2009 Annual School Report
Croppa Creek Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
The school had 13 student enrolments for most of the year in 2009. 15 are pictured below (mid year). We are expecting 16 students in 2010.

Staff
Croppa Creek Public School has a caring, dedicated staff, passionate about student welfare and achievement. We have a teaching Principal and 2 part time, casual teachers. Our Senior Administration manager works 5 days per fortnight and our General Assistant, also employed as a School Learning Support Officer has a total workload of 4 days per week which has been supplemented through additional ‘Out Of Home Care’ funding and due to the DET policy of having a second adult onsite during the school day. Cleaning staff are employed and managed by ISS.

Significant programs and initiatives
The school is supported by the Country Areas Program which provides funds to targeted schools to reduce the educational and social disadvantage of rural isolation.
CCPS upholds the Australian values of respect & responsibility, evidenced in daily lessons, management and student welfare policy.

Our school is moving toward being more environmentally friendly and we are working with the local council to promote recycling and composting at the school and student homes.

In order to encourage fathers to become involved in the school and classroom and provide male role models in a school staffed solely by females, we created our “Discoveries with Dads” program. Fathers & a grandfather participated in sports and classroom activities, and hosted excursions.

Although we have no students of non English speaking backgrounds and we do not live in an immediately multicultural community, we educate all students in different cultures and actively encourage an appreciation of the similarities and differences of all people. Each year we boast a comprehensive study of a particular country and we celebrate Harmony Day.

Aboriginal Education is an integral part of our programs and we support Aboriginal students at school.

More detailed information about these programs is found towards the end of this report.

Student achievement in 2009
In 2009, three students in Year 3 sat for the National Assessment Program Literacy And Numeracy (NAPLAN). There were no Year 5 enrolments at this time.

Messages
Principal’s message
Croppa Creek Public School is a small school located 65km north east of Moree via the Newell Highway. The school continues to strive to ensure that the community’s values and beliefs are reflected in its learning environment within DET guidelines.

We also endeavour to ensure that our students are aware of and committed to being active and empowered members of the community. It is our sincere hope that Croppa Creek Public School students grow to be life long learners who contribute positively to our country.

One of the ways in which students were given an opportunity to experience greater pride in self and community was through an update in the sports uniform and the introduction of a school dress uniform. The latter was done at no cost to the parents and dress uniforms are maintained by the school. This uniform is worn by the students for formal occasions such as presentation evening, special excursions, performances, ANZAC day ceremonies and school photo day. Community comment and support has been strong and the students feel very proud.

This report represents a snapshot of the achievements of our students in 2009, progress of our school plans and an overview of school programs. 2009 has been a most successful year for all involved. An emphasis on literacy and numeracy has seen the school continue to achieve commendable results in national and in-class assessments.

Opportunities given to students in the creative and performing arts have allowed all students the opportunity to perform and showcase their work. Students have achieved personal bests in the
sporting field with excellence encouraged and rewarded in academic areas.

We have achieved much in the physical school environment due to funds from the Federal ‘Building The Education Revolution’ (BER) program, having had a new classroom/library built, a modern sign purchased and installed at the front of our school, play equipment extended and various maintenance projects completed. The Parents and Citizens Association has again been of tremendous support for the school and its 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.

Merydyth Raue
Principal

P&C message
The P&C have had another great year with a lot of money raised for the students and school. I would like to thank the members and community for their support. The ship is only as good as its crew. This ship is sailing up a storm and my captaincy has been a pleasure.

In January, we were successful in applying for a volunteer small equipment grant for $1200 which we used to purchase a laptop, printer and software for our secretary. Our Mothers’ and Fathers’ Day stalls and community trivia night were all successful. We catered for the school’s Astronomy Night, Croppa Creek / Tulloona Athletics carnival and we continued our regular Club cooking. Our largest fundraiser for the year (and ever) was catering for a local clearing sale. Many local community members also lent a hand for the day. This hard work and success enabled us to contribute to the Technology camp, swimming lessons and presentation night. We also purchased a new sports trolley, BBQ, 2 air-conditioner units for the main classroom and refurbished the canteen.

The staff at the school have been of tremendous support to the P&C this year. It’s a great relief to know that the students come first and that Croppa Creek School is not just a career stepping stone. Miss Butler has a marvellous relationship with the students. Mrs Milen’s hard work in the office is always appreciated. Mrs Anderson, Mrs Hansen and Mrs Timmins have done a wonderful job with scripture lessons. Mr Burling has opened our eyes to new technology.

