

Caddies Creek Public School

Annual Report



2016



4615

Introduction

The Annual Report for 2016 is provided to the community of **Caddies Creek Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

David Beggs

Principal

School contact details

Caddies Creek Public School
Currawong St & Glenwood Park Dr
Glenwood, 2768
www.caddiescrk-p.schools.nsw.edu.au
caddiescrk-p.School@det.nsw.edu.au
8814 5916

Message from the Principal

It has once again been an honour and a privilege to lead Caddies Creek Public School in 2016. Caddies Creek is a fantastic place, made so by the students, staff and community. It is not perfect, of course, and we are always looking for ways to make it even better – and that commitment to improvement is what makes it fantastic.

Where to start in 2016? Students in Years Three and Five did extremely well in NAPLAN, and a large amount of students did brilliantly in the ICAS Academic competitions. Our performance groups rocked open days, Blacktown Music Festival, The Town Hall and the Opera House. Caddies in Concert was, once again, a brilliant success. Our Library again broke records at Open Day with our colossal book fair. Our camps and excursions complemented the work done in classrooms and were memorable experiences for the children. The accolades kept coming in 2016 with phenomenal individual performances in public speaking, spelling, Visual Arts and writing. It was also an amazing sporting year, with huge numbers of students performing at higher levels – probably our best ever results.

We hit four figures as expected in 2016, a milestone that only a handful of primary schools in the state ever reach, and most likely we will stay over a thousand again in 2017. We are big, but have a small school feel.

To my terrific staff – I thank you for your hard work in 2016, and for maintaining your positivity and support. Schools have had a lot of changes in recent years, but our core business of teaching and learning remains at the forefront, as it should be. My office staff led by Vicki Kelly are outstanding people and regularly go above and beyond the call of duty to help our kids, staff and parents. I am constantly given compliments from other principal colleagues about how beautiful our school grounds are thanks to Phil Said's hard work and commitment.

To our wonderful school community – I thank you for your ongoing support for our great school. Caddies Creek is the envy of many other schools in many ways, but the strong partnership we share with our school community is right there at the top of the list. I would like to also farewell some outgoing P&C members – Louise Brennan, who has done a superb job as President, and also Mandy Wright and Michelle Smith who also finished up in 2016. My thanks to you for making such a valuable contribution to our schools and making a difference to all families of Caddies Creek.

And now to our amazing students. Your hard work in and out of class has been magnificent, along with your impeccable behaviour in a wide range of situations. Your teachers, your mums and dads are all very proud of you. I've never known friendlier or more inclusive kids, and I've never known students more determined to give it their best constantly.

At Caddies Creek, I believe we have a balance; we are striving for students to be high academic achievers, but we also want students to be socially responsible, creative, cooperative, collaborative, critical and passionate. As a society, isn't that what we are striving for?

It has been a brilliant 2016 and I am looking forward to an even better 2017.

School background

School vision statement

Caddies Creek Public School is committed to: "Preparing students for the future through caring and dynamic learning programs" As a school learning community we value:

- A Quality Learning Environment – Children respond to relevant and challenging programs that encourage an intrinsic love of learning in a stimulating, safe and happy environment.
- High Expectations – Students respond to high expectations in learning and conduct.
- Self-Worth – We encourage the development of positive self-esteem, leading to self-confidence, effective learning and enthusiastic participation within the school community.
- Diversity – We recognise that we are all different, valuing the individuality of each member of our school community, his or her needs, cultural background, ability and circumstance.
- Collaboration – Together we develop common goals and directions. Working relationships are based on trust, respect and open communication. The contribution of all members of the school community is encouraged and valued as we work in partnership.
- Core Values. The whole school community actively encourages the development of the core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

School context

Caddies Creek Public School is situated within the Blacktown Local Government area and The Hills School Education group. We are a comparatively new school, having commenced as a learning institution in 2003.

The school has a student population of 1039 students at the commencement of 2016.. It is expected the school numbers will remain reasonably static over the next three years. The school's current population is the highest in its 13 year history. Currently we have 38 mainstream classes and three support classes. All classrooms are air conditioned and have an Interactive Whiteboard. The school is extremely well resourced.

The school is supported in technology with 280 iPads, 160 surface tablets, 240 laptops, two computer labs, as well as computers in the classrooms and Wi-Fi throughout the school.

The community has high expectations of the school and work enthusiastically in a three way partnership between the parents, staff and students. The P&C works diligently with fundraising, second hand uniform pool and give excellent support to the school generally. Parents help out in a variety of other ways, including helping in the classroom, being tutors, helping at sport, transporting students involved in extracurricular activities and training dance groups and PSSA teams.

Our school has a stable and dedicated staff of experienced and Institute teachers in their first ten years of teaching. Our classroom teachers are complemented by a LaST teacher, 3 EALD teachers, full time Librarian, Two Reading Recovery Teachers and a School Counsellor. The school has five office staff, one General Assistant and five School Learning Support Officers.

Generally, students are very well behaved and the suspension rate in the last five years is less than 1 short suspension per year. The school has its own 'Code of Conduct' that all students follow. Our students wear their full school uniform including school hat and black shoes on a regular basis.

Our school enjoys an outstanding reputation in the community. We regularly receive applications for non-local enrolments, however, we are unable to accommodate these unless there is an absolutely exceptional circumstance.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Learning, the school has focused on professional learning for teachers in the areas of English and Mathematics. This learning for teachers has ensured that quality teaching programs are evident in all classrooms, building a strong foundation of Literacy and Numeracy skills.

