive Behaviour for Learning is embedded in the school culture.

2012 Targets to achieve these outcomes include:
- 100% of students identified for individual interventions have an IEP;
- A decrease in students accessing individual PBL interventions.

Our achievements include:
- A continued focus on catering and supporting learner diversity through embedding across the school
  - Best Start Data collection an use of Early Learning Plans
  - Targeted Early Numeracy (TEN)
  - Reading Recovery
  - Early School Support Program
  - Counting On
  - Gifted and Talented programs
  - Middle years transition
  - Positive Behaviour for Learning reward structure
  - Learning Support Team
  - Parent and community information sessions on assisting student learning.
- On-going liaison with HSLO to engage students by:
  - Monitoring of student attendance.
  - PBL certificates for improved student attendance.
  - Parent communication by CLO/AEO to promote regular attendance.

School priority 4
Literacy and Numeracy

Outcomes for 2012–2014
• Decreased the proportion of students achieving below the minimum standards in year 3 and year 5 NAPLAN Reading and Numeracy.
• Increased proportion of students achieving at proficiency standards in year 3 and year 5 NAPLAN Reading and Numeracy.

**Our achievements include:**

• 90.3% of students in year 3 performed at minimum standards or higher (currently skill band 2 or higher) in external reading tests in 2012. This represented a 4.4% increase from 2011.
• 26% of students in year 3 achieved proficiency standards (currently skill bands 5 and 6) in external reading tests in 2012. This represented an increase of 10.4% from 2011.
• 81.7% of students in year 5 performed at minimum standards or higher (currently skill band 4 or higher) in external reading tests in 2012. This represented an equal percentage of students from 2011.
• 12% of students in year 5 achieved proficiency standards (currently skill bands 7 and 8) in external reading tests in 2012. This represented an increase of 2.2% from 2011.
• 51% of our 2012 Kindergarten students completed their first year of schooling achieving cluster 4 or above in reading aspect on the Literacy Continuum.
• 31% of our 2012 year 1 students completed the year working at or above cluster 6 on the Literacy Continuum in the aspect of reading.
• 40% of our 2012 year 2 students completed the year working at or above cluster 8 on the Literacy Continuum.
• 85.5% of year 3 students performed at or above minimum standards (skill bands 2-6) in Numeracy (aspect of number) in 2012. This represented a 0.8% increase from 2011.
• 25.8% of year 3 students performed at proficiency standard (bands 5-6) in Numeracy (number) in 2012. This represented an increase of 3.8% from 2011.
• 90% of year 5 students performed at or above minimum standard bands 4-8) in Numeracy (aspect of number) in 2012. This represented an increase of 1% from 2011.
• 91.7% of year 5 students performed at or above minimum standard (bands 4-8) in Numeracy (data and measurement) in 2012. This represented an increase of 0.2% from 2011.

**School priority 5**

**Aboriginal Education**

**Outcome for 2012–2014**

• Aboriginal students will match or better the outcomes of all students.
• Teaching and learning strategies strengthened through the implementation of quality evidence-based programs and initiatives.
• Increased Aboriginal parent engagement in supporting their child’s learning.
• Authentic communication with the Aboriginal community to ensure engagement of their children in school.
• High expectations of ATS I students demonstrated through their Personalised Learning Plans.
• Develop, review, refine and implement literacy and numeracy plans aimed at reducing the gap with a strong focus on the early years and the achievements of Aboriginal students.
• Implement Quality Teaching and Learning strategies appropriate to stages to enhance engagement and improve educational outcomes for all students. (NP Low SES reforms 1 and 4)

**Our achievements include:**

• Aboriginal student enrolment remained steady at 68, representing 14% of our total student enrolment.
• Aboriginal student attendance in 2012 was 86.7%, representing 3.9% below non-Aboriginal students.
• Year 3 Aboriginal students scored above the state Aboriginal student average in all aspects of literacy and above the school non-Aboriginal student cohort in writing and grammar and punctuation.
• Year 5 Aboriginal students scored above the state Aboriginal student average and slightly below the school non-Aboriginal students in the area of number, patterns and algebra.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Curriculum and Assessment.