Mrs Raue is doing a great job as Principal of our little school. She has been a wonderful boss and a powerful friend. Her strength is amazing. I have really enjoyed working almost full time this year with the students and around the school. It is rewarding to share my technology skills with the students and staff and I am proud of the gardens and playing fields.

Sparkie and I can’t believe that our boys will no longer be at Croppa School. The boys have had a wonderful time over these past 12 years. Both have had great opportunities and have achieved wonderful things. We are proud of the things that we, the P&C, help make possible for the students and school of Croppa Creek.

Karen Fordham P&C President

Student representative's message
This year has been a great year at school.

We have had lots of opportunities in our small school. At the end of the year, we had a new library built and a lot of work done around our school.

Lots of our parents/carers and even my Granddad came to school to help with sport, cooking, and science.

Mrs Forsyth helped us learn about the country Egypt and the Country Women’s Association came to our school for a special presentation of everything we learned and we had a really special lunch prepared by the ladies of the CWA.

Throughout the year we were given different opportunities to mix with other children our own age by spending time with students from Yetman, Tulloonoona and North Star Public Schools.

We have really enjoyed our time at Croppa Creek and feel it has a lot to offer for a small school. The teachers and parents work together to acheive the best for the students at the school and to give us opportunities we will treasure for a lifetime.

Ruby Mitchell School Prefect
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
The table below shows our enrolments for the last 5 years. There had been a steady decline in numbers until 2008. In 2009, we began and finished the year with 13 students, with 15 students enrolled mid year. We are expecting to begin the 2010 school year with 15 students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>2006</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>2007</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>2008</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>2009</td>
<td>9</td>
<td>6</td>
</tr>
</tbody>
</table>

Management of non-attendance
All parents / carers should give a written or verbal explanation of student non-attendance. Prolonged unexplained absences are followed up by the Principal and if necessary, the Home School Liaison officer assists families in a variety of issues resulting in poor attendance. Parents may be charged through the courts if student absence is prolonged.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>1</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>2</td>
<td>5</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>3</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>6</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>K-6</td>
<td>K</td>
<td>1</td>
<td>13</td>
</tr>
</tbody>
</table>

Structure of classes
All students are in the one roll class but are at times separated into 2 teaching groups, one with Teaching Principal and one group with a second teacher.

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

In 2009 our positions were filled by full-time, part-time and casual staff.
Staff establishment

We are very fortunate to have committed staff working at our school.

Croppa Creek PS is classified as a PP6. The school had 1.31 teaching positions allocated in 2009.

This included one teaching principal and 0.31 casual classroom teacher.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>0.084</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.042</td>
</tr>
<tr>
<td>Support Learning Teacher Assistance</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.084</td>
</tr>
<tr>
<td>School Learning Support Coordinator</td>
<td>0.1</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>0.496</td>
</tr>
<tr>
<td>Total</td>
<td>2.106</td>
</tr>
</tbody>
</table>

We have no Indigenous staff members.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools with 100% of teachers holding either degrees or diplomas.

Financial summary

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

Balance carried forward includes unpaid accounts and commitment to unpaid casual salaries. Funds remaining are committed to tied funded programs and provision for asset replacement.

Tied funds are those that can only be spent on specific programs. The school benefitted greatly from the Australian Government's Building the Education Revolution Program. A new library was commenced and an additional $50,000 was self managed by the school for maintenance and general upgrades.

The school is a sound financial position. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary: 30/11/2009

Income

- Balance brought forward: $66,368.97
- Global funds: $43,714.05
- Tied funds: $72,999.34
- School & community sources: $7,159.28
- Interest: $2,734.53
- Trust receipts: $0.00
- Canteen: NA
- Total income: $192,976.17

Expenditure

- Teaching & learning
  - Key learning areas: $14,991.10
- Library: $1,331.91
- Training & development: $4,448.77
- Tied funds: $60,570.79
- Casual relief teachers: $14,978.93
- Administration & office: $18,674.81
- School-operated canteen: NA
- Utilities: $8,232.76
- Maintenance: $3,312.75
- Trust accounts: $0.00
- Capital programs: $7,483.64
- Total expenditure: $134,025.46
- Balance carried forward: $58,950.71

School performance 2009

Students at Croppa Creek are provided with opportunities to represent the school in many fields.

Achievements

Croppa Creek Public School is very proud of its achievements throughout 2009. We are also very proud of the attitude of our students generally in how they care for each other, how they operate within our school, and the role they have played in the wider community.
Students participated in the Clean up Australia Day and the Environmental Education Day held at Yetman Public School. The students raised money for the Heart Foundation through participating in ‘Jump Rope for Heart’.