NAPLAN and PLAN data suggests that strong foundations are being developed in Literacy and Numeracy. Participation in the Blacktown Learning Community English project saw teachers working collaboratively to further develop their understanding and knowledge of the English textual concepts and processes. Professional learning in Mathematics familiarised teachers with the Numeracy Skills Framework. Quality Teaching Rounds have continued to be highly valued by teachers as an effective way to improve their pedagogy.

In the domain of Teaching, the school has continued the focus on Visible Learning based on the work of John Hattie. This year the focus was on providing effective feedback to students, maximising learning outcomes. Teachers and students have continued to implement the language of the characteristics of a learner at Caddies Creek along with the use of Learning Intentions and Success Criteria. Teachers investigated Personal Interest Projects to incorporate student directed learning and higher order thinking skills. The culminating products of these projects demonstrated a high standard of achievement and engagement.

In the domain of Leading, one target was the implementation of the revamped Peer Support Program. Year 6, along with a small group of Year 5 students led 86 peer support groups through a series of activities building resilience. Teachers reported that students accepted these roles with enthusiasm and demonstrated responsibility and reliability throughout the 8 weeks of the program. A Numeracy Workshop designed for parents was very well accepted and provided parents the opportunity to ask questions and develop an awareness of the new Mathematics Syllabus.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Delivery of high quality teaching and learning programs for all students.

Purpose

To develop and implement innovative programs through quality teaching to maximise learning outcomes for all students.

Overall summary of progress

Participation in the Blacktown Learning Community Great English Teaching project gave teachers much greater confidence in programming units of work addressing English contextual concepts. An introduction to the learning processes used in understanding these concepts also supported teachers to assess students and provide strategies to support engagement with texts and responding and composing.

In Mathematics, staff undertook professional learning, linking the numeracy continuum to the new Maths syllabus. There was also a strong focus on problem solving which was reflected in teachers programs as well as a large number of students participating in the Maths Olympiad. A well patronised Numeracy workshop was held for parents addressing how students move through the early arithmetic strategies aspect of the numeracy continuum.

Teachers were familiarised with the new Geography syllabus ready for implementation in 2017. A number of teachers across several grades trialled a geography unit in term 4 and shared their finding and understandings with their colleagues. Teachers developed a draft scope and sequence for History and Geography in 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of students achieving in the top three bands in NAPLAN literacy tests.	<p>The average percentage of students in the top three bands in Year 3, over a three year period for reading has increased from 85.8% (2013–2015) to 87% (2014–2016). Performance this year in the top 3 bands showed an increase for writing and spelling.</p> <p>The average percentage of students in the top three bands in Year 5, over a three year period for reading has increased from 69.9% (2013–2015) to 71.9% (2014–2016). Performance this year in the top three bands showed an increase for writing, spelling and grammar and punctuation.</p>	\$14,000
Increased number of students achieving in the top three bands in NAPLAN numeracy tests.	<p>There was a slight decline in the top three bands in Year 3 Numeracy; however, performance in the top band showed an increase of 4.3%.</p> <p>The average percentage of students in the top three bands in Year 5, over a 3 year period for Numeracy has increased from 68.6% (2013–2015) to 76.8% (2014–2016).</p>	\$13,000

Next Steps

In 2017 Caddies Creek will: Provide TPL to help teachers understand the English processes and how to embed them into units of work. Have teachers take and analyse reading records to inform the explicit teaching of reading and maximise the effectiveness of guided reading sessions. Provide a targeted early intervention reading program for selected year one students and mentoring to teachers to improve pedagogy.

– continue professional learning K–6 around linking the numeracy continuum to practical, hands on differentiated learning experiences in the classrooms through strategies from programs such as TEN, TOWN and Numeracy Building Blocks. Continue to develop the capacity to facilitate student learning using a problem solving, future focused approach to implementation.

Strategic Direction 2

Consistent, high quality educational practices across the school.

Purpose

To support students to become active, engaged and successful lifelong learners.

Overall summary of progress

Continuing with John Hattie's Visible learning strategies, this year staff focused on feedback to students to maximise their learning. Teachers worked together in peer learning groups reflecting on their own use of feedback within the classroom. Teachers then participated in professional learning about task, process, self feedback and praise and then set about using the most appropriate feedback aligned to the context.

There was a lot of excitement from staff as they shared their expertise and student achievement through the use of Genius Hour and Personal Interest Projects (PIPs). Several other teachers have since implemented these strategies into their programs. Teachers also attended a professional learning session on coding, this was challenging but teachers could see opportunities this would open up for students. Teachers will continue to investigate coding in 2017.

Quality Teaching Rounds (QTR) were once again very popular in 2016 with two sessions taking place in terms two and three. QTR gave teachers the opportunity to teach in front of others, code and reflect upon their teaching practice and engage in professional reading to enhance the quality of their teaching and learning programs. For the majority of the teachers involved they agreed that this was possibly the most effective and worthwhile professional learning experience that they had participated in.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Engaged self-directed learners Students can answer the questions: What are you learning?How are you going? How do you know? How can you improve? Where do you go for help?	100% of teachers surveyed said that they had modified their practice to include more effective feedback. They reported that they had seen improved student achievement and confidence that they link to their use of more effective feedback. Teachers also noted that they would like to make more use of peer assessment in line with learning intentions and success criteria for students to give feedback to each other.	\$30,167

Next Steps

In 2017 Caddies Creek will,

- continue to invite teachers to participate in Quality Teaching Rounds
- complement the work done in Visible Learning with investigating and sharing with staff research in Growth Mindset
- continue staff and student learning in the area of coding by participating in the Blacktown Learning Community STEAM project.

Strategic Direction 3

All stake holders engaged as partners in education developing the school as a centre of excellence.