Background

At Crawford Public School, we have attempted to make a paradigm shift to the way that staff think about assessment and a school culture change though altering the structure of staff meetings and updating assessment strategies and practices; with the implementation of digital functionality. We have done this in order to increase the professional dialogue between staff members and to improve the reliability of teacher judgement through a process of collaborative planning and mediation of work samples.

Findings and conclusions

Results of a staff survey to evaluate the effectiveness of our Assessment plans, programs and practices has identified that:

Over 95% of staff perceive that Crawford Public Schools Assessment practices inform progress and the next stage of learning;

Staff indicated satisfaction in the new benchmarking kits that supported them to manage their reading assessment;

98% of staff believe that they provide a range of forms of assessment giving students opportunities that are stimulating to maximize student outcomes;

Collaborative planning in Stage meetings has assisted teachers to establish a common language for reporting student achievement and has meant teachers have been more engaged in professional learning through networking;

Stage-based training and development has proven very popular with all staff. Skills for developing valid assessment tasks have been enhanced and teachers have been able to improve their capacity to make consistent teacher judgements of student achievement; and

Staff survey results indicate that 95% of staff reflected strong support of our implementation of whole school assessment via sentral (digital database). They believe it is a useful tool to track student performance.

Future directions

As a result of the survey findings the school will continue to:

Provide students with more time to engage in a range of peer and self-assessment activities including reflection on assessment tasks completed;

Refine our interview sessions and timeframes to parents with three-way conferencing and goal setting;

Continue to refine the reporting schedule to staff to improve efficiency and workload;

Modify the curriculum, teaching structures, and teaching practices in combination to ensure that instruction is relevant, flexible and responsive to individual student needs with particular focus on Literacy and Numeracy Outcomes. Build staff and community for Curriculum change in 2014 and digital functionality; and

Continue explicit professional learning for all teachers on focus programs; differentiating the curriculum; quality teaching and learning; quality assessment strategies and practices; and effect implementation of ICT into teaching and learning programs.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- A majority of parents felt the teachers were approachable.
- A majority of parents felt that their children are happy at school, are being provided with a good education and that they feel safe.
- 88% of students surveyed indicated a desire to complete Year 12.
- A majority of students felt that the school had good teachers (friendly, supportive and caring).

**Professional learning**

Professional Learning in 2012 was specifically linked to the school plan, in particular, literacy, numeracy, student welfare and building leadership capacity. Average expenditure on teacher professional learning, was supported by many funding sources including the National Partnership initiative.

The K-6 Literacy and K-10 Numeracy continuums continued to be one of our main professional learning focusses provided by our Highly Accomplished Teacher. Professional learning was focused on deepening teachers knowledge and understanding of each critical aspect of the continuum and incorporating this into their teaching and learning programs to cater for learner diversity. Opportunities facilitated by our HAT were given to all teachers to analyse data and student work samples to ensure consistent teacher judgments were made. Staff were provided professional learning on how to use Best Start software and school based software to plot and track their students development in Literacy and Numeracy.

Staff attended regional professional learning opportunities to deepen their knowledge and understanding in catering for learner diversity, comprehension strategies, implementing the new NSW syllabus, using NAPLAN data to guide their teaching and learning programs, visual literacy, 21st Century Newmans, consolidation of Count Me In Too and Positive Behaviour for learning. Our Literacy and Numeracy coordinators attended regular professional learning opportunities to effectively co-ordinate their teams.

Two members of staff successfully completed regional professional learning to become school based Literacy Leaders. They implemented the K-2 comprehension project with staff members in K-2. The leaders supported their teachers understanding by providing model lessons and team teaching opportunities with each other. Two members of staff successfully completed the regional Count Me In Too facilitator course. They provided professional learning, model lessons and team teaching opportunities to all staff in the implementation of Count Me In Too strategies in numeracy lessons. The Highly Accomplished Teacher ensured all staff were given an opportunity to strengthen their understanding of the Targeted Early Numeracy program and how to embed this pedagogy into their teaching and learning programs.