The students also contributed to the Cancer Council by attending the Biggest Morning Tea on Daffodil Day at the local business, McGregor Gourlay.

Most students attended the ANZAC day service held at Crooble Community Hall and went to Bingara to celebrate Harmony Day. The students celebrated NAIDOC week in Toomelah and Sorry Day at CCPS.

This year all students were given the opportunity to complete a Junior First Aid Course as part of an interschool day hosted by Croppa Creek PS. The students benefitted from a visit from the Healthy Harold Life Education Van, also attended by Tulloona PS.

This year, all of the students in years 3, 4, 5, and 6 attended the Technology Camp where they learnt about the software programs, Kahootz, Comic Life, Photostory and Pivotstick. After the camp, all students were then asked to produce digital stories which were entered in the Macintyre Young Writers Competition. Eleven students from kindergarten to year six entered and received awards presented at a special assembly in Goondiwindi.

Each student entered the solo verse speaking in the Goondiwindi Eisteddfod. All of the students participated exceptionally well and some of the students received placings and certificates.

One of the students was also requested to perform for the final presentation night of the Eisteddfod.

The theme of our Education Week Concert was ‘technology’ and it also consisted of poetry, music, dance and percussion performances by all students.

Over the year, there were two Musica Viva performances held in North Star which taught the students about a variety of instruments and musical performance techniques. They learned about percussion, stringed instruments and woodwind instruments.

The art and technique of circus performance was demonstrated to the students by a visiting circus performer and teacher. Everyone enjoyed learning the skills to plate twirl, juggle, tight-rope walk, use devil sticks, unicycle and build a human pyramid.

For our end of year Presentation Night, the students performed dance, music and drama items for the community. Mrs Fordham choreographed a country dance and Mrs Raue and Miss Butler led the recorder and small ensemble performances. The play ‘The Search for Bruce’ was written by the Croppa Creek Staff and students. The play included the use of Kahootz and blue screen technology thanks to the skills and teachings of Mrs Fordham and Mr Burling. It was an important part of our literacy, science and technology, drama, and art program for the year.

**Sport**

At Croppa Creek Public School we aim to provide a well-balanced range of sporting opportunities for our students.

All students participated in the Macintyre Cross Country held at Toomelah.

We made use of our multi-purpose court by having a Bicycle Safety Day and hosting our annual Croppa Creek and Tulloona Athletics Carnival. Our students all achieved well.

Some of our students represented Croppa Creek at the Macintyre Athletics Carnival held at Yetman which eventuated in Aaron Fordham and Grace Portraits and Aboriginal Art. The students also learnt about different techniques used by different artists, some of which included Jackson Pollock, Wassily Kandinsky and Beverly Isaac.

**Arts**

This year students learnt about different artworks from around the world including Japanese Origami, Native American Sandpainting, Egyptian Portraits and Aboriginal Art. The students also learnt about different techniques used by different artists, some of which included Jackson Pollock, Wassily Kandinsky and Beverly Isaac.
Beinke being selected to participate in the Heferen Shield in Moree.

Over the second semester, all of the students participated in the Premier’s Sporting Challenge which eventuated in all of the students receiving a gold award. After the ten week challenge had been completed, the school received a grant which was spent purchasing new sporting equipment for the students to enjoy and develop their skills.

In term 4, Grace Beinke, Madeline Beinke and Amber Whibley proudly represented Croppa Creek at the Macintyre Swimming Carnival.

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

In 2009 there were three students who sat for the Year 3 NAPLAN and no students who sat for the Year 5 NAPLAN.

To maintain confidentiality, it is not possible to comment on the Year 3 NAPLAN results in this report. Individual student’s results have been discussed with the Senior Education Director and parents and will be used to help plan strategies for improvement on an individual basis.

**Significant programs and initiatives**

**Country Areas Program**

The Country Areas Program provides additional resources to support students and staff in schools in isolated rural (and therefore disadvantaged) areas. Identified schools receive consultancy support and additional funding.

The additional funding has allowed the school to:
- Enhance our technology program by employing staff and buying additional resources;
- Attend a variety of excursions important to a well rounded primary education;
- Provide interschool visit opportunities for sporting, creative, social and academic activities.
- Attend additional training days & workshops by teaching and support staff.

**Aboriginal Education**

Croppa Creek Public School is committed to enhancing the knowledge and understanding of all students about Aboriginal Australia.

Aboriginal perspectives have been taught through the Key Learning Areas with activities and programs to promote understanding of cultural diversity and Indigenous Australia.