Purpose

To build strong relationships as an educational community by leading and inspiring a culture of collaboration, engaged community, empowered leadership and effective organisational practices.

Overall summary of progress

The Bounce Back program was implemented to complement the wellbeing framework and develop resilience and positive relationships. Students were exposed to authentic literature and engaging activities to develop a repertoire of skills to connect with others and succeed at school and beyond. Building on this theme was the implementation of a revamped Peer Support program. Improved training provided growth in leadership skills for stage three students. Regular feedback from teachers was invaluable for the students to adjust future sessions. A new unit of work, Resilience, used evidence based research to foster skills and strategies to develop social skills.

NCCD (Nationally Consistent Collection of Data) lists were compiled and conversations held about student adjustments culminating in the successful completion of the NCCD survey.

Presentations were delivered to both parents and Year 6 students about Cyber Safety creating the link between the school and the Police Community Liaison Officer.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Caddies Creek Public School represented and involved in an extensive range of extracurricular activities All students are provided with the support they need socially, emotionally and physically through school initiatives and programs and links to outside agencies and community networks.	<p>In 2016 CCPS offered students a wide range of extra curricular activities including six dance groups, two choral groups, a drama group, drum group, chess and art group. The culminating event for performance groups, Caddies In Concert, was well received by parents, teachers and students.</p> <p>Teachers implemented the Bounce Back program and provided feedback to the project leader. This feedback revealed that teachers value a proactive approach to wellbeing and were impressed with the links to quality literature. This program will continue in 2017.</p> <p>The more extensive training provided to leaders in the Peer Support program resulted in more confident leaders supporting a cohesive peer group.</p>	\$9,986

Next Steps

In 2017;

- the Bounce Back program will be implemented, ensuring all teachers have access to the online resources
- Peer Support will continue with the unit *Stronger Together*
- teachers will have an increasing set of mindfulness and physical activities to use for 'brain breaks'

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Personalised Learning Plans were developed for Aboriginal students. The vast majority of Aboriginal students are working within the sound range for English and Mathematics. A small amount SLSO time was provided to work in small groups or one on one with Aboriginal students.	\$4076
English language proficiency	In 2016 the school ran the L2 literacy program which is focused on providing intervention for targeted year 2 students, one to one lessons focusing on improving skills in reading, comprehension and writing complexity. All students made significant individual progress with a number of students moving up by 5–9 reading levels. Spelling and comprehension were also areas of significant improvement.	\$27,862
Low level adjustment for disability	Funding was used to provide targeted students with SLSO support. Teachers reported that students were able to complete more activities with the support of an SLSO explaining and rephrasing instructions. Those students targeted for reading support improved their benchmark and oral reading accuracy. Students supported in other KLAS, especially Maths also saw noteworthy improvements.	\$47, 004
Quality Teaching, Successful Students (QTSS)	This funding has supported the development of high quality teaching and learning practices, meeting the needs of students. Executive met with teachers to refine and review Professional Development Plans and conduct classroom observations. Teachers undertaking accreditation were strongly supported. NAPLAN and PLAN data was analysed to drive practice. Teachers were released to work with a mentor to observe and undertake professional dialogue to improve their own practice. Feedback from teachers strongly suggest that this initiative has provided them with valuable learning and reflection time not previously experienced.	.788 staffing allocation
Socio–economic background	<p>Two sessions of Quality Teaching Rounds took place in 2016. There were a number of teachers who volunteered to participate in this program. As in 2015, the program was very highly rated by teachers as being a most effective form of professional learning. Quotes from teachers:</p> <p><i>In my opinion, the professional reading and discussion was the most valuable part of the day. It allowed time to present and share our research into 21st Century educational theories and practices for teaching students who will need to function in a rapidly changing society.</i></p> <p><i>Many of the readings that we looked at were very practical and could be applied to our classrooms in various degrees immediately.</i></p>	\$30,167

Support for beginning teachers	<p>Beginning Teachers were heavily supported with the implementation of a whole school induction program. Along with an initial orientation to the school, Beginning Teachers were set up with a buddy and Mentor Teachers. Beginning Teachers found this experience invaluable as they were able to tap into the expertise of more experienced colleagues and spend more time deepening their knowledge and understanding of school and department programs and curriculum. Observing their colleagues was noted to be the most rewarding and valuable aspect of support for our Beginning Teachers.</p>	<p>\$26,755</p>
---------------------------------------	---	-----------------

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	500	529	523	551
Girls	438	435	463	488

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96	96	96	94.7
1	95.2	95.8	93.9	94
2	96	96.4	94.7	94.8
3	95.7	96.5	95.3	95.6
4	95.8	96.2	94.8	95.1
5	95.1	95.9	95	94.9
6	94.7	95.8	94.5	94
All Years	95.5	96.1	94.9	94.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KH	22
KR	22
KB	22
KN	23
KM	22
KJ	23
KW	23
1J	24
1W	24
1S	23
1R	23
1M	24
2SR	23
2N	24
2M	25
2L	24
2V	24
2E	24
3D	31
3C	31
3W	31
3/4T	31
3S	29
3O	31
4G	29
4C	30
4P	31
4J	28
5H	28
5/6L	30
5W	30
5T	31
5S	30
6H	26
6C	29
6R	28
6O	28
6N	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	39.62
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	0.9
Teacher Librarian	1.6
Teacher of ESL	3.2
School Counsellor	1
School Administration & Support Staff	9.07
Other Positions	0

*Full Time Equivalent

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

3.2% of staff is of an indigenous background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	72
Postgraduate degree	28

Professional learning and teacher accreditation

A comprehensive school based induction program ensured that all early career teachers employed at Caddies Creek were involved in structured supervision, collegial support, mentoring and professional networking which is reflective of the recommendations from the Great Teachers Inspired Learning (GTIL) initiative.

The induction program provided flexible, responsive professional learning and support tailored to the needs of each early career teacher. A range of structures were employed to maximise the support across the

school. These included an initial orientation to the school, setting up a buddy and Mentor, and providing opportunities to source professional networks. This was resourced by the beginning teacher fund.

In addition, a highly structured and supportive Accreditation Program was conducted with five teachers. This involved moving through the phases of Strong Start, Great Teachers using the 5 essential components represented in the 5C model of quality school-based induction. This was followed by collecting quality evidence for Accreditation, lesson observations and feedback, support with annotation of evidence and engaging in effective professional learning. Five teachers are currently undergoing the process of Accreditation at proficient for the first time.

School based networks also provide support for teachers maintaining accreditation or seeking accreditation at higher levels by guiding teachers through reflective practice as well as providing opportunities to discuss professional learning experiences with colleagues. No one sought higher levels of accreditation in 2016; however, support structures are in place.

Teachers sought and attended a variety of professional learning courses all linked to the school's strategic directions and teaching standards. The average expenditure per teacher on professional learning was \$715.96. Total expenditure was \$45822

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	511 241.59
Global funds	499 579.85
Tied funds	328 471.85
School & community sources	446 811.88
Interest	9 439.64
Trust receipts	24 711.65
Canteen	0.00
Total income	1 820 256.46
Expenditure	
Teaching & learning	
Key learning areas	33 365.81
Excursions	42 915.18
Extracurricular dissections	265 406.62
Library	11 350.21
Training & development	0.00
Tied funds	139 826.19
Short term relief	132 702.71
Administration & office	87 502.46
School-operated canteen	0.00
Utilities	49 457.93
Maintenance	20 456.51
Trust accounts	22 073.63
Capital programs	11 553.00
Total expenditure	816 610.25
Balance carried forward	1 003 646.21

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 217 701.95
(2a) Appropriation	1 028 812.89
(2b) Sale of Goods and Services	30 643.26
(2c) Grants and Contributions	155 613.91
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	2 631.89
Expenses	-413 323.93
Recurrent Expenses	-413 323.93
(3a) Employee Related	-211 088.70
(3b) Operating Expenses	-202 235.23
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	804 378.02
Balance Carried Forward	804 378.02

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

The school has reserved savings for future planned capital expenditure.

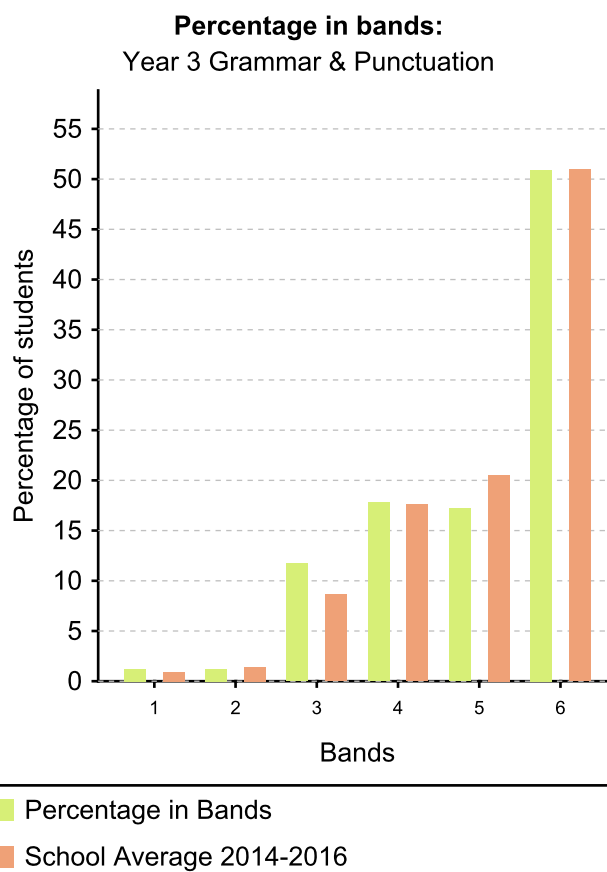
	2016 Actual (\$)
Base Total	5 907 948.29
Base Per Capita	53 669.62
Base Location	0.00
Other Base	5 854 278.66
Equity Total	527 394.58
Equity Aboriginal	4 075.74
Equity Socio economic	30 167.08
Equity Language	354 328.96
Equity Disability	138 822.79
Targeted Total	562 192.58
Other Total	192 837.42
Grand Total	7 190 372.86

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

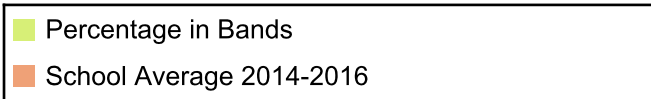
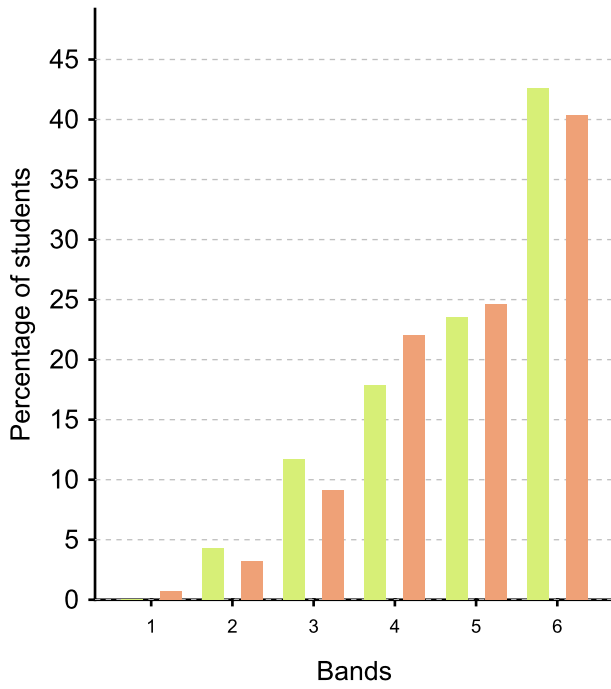
School performance

NAPLAN

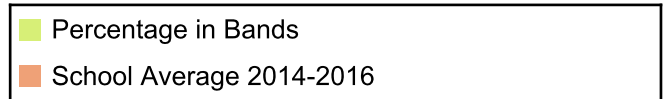
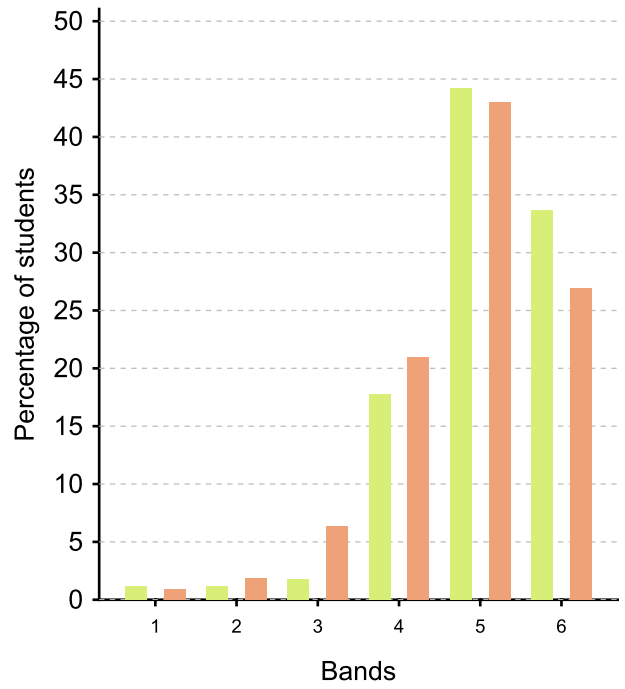
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



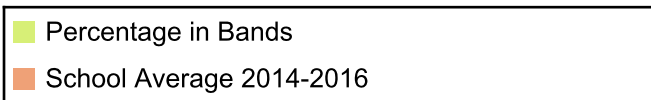
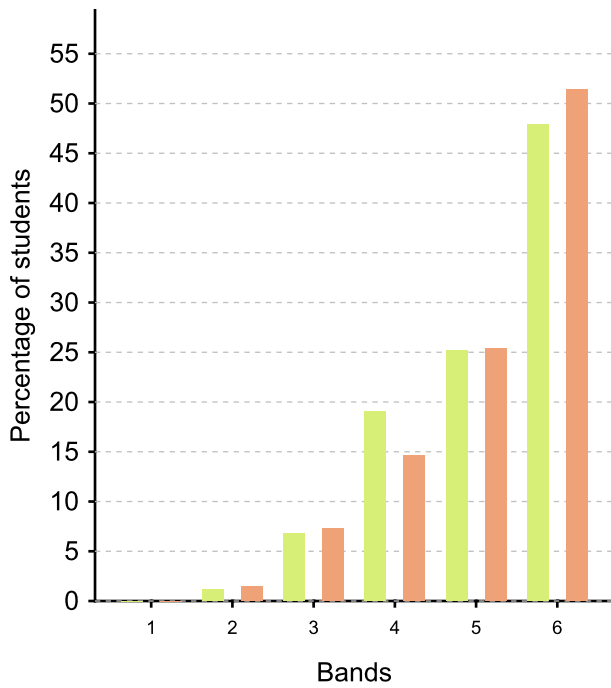
Percentage in bands:
Year 3 Reading



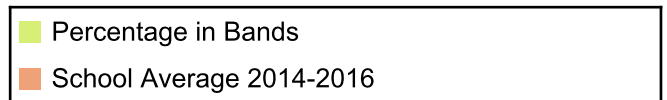
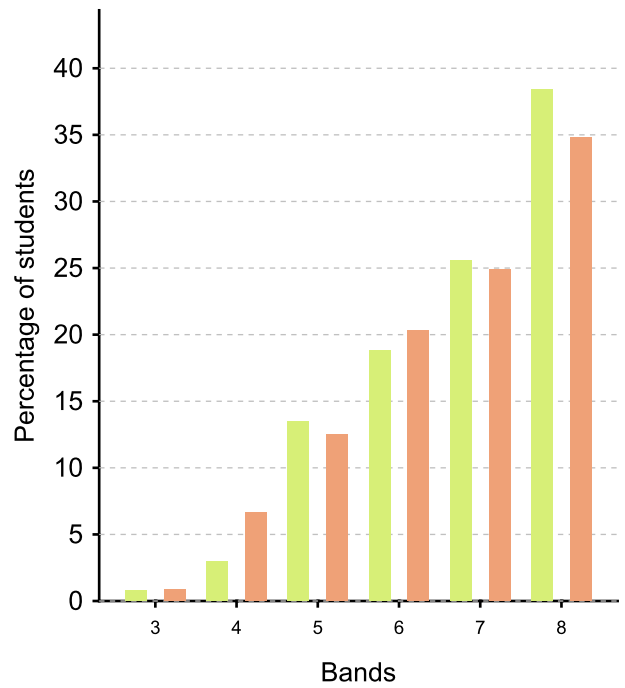
Percentage in bands:
Year 3 Writing



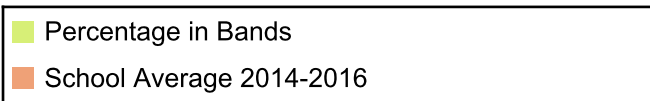
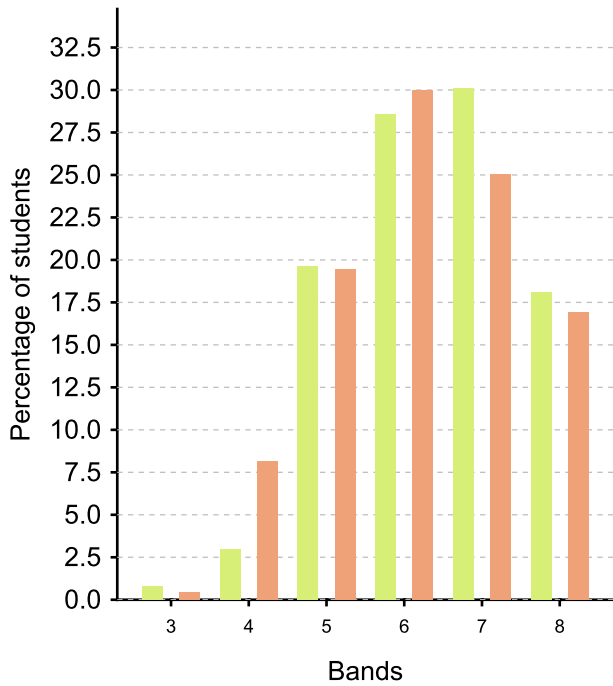
Percentage in bands:
Year 3 Spelling



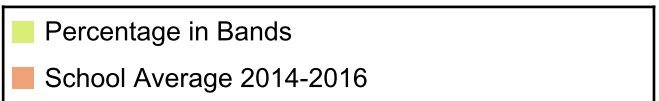
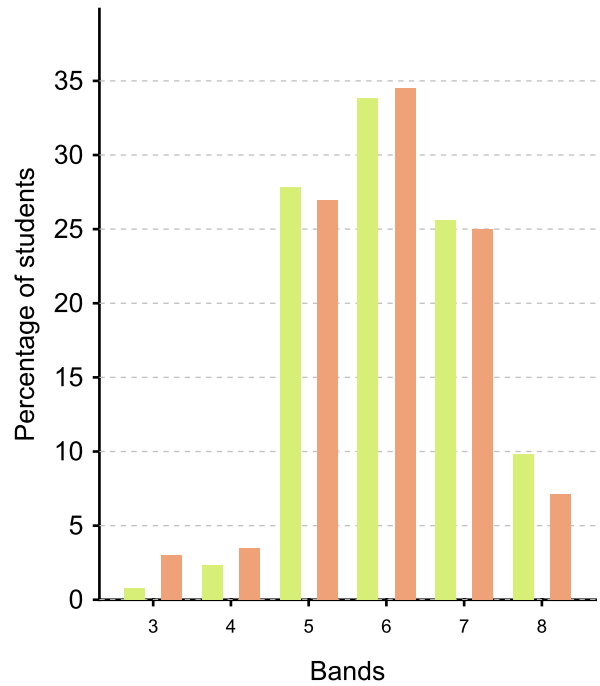
Percentage in bands:
Year 5 Grammar & Punctuation



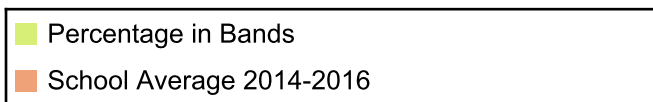
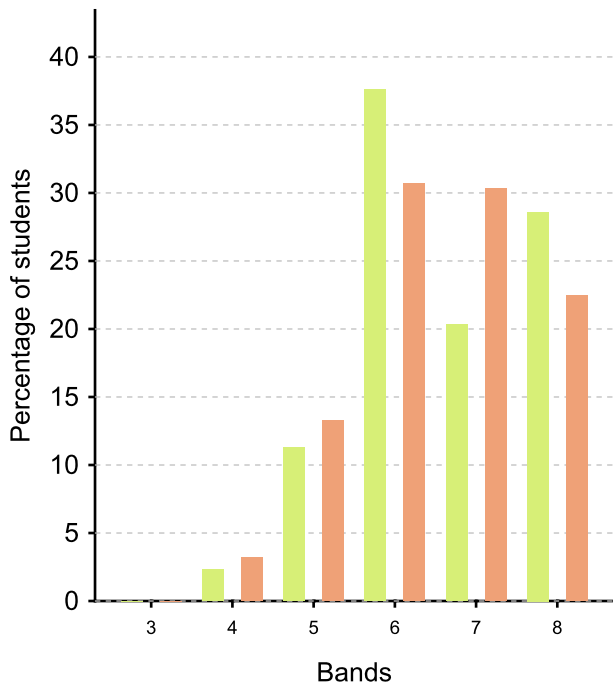
Percentage in bands:
Year 5 Reading



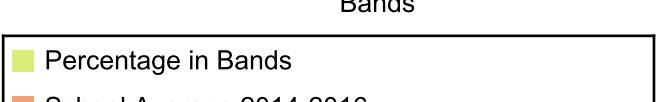
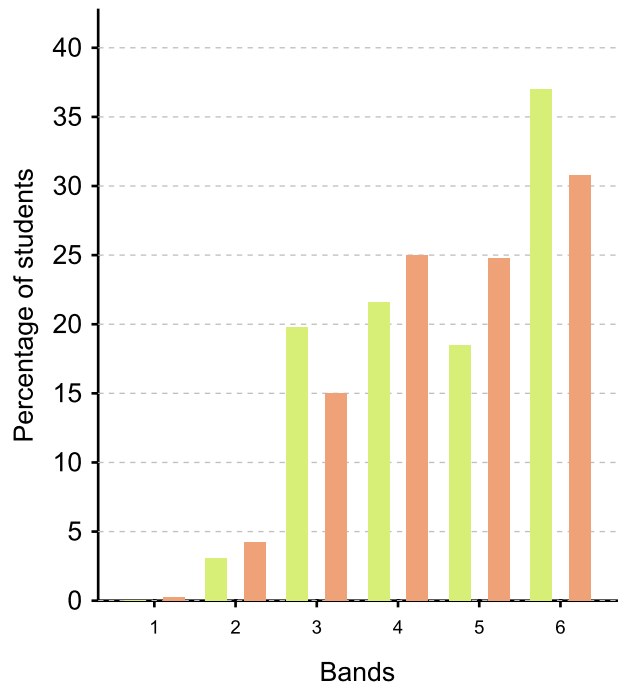
Percentage in bands:
Year 5 Writing



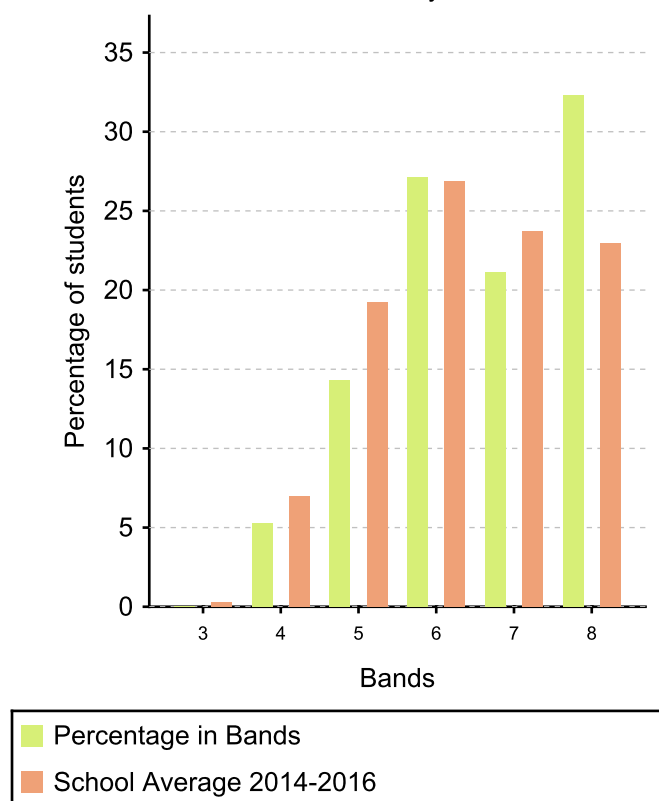
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



of the school's curriculum. Caddies Creek has a very low proportion of Aboriginal students but the staff is committed to improving the outcomes of all students. In 2016,

* Personalised Learning Plans were developed in conjunction with students, teachers and parents to target any areas where Aboriginal students may have difficulty; and

* Caddies Creek provided students with program focusing on Aboriginal history, sporting and artistic achievements.

Other school programs

2016 Caddies Creek Sports Report

There is now compelling evidence that increased levels of physical activity can bring wide-ranging health benefits that impact upon children. These benefits can extend beyond physical health to include other benefits, such as mental health, personal wellbeing, and social cohesion. As teachers at Caddies Creek we are proud of our contribution towards this, through ongoing and high quality sport, fitness and physical education programs.

Sport remains a highly valued part of the wide range of extra-curricular activities we provide at Caddies Creek, in spite of the pressures of a crowded curriculum and busy school weeks. Regardless of the skill or experience level of our students, they all benefit from this active time; whether they are a representative sports-person or a kindergarten student doing their first organised PE lessons or a primary student who enjoys playing games with their friends on Friday mornings.

Caddies students have also benefitted this year from the support of the wider sporting community. This has occurred in numerous ways, but some examples have been AFL programs, Parramatta Rugby League involvement at PSSA League Tag and Seven Hills High School students refereeing and umpiring weekly competitions.

On sport Fridays this year, around 200 Caddies Creek students departed on buses to compete in PSSA competitions. We are viewed as strong weekly competitors in our Zone and it is fabulous to have so many of our students involved. Our students also continue to gain representation at Sydney West and NSW Championships in a variety of sports. This is a great achievement in an elite and very competitive environment; the result of hard work from students, staff and parents.

Swimming has again been a focus, with our very competitive school swimming carnival and continued participation in the Department of Education School Swimming Scheme. This year, 66 participants attended "Swim School", with the majority coming from Years 3 and 4. These swimmers gained technique and greater confidence in the water; vital life skills for living in a society where a lot of leisure time is spent in the water.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of reference groups made up of parents, teachers and students. The information gathered through surveys and/or interviews indicated a high degree of satisfaction throughout the school.

Identified Areas of Strength

* The school continues to have a very positive reputation in the community

* The students are the schools main concern

* The school maintains a focus on literacy and numeracy

In our endeavour for continual improvement, in 2017 the school will continue to promote and develop;

* High standards of achievement set by all teachers

* Clear communication with all stakeholders

* Student access to computers and strong technology programs and resources

Policy requirements

Aboriginal education

Aboriginal Education continues to form an integral part

2016 also saw:

- strong participation in our three major sporting carnivals;
- an impressive thirty-eight sporting teams taking part in Seven Hills PSSA Friday sport, 13 of which finished as premiers and 6 as runners up in their respective competitions;
- involvement in State Knockout competitions with 4 teams this year, with the Boys Cricket team again finishing in the top sixteen of the state;
- a record number of Zone representations, ninety-seven in all, in team sports and the major carnivals;
- 27 students representing the Sydney West Association at State carnivals;
- Caddies Creek staff involvement at every level of representative PSSA sport;
- and, Jake Hayter representing NSW in Athletics and Joseph Jaber representing NSW in both Touch Football and Rugby League.

Through the continued enthusiasm of our school community, 2017 promises to be another superb year of participation and achievement in Caddies Creek school sport.

The Arts

Caddies Creek Public School has continued to offer a wide range of extra-curricular opportunities to students across the Arts. This year saw the participation of nine eager and enthusiastic performance groups across Kindergarten to Year Six. These students were given the opportunity to entertain audiences, including parents and community members, at many different venues. Thanks to the guidance and support of numerous dedicated teachers, students showcased their talent at inspiring venues such as the Blacktown Music Festival, Sydney Town Hall and the Sydney Opera House.

Dance Groups

Early Stage One: The Kindergarten Dance Group consisted of 22 highly enthusiastic boys and girls. These dedicated students attended rehearsals led by Mrs Thripp and Miss Bonaventura, where they enjoyed learning a rendition of Meghan Trainor's "Better When I'm Dancin'". They dazzled audiences with performances at Education Open Day, school assemblies and the Caddies in Concert evening.

Stage One: Twenty One talented students were selected to be a part of the Junior Dance Group this year. Led by Mrs Rombola and Mrs Van de Maele, these committed dancers rehearsed tirelessly during many lunch times to perfect their dance routine to "Streets of Gold" by Ruth Pointer. The Stage One

to enthralled audiences at school assemblies, Education Open Day and the Caddies in Concert evening.

Stage Two and Three: This year the amazingly talented 3–6 Dance Group were led and supported by Miss Nicholls, Mrs Glanville and Mrs Herbert. These keen dancers spent twice a week rehearsing dances choreographed by the innovative and enthusiastic Mrs Dana Fisher and two year six students – Montana and Jade. They proudly performed both routines at Caddies in Concert and the Synergy Dance Festival, wowing audiences with their high level of energy and enthusiasm.

Stage Two and Three Boys: The 12 energetic year 3–6 boys who participated in the boys dance group this year loved learning and perfecting their dance routine "Bad" by David Guetta. Their inspiring journey was led by Miss Nicholls and Miss Roberts who supported them while they danced their hearts out for parents and community members at school assemblies and the Caddies in Concert evening.

Bollywood Dance Group: Miss Raju and Mrs Henson teamed up this year to bring a piece of Bollywood to Caddies Creek. Seventeen students practiced the combination of classical and modern dance forms to the song "Ghagra". These outstanding students rehearsed tirelessly every week to showcase their stunning performances for awe-struck audiences at events such as school assemblies and the Caddies in Concert evening.

Choir

Stage Two: Beautiful voices, dedication and an overall joy of singing was the motto for the students involved in Primary Proms. This is a prominent concert that combines a choir of 450 voices presented in the Centennial Hall of the Sydney Town Hall. This year the committed group rehearsed with the assistance and support of three dedicated teachers – Mrs Walmsley, Mrs Raymond and Mrs Henson. They also performed to audience's enthusiastic applause at events such as school assemblies and the Caddies in Concert evening.

Stage Three: Miss Willis and Mrs Thripp worked tirelessly with 30 highly dedicated and talented students to perform in the 'Bennelong Concert' at the 2016 Festival of Choral Music, in the main concert hall of the Sydney Opera House. The brilliant Choral Festival Choir rehearsed a set of repertoire of 12 songs for this prestigious event. The Choir also performed at other events including the school Open Day, school assemblies and the fabulous Caddies in Concert evening.

Drama Group

The Junior Drama Group consisted of 25 enthusiastic stage one performers who were encouraged by Miss Willis and Miss Jurenka. They were eager to get on stage and entertain viewers with their professional performance of an adaptation of the story "The Day the Crayons Quit" by Drew Daywalt. Audiences were mesmerised by their lively acting and vibrant stage

presence at events such as school assemblies and the Caddies in Concert evening.

Drum Group

Over 200 students auditioned again this year, but only 24 lucky drummers were selected to be a part of the popular drum group at CCPS. Students had to learn a number of basic beats as well as develop their ability to perform in unison with other drummers. Before long, the drum group were 'wowing' audiences of students, parents and community members at events such as the Education Week Open Day, the Caddies in Concert evening and the Blacktown Music Festival as part of a celebration of the Creative and Performing Arts.

Visual Arts Group

This year saw the formation of the inaugural Year 2 Visual Arts Group. The creative group of 12 met with Mrs Manning every Wednesday to design, create, explore and chat about all things art. The students studied artwork by Miro and Mondrian and created their own spectacular pieces based on inspiring artists and art.

Operation Art

Operation Art provides opportunities for students K – 12, to demonstrate their achievements in visual arts through a major exhibition which receives widespread publicity and recognition. This year, Caddies Creek PS selected 4 student artworks to be sent to Operation Art for consideration. These included a Picasso inspired artwork by Georgia P in year 6, a life-like horse by Casey G in year 6, an abstract chicken by Trisha S in year 5 and Kandinsky inspired landscape by Aghabi B in year 3.

Michelle Jurenka – Committee Leader – Creative Arts