A facilitator was employed to deliver the Team Leadership for School Improvement program through 2012. The facilitator provided executive staff with additional modules throughout the year to build capacity in our leadership team. All staff members completed the Team Leadership for School Improvement participant handbook. Regular time was allocated for priority teams to meet and discuss learning from the program and to enhance our school plan. Our leadership team, were provided opportunities throughout 2012 to attend regional and state conferences to build their leadership capacity. These included the ACER national conference, Dare to Lead and The Equity Symposium.

Staff were given the opportunity to complete online courses through the classroom teacher program. 100% of staff completed the course Developing your personal professional learning plan. This provided staff to develop their personal learning goals for the year and years to come. Staff reflected on their development needs in regards to the NSW Teaching Standards and also aligned their development needs with the school plan. Our Special Education teachers and staff members completed online training which was coordinated by regional personnel.

**School planning 2013—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Leadership and Management**

**Outcomes for 2013–2014**

- Collaborative approach to underpin continuous school improvement and capacity building of teachers, teams and school leaders.
• Increased leadership capacity for guiding and managing results focused on whole school improvement.

2013 Targets to achieve these outcomes include:
100% of staff participating in Team Leadership for School Improvement program.
100% of staff involved in the implementation of professional learning plans monitored by school executive team.

Strategies to achieve these targets include:
Whole school participation in the Team Leadership for School Improvement program.
Development of school professional learning plans specifically targeted at developing leadership capacity.
Provide professional learning to support staff in attaining and maintaining professional standards.
A coordinated plan of leadership development is implemented to increase capacity of leaders at all levels.

Continued implementation of student leadership program including School Representative Council.

School priority 2

Curriculum and Assessment
Outcomes for 2013–2014
• Quality teaching and assessment practices are implemented in all teaching programs for learner diversity.
• Implementation of quality 21st century teaching and learning.

2013 Targets to achieve these outcomes include:
40% of stage meetings focus on the use of assessment data to develop teacher capacity to cater for learner diversity.

Strategies to achieve these targets include:
Development of whole school assessment schedule incorporating a digital database.
• Professional learning plans explicitly targeted at developing teacher capacity to cater for learner diversity.
• Purchase of quality reading benchmarking kits to support reading assessment.

• Introducing Peer Coaching, as part of individual teacher professional learning, provided to support 21st century learning in teaching and learning programs.

School priority 3

Engagement and Attainment
Outcomes for 2013–2014
• Quality teaching practices by quality teachers and leaders engage all students.
• Teachers effectively engage all learners through early intervention at key transition points.
• Positive Behaviour for Learning is embedded in the school culture.

2013 Targets to achieve these outcomes include:
• 100% of students identified for individual interventions have an IEP.
• A decrease in students accessing individual PBL interventions.

Strategies to achieve these targets include:
• Initiatives and programs to cater and support learner diversity will be embedded across the school through:
  - Best Start Data collection an use of Early Learning Plans;
  - Targeted Early Numeracy (TEN);
  - Reading Recovery;
  - Early School Support Program;
  - Counting On;
  - Gifted and Talented programs;
  - Middle years transition;
  - Positive Behaviour for Learning reward structure;
  - Learning Support Team;
  - Parent and community information sessions on assisting student learning.

• Liaising with HSLO to engage students by:
  - Monitoring of student attendance using a digital roll.
  - PBL rewards for attendance.
  - Parent communication by CLO/AEO to promote attendance.
School priority 4
Literacy and Numeracy
Outcomes for 2013–2014
• Decreased the proportion of students achieving below the minimum standards in year 3 and year 5 NAPLAN Reading and Numeracy.
• Increased proportion of students achieving at proficiency standards in year 3 and year 5 NAPLAN Reading and Numeracy.

2013 Targets to achieve these outcomes include:
• Increased proportion of students achieving at proficiency standards in Year 3 Reading from 17% (average 2009-2011) to 19% in 2013;
• Increased proportion of students achieving at or above minimum standards in Year 3 Reading from 86% (average 2009-2011) to 88% in 2013;
• Increased proportion of students achieving at proficiency standards in Year 3 Number, Pattern and Algebra from 16% (average 2009-2011) to 18% in 2013;
• Increased proportion of students achieving at or above minimum standards in Year 3 Numbers, Pattern and Algebra from 85% (average 2009-2011) to 87% in 2013;
• Increased proportion of students achieving at proficiency standards in Year 5 Reading from 12% (average 2009-2011) to 14% in 2013;
• Increased proportion of students achieving at or above minimum standards in Year 3 Reading from 86% (average 2009-2011) to 88% in 2013;
• Increased proportion of students achieving at proficiency standards in Year 5 Number, Pattern and Algebra from 17% (average 2009-2011) to 19% in 2013;
• Increased proportion of students achieving at or above minimum standards in Year 3 Numbers, Pattern and Algebra from 85% (average 2009-2011) to 87% in 2013.

Strategies to achieve these targets include:
• Use of Literacy and Numeracy continuums to inform planning, catering for learner diversity and assessment and reporting.
• Professional learning plans explicitly targeted to support the effective use of Best Start data, Smart Data and school based performance data to inform teaching and learning programs.
• Purchase of interactive technologies to support Literacy and Numeracy programs at school and home.
• Purchase of class maths resources to support concrete learning experiences across school.

School priority 5
Aboriginal Education
Outcome for 2013–2014
• Aboriginal students will match or better the outcomes of all students.
• Teaching and learning strategies strengthened through the implementation of quality evidence based programs and initiatives.
• Increased Aboriginal parent engagement in supporting their child’s learning.
• Authentic communication with the Aboriginal community to ensure engagement of their children in school.
• High expectations of ATSI students demonstrated through their Personalised Learning Plans.
• Implement Quality Teaching and Learning strategies appropriate to stages to enhance engagement and improve educational outcomes for all students. (NP Low SES reforms 1 and 4)

2013 Targets to achieve these outcomes include:
• Significant increase Aboriginal student’s attendance;
• Increased proportion of Aboriginal students achieving at proficiency standards in Year 3 Reading from 13% (average 2009-2011) to 15% in 2013;
• Increased proportion of Aboriginal students achieving at or above minimum standards in Year 3 Reading from 65% (average 2009-2011) to 67% in 2013;
• Increased proportion of Aboriginal students achieving at proficiency standards in Year 3 Number, Pattern and Algebra from 8% (average 2009-2011) to 10% in 2013;
• Increased proportion of Aboriginal students achieving at or above minimum standards in Year 3 Number, Pattern and Algebra from 82% (average 2009-2011) to 84% in 2013;
• Increased proportion of Aboriginal students achieving at proficiency standards in Year 5 Reading from 18% (average 2009-2011) to 20% in 2013;
• Increased proportion of Aboriginal students achieving at or above minimum standards in Year 5 Reading from 72% (average 2009-2011) to 74% in 2013;
• Increased proportion of Aboriginal students achieving at proficiency standards in Year 5 Number, Pattern and Algebra from 8% (average 2009-2011) to 10% in 2013;
• Increased proportion of Aboriginal students achieving at or above minimum standards in Year 5 Number, Pattern and Algebra from 84% (average 2009-2011) to 86% in 2013.

Strategies to achieve these targets include:

• As a focus school implement the (ATSIEAP) action plan engaging all six domains.
• Developing and supporting early intervention programs to improve readiness for school.
• In locations, both in and out of school, authentic engagement and connection opportunities to build school community through regular feedback.
• Through consultation processes with Aboriginal family Personal Learning Plans created.
• Continue professional dialogue with our elders who are proactive in maintaining our Koori Time programs K-6.
• Staff participation in “Connecting to Country-Project” through teacher professional learning to gain understanding of Aboriginal learning styles.
• Professional learning provided on data analysis to inform Personal Learning Plans and teaching/learning cycles.

About this report

School contact information

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.

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