Highlights of the Aboriginal education program this year were the specific art lessons linked with greater awareness of Aboriginal culture, NAIDOC celebrations day at Toomelah and review of our Prime minister’s historically significant apology to the Aboriginal population of Australia.

Acknowledgement of Country was done for the first time at our school’s presentation night in 2008 and is now part of special assemblies. In 2010, it will become a part of each weekly assembly and we will apply for funds to purchase a new flagpole for the Aboriginal flag.

A range of strategies including targeted intervention for individual students and in-class support has ensured that those students most in need of support have received help with literacy and numeracy. Additional funding through Out Of
Home Care (OoHC) and CAP has allowed us to support these programs.

**Multicultural education**

Classroom teaching programs that contain multicultural perspectives are effective in promoting cultural tolerance.

Each year, we study the geography and culture of a specific country celebrating our similarities and differences culminating in a special presentation day of the students’ learning and catering provided by the ladies of the Country Women’s Association. This Year we learnt about Egypt.

The school celebrated Harmony Day with a large gathering of many schools in Bingara.

Multicultural perspectives will continue to be included in classroom teaching programs. The school will continue to look at a variety of ways to promote cultural awareness. This will include visits to the school by people from a range of cultural backgrounds and countries.

In 2009 the new Principal was trained as an Anti-Racism Contact Officer.

**Respect and responsibility**

Croppa Creek Public School reflects the expectations and values of its community. Respect and responsibility are held in the highest regard as values that should be demonstrated by all school community members. The school has developed, and implements each year, learning programs to encourage students to demonstrate these qualities and attributes.

Programs include:

- Clear communication of expectations of appropriate playground and classroom behaviour.
- Identified values emphasised in weekly assemblies and in our Citizenship Awards.
- Personal Development sessions for Drug Education, Child Protection and Life Education.

Learning to take responsibility for their own health and diet is an important part of our curriculum. The school has implemented the Healthy Canteen Policy which guides the sale of food to students at school functions, sports days and excursions. We have a daily ‘crunch and sip’ snack break at 10am which encourages students to develop healthy eating habits to be maintained throughout their lives.

**Environmental Education**

Croppa Creek Public school has been involved in activities revolving around environmental education in 2009 and our school has developed a School Environmental Management Plan.

We participated in Clean Up Australia Day and we have an ongoing gardening program lead by Mrs Fordham which sees children growing fruit and vegetables at school.

Water management strategies have been discussed with the Department of Education and Training’s Assets Management Unit and local plumbing contractors. We continue to develop strategies for effective use of our current water supplies.

**Discoveries With Dads**

2009 saw a high level of involvement of fathers with the students through our “Discoveries With Dads” program. As the school is staffed solely by females, we invited dads to participate in our sports lessons, or any other lesson in which they felt comfortable. Fathers & grandfathers participated in a variety of activities and hosted excursions. This was a valuable experience for all concerned and the students gained much from having responsible and interesting men actively involved in school programs.

**Progress on 2009 targets**

**Target 1**

*To improve our knowledge and understanding of mandatory OH&S requirements.*

Strategies to achieve this target included:

- Developing a school manual containing necessary information and outlining OH&S procedures & information.
- Allocating time in 2009 staff development days for OH&S training
• Ensuring that staff had up-to-date CPR & first aid training.
• Setting up a staff OH&S noticeboard.
• Practising emergency procedures including evacuations and lockdown.
• Notifying parents of these practises and encouraged discussion of home emergency procedures.
• Organising /attending farm and fire safety days and to participate in the Life Education program.
• Organising a Junior First Aid Course in 2009 for all students.

Target 2

Improve student outcomes in numeracy

Strategies to achieve this target included:

• Professional learning in the use of DET resources to assist with teaching and learning. Opportunities for our new teacher were limited in this area. Professional learning was mainly within school utilising experience and knowledge of teaching Principal.
• Change of timetabling and Principal release time in order to group students effectively for mathematics. This gave much more intensive instruction targeted to individual students & small groups.
• Whole school subscription to “Smartkiddies” website for individual practice of specific mathematical skills at each students’ level.

Student results have improved significantly, however this needs to remain as a target for 2010.

Target 3

Improve student achievements in writing.

Strategies to achieve this target included:

• School-based assessment and NAPLAN data used to target students who required support, extension and consolidation.
• Implementation of PM Writing program using explicit teaching and the purchase of quality resource materials and student texts.
• Weekly comprehension activities (Blue and Green Reading Boxes) which are reading recovery levelled and cover all basic text types.

In school assessment data reveals improved stage outcomes for all students.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of School Culture and Science and Technology.

Only a few parent surveys were returned. This means that data collected may not fully reflect the views of the whole parent community. Most survey answers and discussions with parents indicate that there is a high level of satisfaction with the school’s teaching of school culture, core values and extracurricular activities.

Culture

Background

It was decided to evaluate the culture of the school to ensure that Croppa Creek Public School continued to be a happy, safe and productive school where all students could reach their full potential.

Parents, staff and students were asked to respond to a survey about school culture.

Findings and conclusions

The survey, comments and anecdotal data suggest that staff, parents and students believe that the school:

• Knows about the families and community which it serves.
• Is continually finding ways to improve what it does.
• Caters for the learning needs of all students

There were no additional comments made on the surveys.

Future directions

As always, parents who have any concerns are encouraged to approach the Principal.

The school will;

• Notify the school community of weekly award winners in the school newsletter
• Discuss school initiatives, performances and excursions with the P&C, in order to give parents a greater understanding of curriculum benefits and knowledge of support offered by other parents.

Curriculum
The school evaluates an area of the curriculum each year as part of a cyclic process. This year the school chose to evaluate the key learning area of Science and Technology.

**Background**

An analysis of our Science and Technology program was undertaken. Staff, parents and students were surveyed on the teaching and learning of Science and Technology in the school.

**Findings and conclusions**

The analysis found:

- Parents, staff and students felt Science and Technology was an important part of the school curriculum.
- Students enjoyed Science and Technology lessons and most felt confident in this subject area.
- Students preferred hands on activities than written work.
- Student skills were growing in Science and Technology.
- Parents were happy with reporting procedures and frequency.
- Some parents did not feel confident in assisting their children with Science and technology at home.
- Some parents did not feel informed as to the teaching of Science and technology at the school.

**Future directions**

In 2009, the school will continue to focus on improving the status of Science and Technology by:

- Purchasing more science equipment.
- Providing parents with more written explanation of science units and lessons through the school newsletter.
- Offering parents computer courses through the school and to seek other opportunities as they become available.
- Ensuring that Science and Technology is given appropriate emphasis in the school timetable and quality teaching is evident in lessons and programs.
- Ensuring an appropriate blend of hands on activities and written work.
- Preparing a Science and Technology focus photostory for presentation night.

**Professional learning**

In 2009 staff participated in the following professional learning activities:

- Autism Spectrum Disorders
- Behaviour management
- School Learning Support Officer training
- SMART and SASSY (CAP)
- Border Rivers Gwydir CMA Environmental Ed
- Preparation for NAPLAN
- Child protection
- Anaphylaxis training
- CPR & First Aid
- Musica Viva
- New Scheme Teacher Accreditation
- Understanding DET Procurement Requirements
- iTEC conference in Tamworth
- Moviemaking – bluescreen technology

**School development 2009 – 2011**

A 2009 to 2011 management plan was first developed at the end of 2008 and is updated annually
Targets for 2010

Our targets for 2010 are based on the evaluations conducted about programs 2009 and areas of improvement as identified by staff and community.

Target 1

*Improve student outcomes in numeracy and for students to have fast recall of number facts appropriate for each stage.*

Strategies to achieve this target include:

- Professional learning in the use of SMART data to inform teaching.
- Professional learning in the use of DET resources to assist with teaching and learning.
- Use of mathematics software for smartboard and individual use and continued utilisation of “Smartkiddies” website.
- Daily “mentals” for students in Years 3-6.
- Daily counting, patterns & (Count Me In Too) games in Years K-2.

Our success will be measured by:

- An improvement of student achievement in school assessments and NAPLAN.
- Teaching programs which are explicit, well-planned and cater for the learning needs of all students.

Target 2

*Improve spelling and writing outcomes for all students.*

Strategies to achieve this target include:

- Implementation of a systematic and explicit approach to teaching spelling which incorporates a daily focus on spelling skills and strategies as part of a balanced literacy program;
- Demonstration of students’ individual growth and a rate of progress appropriate to the stage outcomes as evidenced by assessment data from standardised and school-based tests; and

Our success will be measured by:

- An improvement of student achievement in school assessments and NAPLAN.
- Teaching programs which are explicit, well-planned and cater for the learning needs of all students.
- Work samples which indicate that increasingly, students are demonstrating correct transfer of their spelling knowledge, skills and strategies in a range of writing tasks across the KLAs.

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.

Merydyth Raue Principal
Sarah Butler Teacher
Karen Fordham President P&C
Monica Milen Senior Admin Manager

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School Code: 3717

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: