

Croydon Park Public School Annual Report



2016



7412

Introduction

The Annual Report for 2016 is provided to the community of Croydon Park Public School as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the Principal

This year, Croydon Park Public School underwent some exciting and challenging changes as we continue on our journey to learning excellence for our great community. Our focus on student-centred learning continued with greater investment in student led decision making and a wider implementation of project based learning. It also gave the school an opportunity to work with some new partners such as *General Electric*, who established a mentoring relationship with our Stage 3 students through a design and make/coding project. We also continued to focus on the Performing and Creative Arts, holding a brilliant Art Show, several outstanding dance and singing performances as well as beginning a new phase of our band program with a new conductor and improved tutorial program.

There were several significant events including the implementation of new financial and student administration systems through the Learning Management and Business Reform (LMBR). This new business tool required staff to undergo challenging additional professional learning. Our Principal, Mr Hurd was asked to lead this reform in our network of schools and the network adjoining ours. As a result, I had the privilege to relieve as Principal for most of the year whilst Mr Hurd undertook his secondment which started in Term 2 of 2016.

I commend this report to you as evidence of this schools continuing mission to meet the needs of all of our students, regardless of their background or ability. At Croydon Park we pride ourselves on seeing each and every student as an individual with a world of potential and a right to a fair and engaging learning program. I'd like to thank all of our partners both within the parent body and the broader community, for standing side-by-side with us on this journey and ensuring that we truly are a collaborative learning community, supporting our students, together.

Stephen Costello

Relieving Principal

School background

School vision statement

An Aspirational Community of Cultural Diversity

Croydon Park Public School is a diverse learning community that delivers quality teaching and learning programs, and focuses on lifelong learning in an inclusive environment.

Our learning community is committed to developing every learner's potential in a stimulating and goal-oriented environment where mutual respect underpins effective collaboration. Parents, students and teachers work closely together to drive school initiatives, to learn from each other, to act responsibly, to communicate and to grow as a collaborative community of learners.

School context

Quality Education at the heart of the Inner West

Croydon Park Public School has an enrolment of 424 students, including 68% students from a non-English speaking background. Croydon Park Public School sits at the centre of a dynamic, growing and diverse learning community that provides quality education and lifelong learning in a caring environment. With a committed teaching staff, encompassing experienced and early career teachers, Croydon Park Public is dedicated to maximising student potential across the curriculum. The school has an outstanding administrative staff team who exemplify quality service to all members of the school community and have an active role in leading the school. The school's inclusive curriculum includes an extensive band program, links with the National Institute of Dramatic Art (NIDA), a full range of sporting and a gym programs, dance ensembles as well as chess, public speaking and debating. Inclusive community links are further strengthened through a well-integrated speech pathology program, popular playgroup, Out of School Hours (OOSH) and vacation care programs

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. Our school identified several areas of overall success and evidence of continued improvement in areas previously identified as requiring further initiative. Our judgments for the 2016 year are as follows:

1. *Learning Excellence* – This area is tied quite strongly to our 1st Strategic Direction. Overall, we judged ourselves as **Sustaining and Growing** in respect to the areas of Learning Culture, Wellbeing, Curriculum and Learning, and Assessment and Reporting. We identified ourselves as Delivering in the area of Student Performance Measures due to our desire to increase our value-add results in Year 5 students and our determination to shift the learning culture away from a reliance on 'competence' and 'minimum standards' to a culture of higher expectations, especially in the manner through which we communicate/discuss performance.
2. *Teaching Excellence* – This area is quite strongly tied to our 2nd Strategic Direction. Overall, we judged ourselves to be **Sustaining and Growing** in respect to the areas of Effective Classroom Practice, Collaborative Practice, Learning and Development and Professional Standards. We identified ourselves as Delivering in the area of Data Skills and Use due to our findings that many teachers are still experiencing difficulty in identifying the correct tools or processes to inform their decisions. Similarly, the executive would like to perform whole school analysis more consistently and accurately as the school increases in size and complexity.
3. *Leading Excellence* – This area is quite strongly tied to our 3rd Strategic Direction. Overall we judged ourselves to be **Sustaining and Growing** in respect to all areas which include, Leadership, School Planning, Implementation and Reporting, School resources and Management Practices and processes. This area of our growth is of great significance as we are about to expand the executive to include a 4th Permanent Assistant Principal and soon after, increase by another class. These changes have been reflected upon by the executive and the school whilst undertaking our self-assessment as we change the culture of our school from one of 'small school' mindset and operation.

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

Teaching Excellence—Literacy and Numeracy

Purpose

Empower students to become creative and dynamic learners with the capacity to effectively apply literacy and numeracy skills to meet contemporary demands

Overall summary of progress

In 2016, we continued to engage staff and students in high quality teaching and learning initiatives designed to increase programming consistency across the school. With a focus on Literacy, the staff successfully implemented and embedded two programs; Soundwaves Spelling and Super Six Comprehension Strategies. Developing effective and purposeful whole school scope and sequence documents in these areas became a priority throughout 2016, with teachers identifying the need for programming consistency across the school. Through ongoing evaluation, monitoring and analysis of both classroom and external assessment (NAPLAN) data it was evident that our commitment to these programs had greatly impacted students learning outcomes, with 66.7% of Year 5 students achieving greater than or equal to expected growth in reading.

Differentiated professional learning across stage teams saw the implementation of additional Literacy programs including reciprocal reading in Stage 3. The introduction of these targeted programs also highlighted the need for quality stage targeted literature across the school. School funds and Book Club money were used to purchase additional home readers, guided reading texts and sets of quality literature for Early Stage 1, Stage 1, Stage 2 and Stage 3. The introduction of updated texts resulted in the creation of innovative and integrated units of work that engaged student led learning experiences and promoted critical/creative thinking, questioning and investigation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>MEASURES</p> <p>65% of students achieve expected growth in all areas of Literacy and 60% in Numeracy as measured by NAPLAN</p>	<p>66.7% of Year 5 students achieved greater than or expected growth in Reading with an average of 55.6% of students achieving greater than or expected growth across all sub strands of Literacy.</p> <p>30.6% of Year 5 students achieved greater than or expected growth in Numeracy.</p> <p>Target of expected growth in Reading was achieved. Several high performing students from the (small) 38 student cohort were unmatched in these results.</p>	<p>\$2640</p> <p>Teacher Professional Learning</p> <p>\$750</p> <p>Literacy/Numeracy Resources</p>
<p>All teachers demonstrate high expectations of students through the use of individualised goals and demonstrated use of feedback in Literacy and Numeracy sessions.</p>	<p>Learning goals established for Stage 2 and Stage 3 students during three way conferences with parents.</p> <p>Individual Education Plans (IEPs) and Personalised Learning Plans (PLPs) created for all students requiring an Individualised Learning Plan.</p>	<p>Collaborative planning sessions / Focus teams</p>
<p>The learning community implements high quality practices that support literacy and numeracy learning at school and home.</p>	<p>Two new literacy programs were introduced across the school: Soundwaves Spelling and Super Six Strategies for comprehension. Success of these programs are as follows:</p> <p>Soundwaves has been well received by staff, students and parents. Professional Learning was provided externally by Firefly Education, with additional staff planning time allocated to further enhance and embed Soundwaves into programming. Professional dialogue, team teaching</p>	<p>\$2630</p> <p>Literacy/Numeracy Resources</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The learning community implements high quality practices that support literacy and numeracy learning at school and home.	and teacher observation was encouraged. The Super Six Strategies for comprehension are now embedded throughout all class literature programs. Professional learning was provided for teachers with a focus on the tracking student growth in comprehension. Information has been provided to parents to support comprehension at home. Scope and sequences have been developed for both vocabulary and spelling by staff working collegially together. The scope and sequences are consistent throughout all grades.	

Next Steps

A continued focus in identifying individualised student learning goals by setting targets in Literacy and Numeracy through student/teacher collaboration will be a significant focus in 2017. Programming will clearly identify learning intentions and explicit success criteria for their students and this will be evident in daily teaching practice. In this area, teachers will be provided with professional learning, be supported to form learning communities that explore innovative and research based practices and opportunities will be created for mentoring, team teaching and classroom observations.

In 2017, we will focus on the explicit teaching of writing and grammar by collaboratively planning quality literature units that integrate our focus areas from last year. Although Literacy, in particular writing and grammar, will continue to be a focus throughout 2017, Numeracy will move to the forefront of professional learning throughout the year. Detailed analysis of value added growth has identified Numeracy as a significant area of need for the students of Croydon Park Public School. Further development of problem solving skills in numeracy through the reintroduction of programs such as 'a problem a day' and increased individualised professional learning, mentoring and classroom observations, will assist in the differentiation of numeracy programs across the school. The consistent use of authentic evidence to drive teaching and learning will continue to be promoted.

Year 5 2016 results were influenced more than usual by the size and background of this cohort. In 2016, our Year 5 student cohort was relatively small at 38 students and included several students who had enrolled at the school following significant change or upheaval. Additionally, several high performing (Band 8) students results were unmatched as they had not taken part in NAPLAN in Year 3.



Strategic Direction 2

Learning Excellence– Student Excellence

Purpose

Fostering a love of learning and high self-esteem by engaging all students in a range of diverse sporting and creative arts experiences and increasing opportunities to participate, create and perform across the curriculum

Overall summary of progress

In 2016, we focused on continuing to give all students opportunity to perform and participate across all areas of the curriculum. Continuing on from 2015, we again ran a very successful Art Show with class individual and collaborative pieces. Class collaborative pieces were auctioned and the money raised from these will help fund the costs of the 2017 art show. Over 250 families were represented at the 2016 Art Show which saw the inclusion of an individual art competition to design a coffee cup for a local café. Teacher skill and expertise was utilised in the form of mentoring staff through the process of developing and creating effective and engaging visual arts experiences. Additionally K–2 staff and students, in collaboration with a parent of the school, created a ceramic mural that is now displayed on an outdoor building wall allowing students further opportunities to have their work showcased and presented.

Once again, Stage 3 participated in the National Institute of Dramatic Arts (NIDA) program. The focus for the program in previous years has been on exploring dramatic and performance elements. However, this year the Stage 3 teachers and our NIDA teacher decided to take it in a new direction. The students worked to develop their script writing and narrative writing capabilities, working to use dialogue and actions to progress the story. Each class collaboratively wrote and performed a complete play which was linked to key success criteria. The plays were also based on themes from their HSIE, Science or English unit, creating cross-curriculum links to further support their learning. The performances were well attended by parents who expressed their appreciation of the performances. Feedback from teachers indicated the program as being successful in building the students descriptive writing abilities, as well as building their confidence and self-esteem when speaking in front of an audience.

2016 was another exceptional year for dance at our school. Over 100 students were part of three dance groups, training weekly with staff with expertise in dance. All groups had performance opportunities at various events including Ashfield Mall for Education Week, Croydon Park Festival, Performing Arts Night, Carols Night as well as school end of year concerts. A community partnership was developed with Burwood Girls High School which allowed students the opportunity to be mentored by a group of students. This program was highly successful and is planned to develop further in 2017.

Twelve students from Years 4–6 successfully auditioned and participated in the combined dance segment of the 2016 Schools Spectacular. This was the first time Croydon Park Public School participated in the combined dance and the students thoroughly enjoyed the entire experience.

In 2016, school sport was restructured to increase student engagement and participation. Students were given a variety of sports to choose from including paid and free options. These sports utilised staff talents and expertise as well as local community groups and organisations to further foster students understanding of living a healthy lifestyle. New sports and activities were offered every term and were filled through an expression of interest note, allowing all students the opportunity to participate. Sports offered in 2016 included tennis, kung fu, dance, walking club, mini athletics and school sport.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students access authentic teaching and learning that focuses on fundamental skill development and differentiates for the individual	Throughout 2016 students were provided with various opportunities to develop essential skills. This was achieved through events including the Art show, performing arts excursions, a newly developed school sport program, community expertise and multiple gala days. Furthermore, through the implementation of staff mentoring and professional learning, multiple creative arts and PDHPE programs were developed and introduced. Demonstrating an increase in staff engagement and level of skills.	\$2200 Teacher release time to attend professional learning courses. Utilising hall facilities including curtains, lighting and sound. Teacher and class time to develop performances. Costumes and props were used.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students access authentic teaching and learning that focuses on fundamental skill development and differentiates for the individual	Throughout 2016 students were provided with various opportunities to develop essential skills. This was achieved through events including the Art show, performing arts excursions, a newly developed school sport program, community expertise and multiple gala days. Furthermore, through the implementation of staff mentoring and professional learning, multiple creative arts and PDHPE programs were developed and introduced. Demonstrating an increase in staff engagement and level of skills.	\$342.82 Music Room Program \$1 468 Art Show resources \$8 874.36 NIDA Kids Speak program \$ 1 359.51 Dance Groups Costuming
85% of students achieve level 3 or higher for <i>commitment to learning</i> in Creative Arts and Physical Educational semester reports	Over 90% of students received a level 3 or higher commitment to learning in their Semester 2 PDHPE and CAPA reports.	Programs to support staff to deliver highly engaging and effective PDHPE and CAPA lessons. \$342.82 Music Room Program \$875 Sport equipment purchased.
75% of students trial or auditioning for a PSSA sporting team, specialist music ensemble or dance group.	74% of students auditioned for a 2016 PSSA team and 78% of students auditioned for a extra-curricular performing arts groups, including dance groups, band, recorder ensembles and choirs.	Staff time and expertise. Cost of professional band conductor (student funded through band costs). Professional learning courses attended by staff including sport in-service and visual arts workshops

Next Steps

2017 will see a continued focus on building community and parents relationships to strengthen our existing performing and participating opportunities. Included in this, we will endeavour to use the wealth of talents, expertise and strengths of our school parent community as well as local community groups. We would like to further develop the professional learning opportunities for all staff to be better supporting in teaching creative and performing arts. Fundamental movement skills will be an important target of 2017. In particular, collecting data and developing programs based upon students needs in this area that properly support all teachers.



Strategic Direction 3

Leading Excellence—Collaborative leaders

Purpose

Engage all members of the school community by building a shared vision for the school through clear collaboration and aspirational goal setting.

Overall summary of progress

We experienced a highly successful and eventful year with Community Engagement initiatives in 2016. We continued to successfully engage all stakeholders in the school community with the 'Engage Me' and 'Communicate with Me' components.

We successfully utilised and enhanced existing communication platforms with parents by posting regular updates and positive learning community narratives on the school Facebook page. By the end of the year, the official school Facebook page surpassed 350 followers (a measure that reinforced our desire to gauge uptake). Overall activity on the page increased significantly with parents and carers commenting and engaging with posts. We launched the SkoolBag app as a whole school initiative, streamlining communication and developing innovative lines of communication that are more innovative than past practice. By the end of the year, a majority of families had downloaded this app. Permission notes, absentee notes, releasing notes, newsletters, events information and daily reminders involved families in school life and kept them informed, and most importantly, engaged in the life of the school.

Community Forums were also established and provided an inclusive and collaborative decision making process for our learning community. Community members were most easily able to voice opinions and provide feedback that was then reported back to school executive and the broader school staff. These forums also enhanced collaboration between the school P & C and staff working together to make decisions and communicate back to the P&C organisation.

In terms of student empowerment and student-led decision making structures, the SRC had an increased role and responsibility which developed greater leadership skills within students K – 6. Additionally, lunchtime activities led by the SRC increased positive relationships and interactions for all students within the school at break times.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased community participation in school management bodies, committees and events.	Implemented highly successful Community Forums that took place on a monthly basis and facilitated by Assistant Principal (Community Engagement). A platform for parents, caregivers and families to participate in school decision making and to provide constructive feedback. Consultative decision making where families and community members are active members in planning and whole school planning. The forums engaged wider members of the school community to become more involved, promote school events which therefore boosted overall attendance at whole school events. Enhanced and improved lines of communication through SkoolBag app, Facebook, regular newsletters better informed school community which had an overall improvement in community participation across the whole school in all domains.	Higher duties (Assistant Principal) position created internally using Low Socio-Economic funds (\$15,000) Community Forums, School Facebook, P & C meetings, AP release time to facilitate forums, regular meetings with Priority Team 3 members, Fortnightly newsletters.
Develop and maintain effective and innovative lines of communication with our learning community.	Enhanced existing communication platforms including the official school Facebook page and newsletters to inform the school community. advertised and promoted these lines of communication at assemblies and informal conversations. Community Forums developed new lines of communication between the home and	Teacher consultation, set up and training on using the Skoolbag app. (\$220) Community Consultation Funding (Government funding) to provide Skool

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Develop and maintain effective and innovative lines of communication with our learning community.	school that regularly shared and seek new information to all community stakeholders. The implementation of the SkoolBag app provided a current, innovative and convenient way for parents and caregivers to be connected with the school and increase overall community engagement. Allowed access to school events and information through modern technology to promote an inclusive and open school environment. Skool Bag launched as a whole school community engagement initiative that has much positive feedback and will continue to develop the capabilities of the app in 2017 that will further develop and enhance communication with the school community.	Bag free of charge to school community. (\$1,105)

Next Steps

SkoolBag will provide online payment systems that will be much more convenient for parents and carers. The use of the school Facebook page will continue to develop and lead to all students and teachers having exposure on the page. Community Forums will continue and we will research ways to utilise this setting as a platform to assist parents with areas of need including community organisations, learning support and ways to gain formal feedback on the school.

The SRC will continue to develop and extend with more regular lunchtime activities that promote stronger social skills and interactions. Also, providing SRC representatives with increased opportunities for leadership including an SRC noticeboard, a dedicated slot at all assemblies and increased leadership of fundraising events.

We will also focus on involving parents more in school life by using their skills, expertise and passions in school programs and events. A skills audit will be the beginning of this process in 2017. Similarly, examining current processes and the induction for new staff members, will also be a priority. Reviewing existing resources and further developing these to be informative, current and supportive to all new staff entering the school. A clearer focus on welcoming/inducting new members of our learning community, will be a focus in 2017.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	A more effective consultation process was undertaken with the families/carers of Aboriginal students whilst undertaking the preparation, implementation and evaluation of the student Personalised Development Plans (PDP). Opportunities for Aboriginal students to coordinate and/or lead initiatives within the school, was increased in both frequency and responsibility.	\$4,615
English language proficiency	English as a Second Language Survey was completed. All students were successfully matched against the ESL Learning Progressions. All classroom teachers received documentation demonstrating student achievement. ESL program was implemented equitably across K–6 in relation to student need.	\$232,705 \$204,042 (Teaching Salaries) \$28,663 (Flexible funding)
Low level adjustment for disability	Referral processes for Learning and Support (through the Learning and Support Team) were improved significantly. This included the creation of new processes around collecting and transitioning student data from one year to the next, one setting to the next. Interventions by the Learning and Support Teacher (LaST) were much more effective due to greater awareness of their role, being communicated and professional learning being undertaken by all staff in reasonable adjustment and strategies to support students with additional needs.	\$96,797 \$71,415 (Teacher Salaries) \$25,382 (Flexible funding)
Quality Teaching, Successful Students (QTSS)	Additional executive release structure proved successful and purposeful throughout 2017 and will continue into 2017. Early intervention through small groups with a focus on developing fine motor skills was successful, however executive team will investigate additional or alternative uses of allocation for 2017	Semester 1 – 1.5 days/fortnight staffing allocation Semester 2 – 3 days/fortnight staffing allocation
Socio–economic background	Speech Therapy continued to be an important and effective intervention strategy throughout the school. Teachers displayed increased confidence when identifying students who may require specific and targeted speech intervention. Engaging an Assistant Principal (Engagement) proved to be an effective and purposeful approach to increasing parent involvement, parent feedback and community initiatives. 2017 will see the introduction of a new structure around this role, which hopes to be equally effective.	\$18,435 \$3,435 (Speech Therapy program) \$15,000 (Community Engagement Assistant Principal)
Support for beginning teachers	Croydon Park Public School had an additional 2 teachers accredited at Proficient, in 2016. All teachers actively engaged in professional dialogue, peer and supervisor observation and engaged a mentor throughout the year. Throughout 2017 these teachers will continue to build their knowledge of the professional standards and continue to seek accreditation.	\$13,378

Targeted student support for refugees and new arrivals	New Arrivals funding received by the school in Term 1 assisted in supporting students newly arrived to Australia, transition successfully into school life at Croydon Park. The 3 students involved in this program transitioned successfully into the school ESL support program at the conclusion of Term 2.	\$1,422
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	192	203	205	219
Girls	179	188	198	204

Croydon Park Public School has experienced steady growth over the past several years. We have maintained a near balance between enrolments of boys and girls throughout this time and have capacity to successfully manage this growth into the near future.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.1	95	95.5	93.2
1	92	93.2	94.8	94.1
2	95	94.4	93.9	94.6
3	94.2	94.1	92.5	94.5
4	93.7	94.6	95.3	93.5
5	93.8	93.5	94	95.2
6	93.9	94.1	93.5	93.7
All Years	93.7	94.1	94.1	94
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

1. If a student is absent for three days in a row without an explanation, the classroom teacher contacts the family to seek clarification about the reason for the absence.
2. If no response is received within 5 days, the teacher's supervisor attempts to contact the family.
3. If there is still no satisfactory response or an

appointment for an interview arranged, the principal is then informed and will attempt to contact family.

4. If there is no satisfactory response or meeting arranged the Home School Liaison Officer is contacted.

Strategic Direction 2 from the school's plan is designed to engage students in school life. This is a significant contributor to Croydon Park's attendance rates being higher than the state average. Student participation rates are extremely high, leading to a desire to attend regularly as well as the school having a large emphasis on student wellbeing programs including Bounce Back.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.41
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	3.07
Other Positions	0.14

*Full Time Equivalent

In 2016 one(1) member of the teaching staff identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

Professional learning and teacher accreditation

Professional Learning and Accreditation

In 2016, the professional development of all staff continued to be a significant focus. All staff completed Personalised Development Plans (PDPs) in consultation with executive staff and engaged in professional learning that linked to these plans along with our 2015–2017 School Plan. This resulted in teacher consistency and increased teacher understanding of our school goals in Literacy and Behaviour management, as mentioned in 2015–2017 school plan.

Whole school professional learning session focused increasingly on the implementation of whole school literacy programs, including the 'Sound Waves' spelling program and the 'Super 6 Comprehension strategies'. Through targeted, differentiated teacher professional learning sessions, teachers were asked to engage in professional readings, collaborative planning and decision making, and formal and informal observations.

2016 saw the introduction and implementation of the 'Positive Behaviour for Learning' program across the whole school. A team was formed with up to 6 teachers attending the initial training and development days. Process and procedures were developed and communicated to staff through a series of professional learning sessions. Collaborative planning, joint decision making and consistency were established throughout these meetings resulting in the successful launch of this program throughout the school.

Specific areas of professional development for beginning teachers included program differentiation, accessing support networks including the Learning Support team and building routines to maximise students' learning outcomes. Early career teachers engaged in formal and informal observations and collaborative planning opportunities to encourage peer mentoring between experienced and early career teachers. Two teachers completed their accreditation at Proficient Teacher and one teacher completed their maintenance of accreditation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 30th November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	450 163.07
(2a) Appropriation	407 321.01
(2b) Sale of Goods and Services	9 309.06
(2c) Grants and Contributions	33 293.66
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	239.34
Expenses	-219 032.89
Recurrent Expenses	-219 032.89
(3a) Employee Related	-116 425.56
(3b) Operating Expenses	-102 607.33
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	231 130.18
Balance Carried Forward	231 130.18

Croydon Park Public School operates a Finance Committee consisting of the Principal, an Assistant Principal, School Administrative Manager and another representative from the staff. When possible, a parent/community member is requested for extraordinary meetings where grants and/or special projects are discussed.

Throughout 2016, the school focussed on accumulating savings to co-fund a passive play area project targetting students with additional needs. In addition, technology was a significant focus and as such, resulted in a larger expenditure than usual in 2016.

Croydon Park Public School transitioned to the Learning Management Business Reform system in October 2016. The deployment of this system created an opportunity to improve the financial literacy of all administrative and executive staff.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 680 903.54
Base Per Capita	21 699.44
Base Location	0.00
Other Base	2 659 204.09
Equity Total	352 551.93
Equity Aboriginal	4 614.68
Equity Socio economic	18 435.44
Equity Language	232 705.20
Equity Disability	96 796.62
Targeted Total	56 161.74
Other Total	165 781.57
Grand Total	3 255 398.78

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

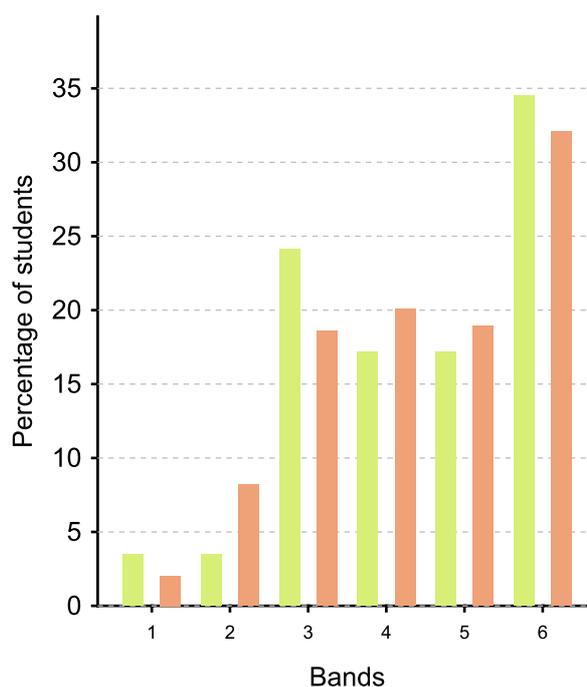
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016, Croydon Park Public School Year 3 students performed better than state average in Writing with 3% more of students at or above proficiency and no students performing below the national minimum standard. Similarly, the performance of Year 5 students was admirable with 9% more students at or above proficiency when compared to the state average.

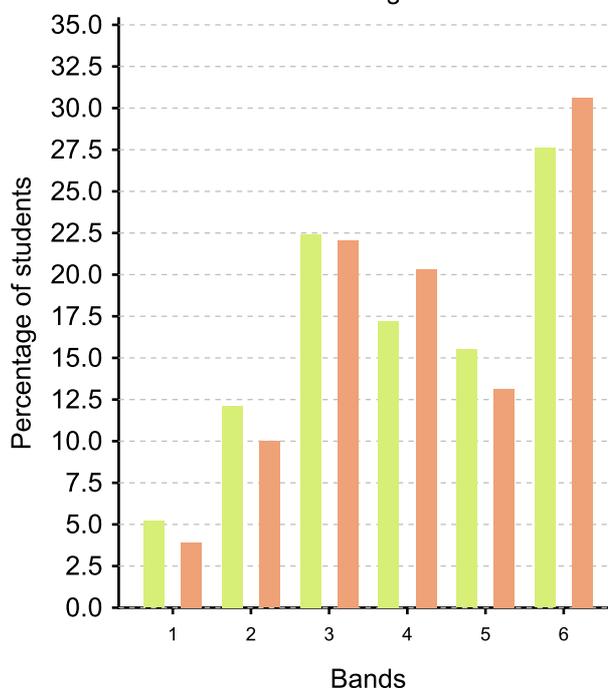
Across the scope of Literacy assessments, fewer Year 3 students fell below the national minimum standard than the average for the state in each and every aspect. Similarly, Year 5 had fewer students below the state minimum standard in all areas except for Writing where there was similarity with their state peers. Significantly, tracking of Year 5 students into Year 7 showed the gap between widen as and the trend for Croydon Park Public students to perform above the

average (state minimum and proficiency) continued into their high school years.

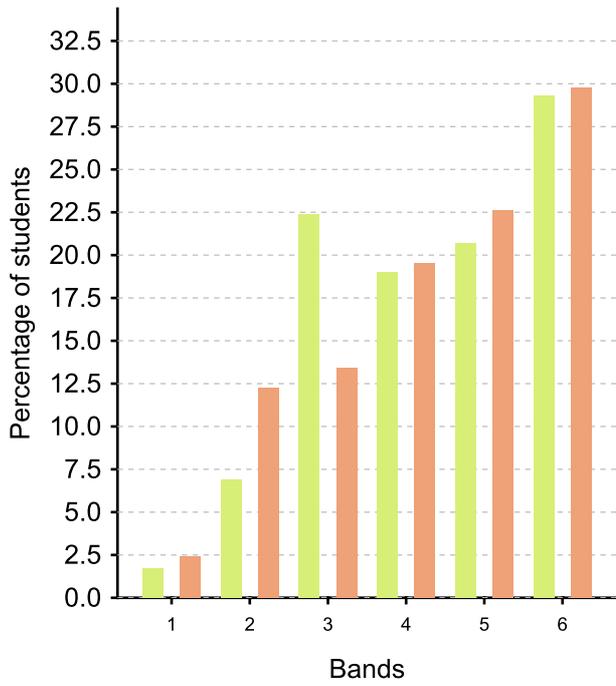
Percentage in bands:
Year 3 Grammar & Punctuation



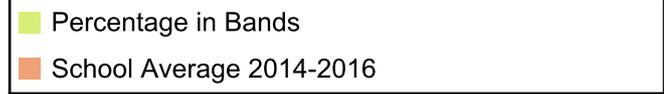
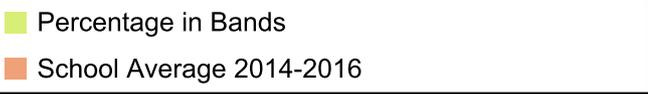
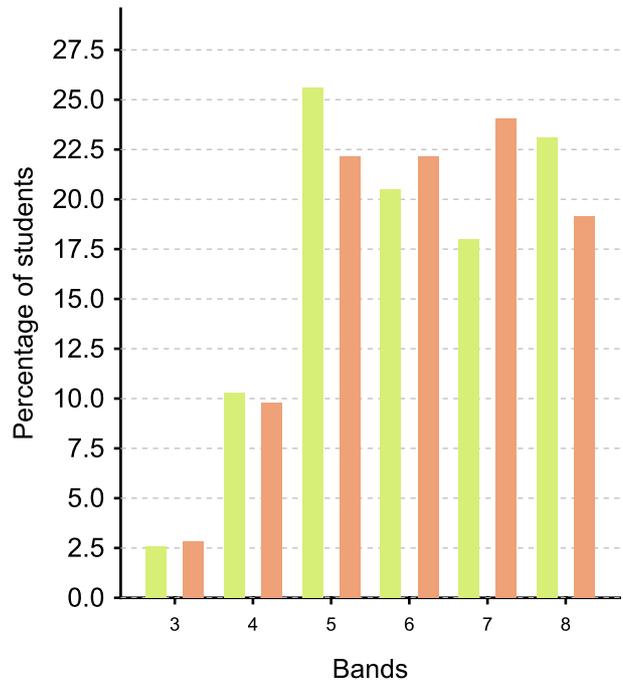
Percentage in bands:
Year 3 Reading



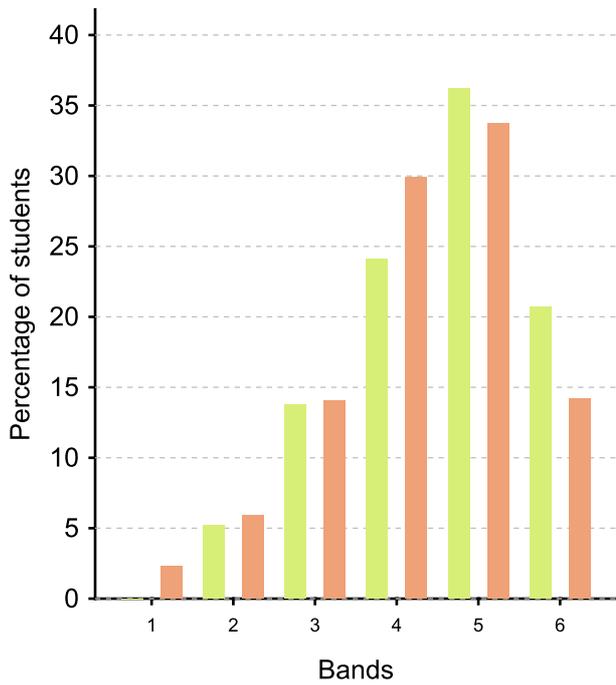
Percentage in bands:
Year 3 Spelling



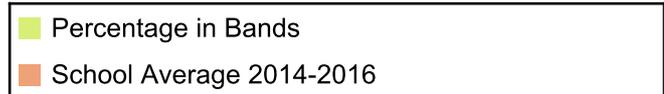
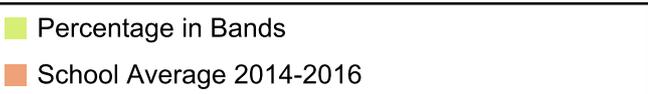
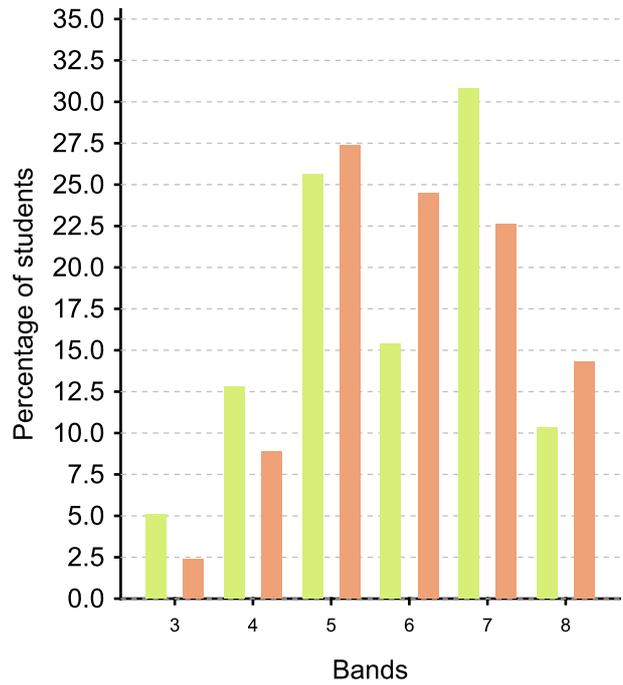
Percentage in bands:
Year 5 Grammar & Punctuation



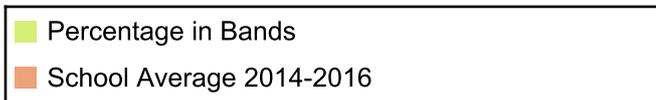
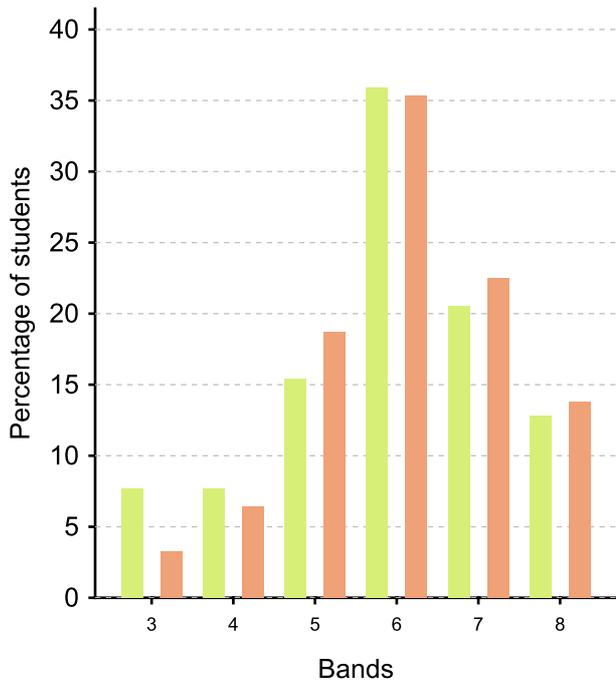
Percentage in bands:
Year 3 Writing



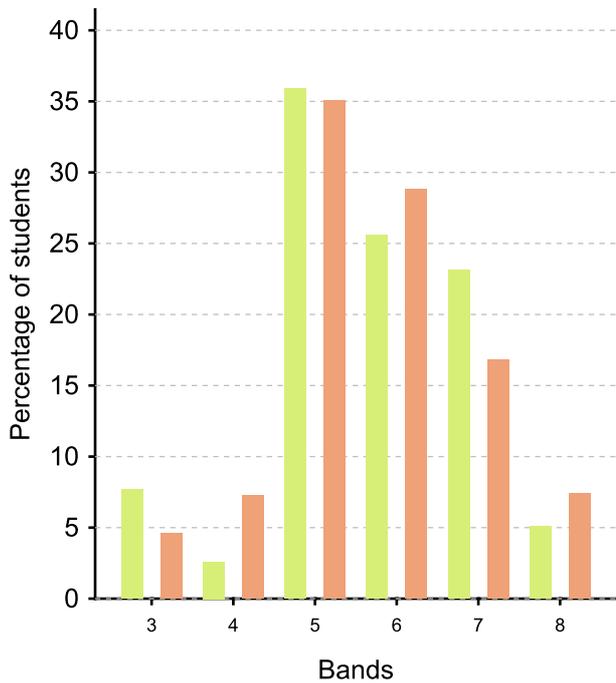
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling

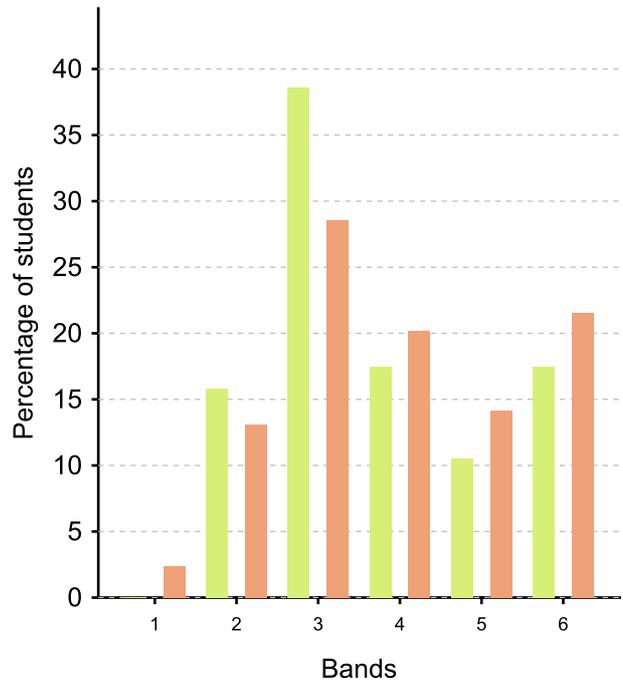


Percentage in bands:
Year 5 Writing



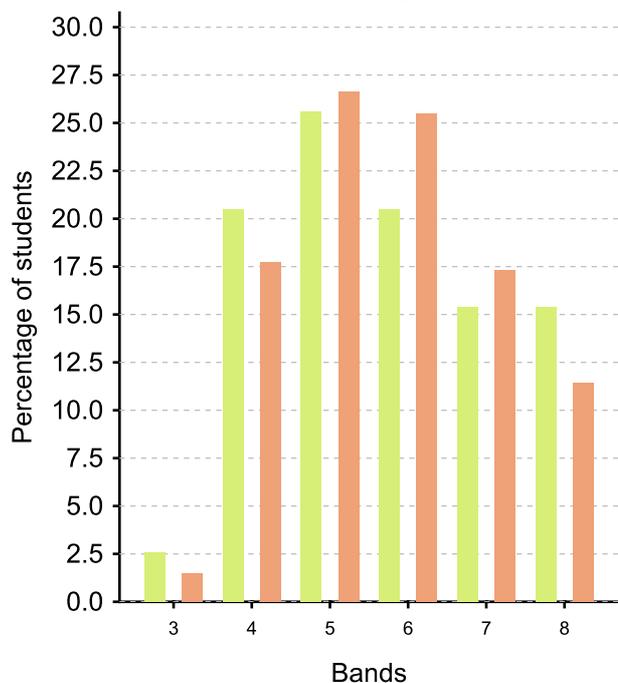
years, something the school is currently focussing on addressing. Similarly, Year 5 students performed better than the state averages when comparing both national minimum standards and proficiency. Pleasingly, the trend for Year 7 students continues with Croydon Park Public School students continuing to improve upon their Numeracy results as they transition to high school with no students falling below the national minimum standard in 2016 and more students performing at proficiency than the state average for Year 7.

Percentage in bands:
Year 3 Numeracy



In 2016, Croydon Park Public School Year 3 students all achieved above the national minimum standard in Numeracy. Year 3 improved their performance in Data, Measure, Space and Geometry sub-strands of Numeracy, showing a greater improvement upon 2015 results compared against the state average. A similar performance in Number, Patterns and Algebra showed consistent performance when compared to previous

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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

The Premier has set a target to *Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent*. This target would see an expected rise in student performance rise to a level where **35.2%** of students across the state, are performing in the top two bands. Croydon Park Public school has a clear focus on Literacy and Numeracy improvement and has invested in new practices and resources. The current performance of students is as follows: Year 3 Reading (43.1%), Writing (56.9%), Spelling (50%), Grammar and Punctuation (51.7%) and Numeracy (35.8%). Year 5 Reading (34.8%), Writing (28.2%), Spelling (33.3%), Grammar and Punctuation (41%) and Numeracy (30.8%). This shows an excellent performance base in Year 3 with our students achieving the Premier's target on a 6 Band range. Year 5 are performing similarly, with like numbers of students performing close to the Premier's targets in Reading (-0.4%) and Spelling (-1.9%) whilst surpassing the target in Grammar and Punctuation (+5.8%) on a 8 band range. The school has identified the need to increase the value-added performance of our students as they move through Stage 2 (Year 3) and into Stage 3 (Year 5).

In line with the Premier's target of *Driving Public Sector Diversity – Increase the number of women and Aboriginal and Torres Strait Islander people in senior leadership roles*, the school continues to support a (Aboriginal) teacher in her leadership aspirations. Providing the teacher with opportunities to lead her

colleagues, assume responsibility for whole school programs and ensure strong professional learning underpins her goals. In 2016, this teacher was offered flexibility in her role to remain in a classroom role whilst leading several initiatives that saw her collaborate with both school and community stakeholders.

Parent/caregiver, student, teacher satisfaction

The Community Forums provided a platform for effective two way communication between the home and the school. Many parents were unable to attend P & C meetings due to the late night time slot. Through informal discussions in the school grounds at school events, Friday mornings were suitable for a forum time, that was convenient for many parents and carers to attend as they were already in the school grounds at Friday morning assemblies. Forums were promoted online on the school Facebook page, school newsletter and in the school grounds. Parents were extremely satisfied that there was another opportunity for them to access the school and to have an opportunity to be involved in school life. **Forums provided a welcoming, open and inviting space for the school community to share opinions, provide feedback and seek clarification and information.** Parents provided feedback on events that had taken place, reporting processes, parent involvement opportunities which were reported back to the school executive and staff. The information from the forums was taken into consideration to build collaborative decision making and planning processes. Parents, carers, P & C executive and extended family members of students including grandparents were regular attendees. At forums, parents provided constant feedback for the need for an annual end of year Christmas event. Through the forums, the first Christmas event 'Carols Night' took place at the end of the year. The Assistant Principal for Community Engagement, Priority Team 3, P & C and local high schools collaborated to form the event that included local high school performance groups, local entertainers and the school's own band, dance groups and choir to perform. Local businesses were also involved by donating lucky door prizes. By involving the school community in decision making and providing an opportunity for feedback, a whole school event was planned that received significant positive feedback and support from the school community. Carols Night will now be an annual event at the school and reflects the school and wider community working together.

Croydon Park Public School were active participants in the Department of Education survey, the 'Tell them from Me' survey. Through the survey we were able to identify key areas of **student engagement and attitudes towards learning**, levels of parental involvement and areas of concern. From the students, we learnt that reliable technology used in innovative ways help to engage them in their learning and assisted in providing deeper understandings of content. Students also highlighter the importance of consistency when dealing with teachers and how authentic connections helped them feel safe. Parents echoed the

towards technology. Although the survey was advertised throughout the school community, we hope that 2017 brings an increase in the number of families that participated.

Croydon Park Public School **staff were asked to evaluate the collegiality and collaborative focus of the school community** in 2016. Feedback received identified the presence of a highly motivated and passionate workforce with a clear understanding of their role at the school. As a product of this, staff identified a strong ability to work with one another and an increasing willingness to collaborate outside of organised meeting times for Stage or Year group meetings, special committees and initiatives. The school executive concurred with this and felt that staff were more communicative about their own learning intentions and desire to collaborate on a range of tasks.

Policy requirements

Aboriginal education

The goals outlined in the Department of Education (DoE) Aboriginal Education Policy continue to guide and inform teaching and learning programs for both indigenous and non-indigenous students at CPPS. Aboriginal and Torres Strait Islander culture continued to be celebrated by all students. As a component of the NSW Syllabus documents, staff continue to ensure that cross-curriculum priorities which include Aboriginal and Torres Strait Islander histories and culture are included in our lessons in authentic and meaningful ways. Students from Aboriginal and Torres Strait Island backgrounds all had Personal Learning Plans completed in consultation with teachers, parents and students.

This year our school community learnt about and discussed the significant events of Reconciliation Week, Sorry Day and NAIDOC week in our classrooms. We discussed the reasons for the events and their importance.

During National Indigenous Literacy week we had a Great Book Swap. Students were able to bring a book that they could swap for a book that they had not read. Students were encouraged to donate a gold coin to be donated to the Aboriginal literacy Foundation. This is planned to become an annual event at Croydon park Public School as it raises money for an important organisation and highlights the need for resources in isolated areas.

Plans to write and implement a RAP (Reconciliation Action Plan) were put into motion in 2016, with a staff committee and an expression of interest from a parent representative. This will be continued and implemented in 2017.

One of our students was nominated for and received a Deadly Award in 2016.

Multicultural and anti-racism education

At Croydon Park Public School we had more than 42 language and cultural backgrounds. In 2016 all students from Years K– 6 engaged in various class and whole school activities, valuing our diverse multicultural community.

Harmony Day was one of the highlights this year. A huge and successful school event where all students, staff, parents and community enjoyed a delicious multicultural lunch. Students, staff, family and friends all gathered around our school playground dressed in traditional costumes, national colours or orange (the colour of Harmony Day). The beautiful lunch was followed by afternoon Buddy activities. Each class worked with their Buddies to make friendship bracelets made with pipe cleaners and beads. In small groups, Years 3–6 students also taught their younger buddies how to play simple sport games which were so much fun. Some primary students even wrote short friendship poems or drew pictures for their younger buddies.

During our Presentation Day assembly, students were encouraged to greet their teachers, peers and the community in their home language. Students were encouraged to greet their teacher and class mates during morning roll call and when welcoming someone into their classroom.

Students continued to borrow bilingual books from the library, from which there was a large selection to choose from. Students enjoyed using some bilingual dictionaries to help them understand and complete particular class activities in English.

At our annual K–2 End of Year Concert some classes also performed different cultural dances from particular South American and European countries. These spectacular items were the highlight of our K–2 concert.

Cross cultural perspectives were incorporated in teaching and learning programs across all stages.

Throughout 2016, K–6 students also participated in various art activities with their class celebrating a range of multicultural calendar events such as, Chinese New Year, NAIDOC week, National Reconciliation Week and National Children's Week. This K–6 multicultural calendar art program will continue in 2017.

Croydon Park Public School has a member of staff acting in the role of Anti-Racism Officer. The Anti-Racism Officer is available to any member of staff, students or parents who feel they have been subjected to racially motivated behaviour within the school environment. There were no notifications of this behaviour occurring during 2016.

Other school programs

Australian Schools Competition

In 2016 CPPS continued to offer English and Mathematics papers to Year 2 students. All other papers continued to be offered to Years 3 to 6. Overall, 27 students participated in the English competition, with 1 High Distinction, 3 Distinctions and 10 Credits awarded. 12 students participated in the Digital Technologies competition with 1 Distinction and 4 Credits awarded. 12 students participated in the Science competition with 1 High Distinction, 1 Distinction and 1 Credit awarded. 9 students participated in the Writing competition with 4 Credits awarded. 32 students participated in the Mathematics competition with 1 High Distinction, 3 Distinctions, 11 Credits and 3 merit certificates awarded. All students received a participation certificate and a detailed individual report allowing students and parents to monitor their progress from year to year and identify individual strengths and areas for development. We congratulate all 2016 participants on their results in these tests.

Band program

The Croydon Park Public School band program continued in 2016, under the very capable tutelage of Ms. Yvonne Brown, with administrative support from Mr. Bruno Brayovic. As was the case in 2015, the school had two bands – Junior (formerly called 'Training') band & Senior band. The band program was augmented by the various individual instrument tutors teaching at the school each week. This helped students keep up with the pieces they were tackling during each band rehearsal. Both bands performed at the Performing Arts Night as well as at the CPPS Christmas Carols evening in December. The Senior band also performed for the younger CPPS students coming through, who could potentially join the band in the later years. This was followed up by instrument try-outs in November, with all Year 2 and 3 classes picking up an instrument and giving it their all in attempt to be chosen for next year's bands. Ms. Brown has committed to her role for 2017 and we look forward to another great year of musical performances.

Dance

2016 was another exceptional year for dancers at our school. There were four dance groups operating, catering for and accessible to all students from years 1 – 6. The groups included a Junior Dance Group (Years 1 and 2), Stage 2 Dance Group and Stage 3 Dance Group, as well as the School Spectacular Dance Ensemble. Over 100 students were part of these groups, with training weekly by staff with expertise in dance. All groups had performance opportunities at various events including Ashfield Mall for Education Week, the Croydon Park Festival and Performing Arts Night, as well as school end of year concerts. Students also had opportunities to work collaboratively with students from local high schools in a dance mentoring

program. Collaborating with Burwood Girls High School, the Stage 2 Dance Group was mentored and coached by their talented Dance elective troupes. This was a fantastic opportunity for both groups of students to learn from each other and develop skills in dance. We finished the year on a high note, for the first time providing an opportunity for all students who were members of CPPS dance groups to perform together at our end of year Carols Night. Dance programs will continue to be developed and grow in to 2017.

Debating

Stage 3 students were formed into two debating teams, Team A and Team B through student trials. Team A went on to debate against Croydon Public School on Thursday the 18th of August in the Sydney Schools Debating Competition Quarter Finals. The team was allocated to speak for the affirmative on the topic "Australian Primary School Students should learn a second language". After eloquently arguing their points and rebutting the negative side, the adjudicator announced that team A had narrowly lost the round to their opponents.

Gymnastics

2016 saw the continuation of the very popular gym program provided by the Flip Sport Company. This 10 week program was offered to all children in Term 2 and Term 3 at a cost of \$50 per child. The gym programs were designed for different age groups and progressed systematically introducing and developing a range of skills increasing flexibility, strength and co-ordination, whilst simultaneously enhancing team work skills. The program provided a wide range of stimulating equipment that our school does not possess and two trained gym coaches to teach the skills, with the assistance of the class teacher. Weekly gym lessons were always a highlight of each classes' weekly learning programs.

Library

The library at Croydon Park Public School is always a busy and vibrant place, valued by all in our school community. The space is admired by many visitors to our school. Used by all students every week, the library offers many services and facilities. As well as coming to the library with their class each week, students have the opportunity to use the library before school and at lunchtimes. Computers are available for anyone who needs to complete homework, send an email, work online or further mathematics skills with Mathletics. A major emphasis is placed on developing a love of reading, that is, reading for pleasure. For those also interested in learning about the world, the library's extensive non fiction collection aims to match their interests. The library program starts by showing Kindergarten students how to select, hold, read and borrow a book and goes right through to Stage 3 students deepening their understandings of cyber safety and use of the internet, working online using collaborative tools (Google Applications) and developing stronger research skills. There is a planned progression to the development of library use skills. With the continued focus on the implementation

of the Oliver, the School Library System, all students in Years 3 to 6 created and published a book review. The library assisted in the implementation of the Premier's Reading Challenge for 2016 by providing teachers of Kindergarten, Year 1 and Year 2 with books from the PRC list. Students in Years 3–6 were encouraged in their reading of the twenty books needed to complete the challenge and given help when necessary to enter the titles into their online reading logs. Students from Years 5 and 6 worked as library monitors, assisting with the running of the library during lunchtime sessions. This volunteer student leadership role allowed our senior students to develop many skills. In Term 4, students from Year 4 volunteered and were trained by the more experienced monitors preparing them for 2017. The work of the library monitors, along with the tech ninjas in the Maker Spaces, meant that the library could be used by all students as a recreational space. During the school's Open Day families were invited into the library for a tour given by their children and to donate a book to our collection. The name of the student donor was recorded inside the book and they borrowed it first. The annual Book Week character parade was held with the whole school community contributing to a very wonderful celebration of books and reading. A number of volunteers from the school community provided enormous assistance by covering and shelving books and managing a range of back-office tasks.

N.I.D.A

Once again, Stage 3 participated in the National Institute of Dramatic Arts (NIDA) program. The focus for the program in previous years had been on exploring dramatic and performance elements. However, this year the Stage 3 teachers and Bronwyn decided to take it in a new direction. The students worked to develop their script writing and narrative writing capabilities, working to use dialogue and actions to progress the story. Each class collaboratively wrote and performed a complete play which was linked to key success criteria. The plays were also based on themes from their History, Science or English units, creating cross-curriculum links to further support their learning. The performances were well attended by parents who expressed their appreciation of the performances. Feedback from teachers indicated the program as being successful in building the students descriptive writing abilities, as well as building their confidence and self-esteem when speaking in front of an audience.

Premier's Reading Challenge

The Premier's Reading Challenge is an integral part of our school's literacy program. Teachers of Kindergarten, Year 1 and Year 2 classes read quality literature to students (30 books). Students in Years 3, 4, 5 and 6 worked individually to complete the challenge, read 20 books and entered their data online. The challenge started in Term 1 and ran until mid-August. This program ran with the cooperation and assistance of all school staff, as well as support from families. The books read were selected from a set list. These books were easy to find in the library as they have been given a colour-coded spine label. Our

library did not have all of the books on the Reading Challenge list. Students were shown how to access this list on the internet so they could look elsewhere for additional books. Students were also shown how to complete their online reading log. In 2016, 315 students completed the Premier's Reading Challenge. 37 students who completed the PRC for their fourth year received a gold certificate, while six students, who completed the PRC for their seventh year, received platinum certificates as an acknowledgement of their special efforts. The annual PRC Super Stars celebration (for students from Years 3 to 6 who had completed the challenge) was held in Term 4. Paul McDonald of Children's Bookshop in Beecroft spoke about current trends in books for children. This was followed by a celebratory shared lunch.

Public Speaking

Public Speaking is a life-long skill that builds vocabulary, develops fluency and vocal control including timing, volume, rate and tone. Students strengthen their ability to assume leadership in a group. It enables them to become a change agent, breaking down cultural and social barriers, sharing, motivating and inspiring others. On Wednesday 19th October Croydon Park Public students participated in the Ultimo Operational Directorate Primary Schools Public Speaking Competition alongside fifteen other public schools. Our students performed brilliantly, demonstrating outstanding skill and confidence. Congratulations to all the speakers. You made Croydon Park Public School proud!

Reading Recovery

Reading Recovery is a school-based, short term intervention involving intensive one-to-one lessons for a child at risk for 30 minutes a day with a trained literacy teacher, for between 12 and 20 weeks. It was designed to reduce the number of Year 1 students having difficulties learning to read and write. Individualised lessons were developed according to their needs and the students in the program read many books and wrote stories each day. This year the Reading Recovery Program helped students to become successful readers and writers. Reading Recovery was one of a number of intervention programs used at the school to support students' literacy development.

Recorder Program

The Croydon Park Recorder program continued in 2016, under the guidance of Alicia Crossley, a professional recorder instrumentalist, and with administrative support from Ms T. Burnet. Years 1, 2 and 3 took part in the program in half an hour weekly sessions. The sessions took place within the classroom on Tuesdays and Wednesdays, as a part of the students' planned teaching and learning experiences. Each year performed at the Performing Arts Night and Year 1 and 2 also gave a performance at the K-2 Concert at the end of the year. Furthermore, a selection of 5 students represented the school at the Dobroyd Point Public School end of year concert, along with

Alicia Crossley. The program was very successful and Ms Crossley has expressed her interest in taking on the recorder program once again in 2017.

Robotics

Croydon Park Public School held weekly robotics sessions in term 3 with a group of 12–16 gifted and talented students selected from Years 3–6. The program focused on the use of the LEGO EV3 Mindstorm Kits and presented students with the challenging task of building a robot and coding it, using the connected software, to manoeuvre through an obstacle course following a black line. In term 4 the program expanded with the robotics group travelling to Enfield Public School to teach students from that school about the EV3 Mindstorm Kits and how to build and code robots. CPPS students demonstrated great enthusiasm and cooperated with Enfield students to enable them to achieve their project goals by working collaboratively in small groups.

Schools Spectacular

Twelve students from Years 4–6 successfully auditioned and participated in the combined dance segment of the 2016 Schools Spectacular. The students were part of a cast of more than 5 000 public school students from across NSW chosen to represent their school in dance, singing or music. They performed four shows across two days on the 25th and 26th of November at Qudos Bank Arena, alongside live vocalists and musicians, some being professional performers. This was the first time Croydon Park Public School participated in the combined dance and the students thoroughly enjoyed the entire experience.

Swimming Carnival

On Friday 12th of February students from years 3–6 and 8 year old Year 2 students participated in the school's swimming carnival. A fantastic day was held by all with timed races and novelty events seeing high levels of student participation. Nelson was the overall champion house and 26 students qualified and competed at the zone carnival at Ashfield Swimming Pool. Moving into 2017, the swimming carnival will become a whole day event and will include all Year 2 students.

School Cross Country

Once again students took part in the annual school cross country, held at Croydon Park on Thursday 2 May, 2016. Junior students ran 2km, while seniors ran 3km, with the first four runners in each age group making it through to the zone cross country. The winning house was Nelson. The school was represented by 32 students at the zone cross country carnival.

3–6 Athletics Carnival

The athletics carnival was held at Campbell Athletics Field on the 1st of August. The school managed to narrowly avoid the rain and had a great day on the field. Some of the highlights included new records in 12 year Girls' discus and shot put, as well as 11 Year girls' high jump. The champion house of the carnival was Nelson. 52 students went on to represent the school at the Western Suburbs Zone Carnival. Croydon Park finished 12th overall in the carnival out of 19 schools. Two students qualified to represent the Western Suburbs at the Regional Carnival.

K–2 Sports Carnival

The K–2 carnival was at Rosedale Park on Wednesday the 7th of September. The children walked to and from the park so no cost was incurred. This year was different to previous years as we had our own carnival separate to 3–6. This was excellent as the whole oval could be utilized by K–2 in a mini Olympic style circuit. Prior to the carnival we purchased some new equipment which resembled things such as Javelin, Shot Put and Hurdles. Teachers remained at the one activity as children moved around in their class groups. The children were able to run and play at lunch and all teachers supervised.

School Sport

In 2016 school sport was restructured to increase student engagement and participation. Students were given a variety of sports to choose from, including paid and free options. These sports utilised staff talents and expertise as well as local community groups and organisations to further foster the students' understanding of living a healthy lifestyle. New sports and activities were offered every term and were filled through an expression of interest note, allowing all students the opportunity to participate. Sports offered in 2016 included tennis, kung fu, dance, walking club, yoga, mini athletics and school sport.

Junior Netball

The junior girls netball team had a fantastic competition this year, despite not making it to the semi-finals. By working together during training, each girl began to build their capacity to defend the ball, attack and make solids breaks for their team mates. Despite many of the girls being new to the game, they all worked hard to learn new rules and strategies. Every girl participated with pride and demonstrated a strong sense of sportsmanship and spirit.

Senior Netball

Our senior netball teams had a very successful season for 2016. Spectators and coaches were always quick to commend our teams' sportsmanship and humility and the girls always demonstrated a high level of determination and team work. All team members trained hard to build their netball skills and represented our school with pride. Our Senior A team finished second after making it through the competition undefeated and our Senior B team finished equal third.

One student was selected to join the zone netball team.

AFL

The AFL year started off with participation in the annual Paul Kelly Cup – the largest AFL primary school competition in New South Wales. Our boys and girls performed admirably but unfortunately could not quite match the results of their 2015 counterparts. The school also took part in the AFL PSSA inter-school competition, which included some weeks of skills and drills with a Sydney Swans trainer. Finally, the Swans were back at the school in Term 3, running the very successful AusKick program for students of all ages to be involved in games and drills with some young trainers.

Cricket

Our school fielded two cricket teams this year in PSSA Cricket. Our juniors outshone their older counterparts by almost making the semi-finals, however the senior team did have a late flurry of wins, which made their standing somewhat more respectable. The boys and girls endured some very hot afternoons out in the field, but kept cool heads as they enjoyed their matches with great aplomb and sportsmanship. For the second year in a row two girls made both the Zone and Regional Girls' Cricket Teams.

Junior Softball

Many students who participated in Junior softball this year did not have any previous experience with the sport. These students demonstrated great determination and resilience as they trained hard to build their understanding of the game and their growing confidence was reflected each week through the scores. Team members were encouraging to one another and showed great team spirit. Unfortunately, neither team made the semi-finals but they can all be proud of the fantastic effort that they put in to learning a new sport.

Senior softball

The senior girls softball team had a fantastic competition year, making it to the semi-finals. By training hard and working together the girls' demonstrated perseverance, determination and teamwork. Despite not making it to the final, the girls did their best and had a lot of fun growing as a team. Two students were selected for the zone softball team and one competed at the regional championships.

Soccer

Our PSSA Junior and Senior soccer teams had a great competition year. The students' should be congratulated on their commitment to training and competition. The Junior Boys Soccer team had a great season building friendships and learning how to work together as a team. As we had many new members who had not played in a PSSA before our team, it was a huge learning curve for these young players. Every week they improved, showing great team spirit and were finally able to play as a unified team. However,

the junior boys just missed out on making the semi-finals. The Senior Boys soccer team played consistently all season with multiple draws, however they were up against tough opponents and did not qualify for the final play offs. They did demonstrate perseverance and determination in all games throughout the season. A selection of boys from Years 4, 5 and 6 were selected to represent the school in the Sydney FC/Belmore Boys soccer gala day. This team played extremely well all day, making the semi finals on the day where they were narrowly beaten by the eventual winners.

Spelling Bee

In 2016, all students participated in The Premier's Spelling Bee. The program included activities to encourage all students to engage with spelling and to promote improved literacy. From the school finals, the best two spellers from each stage went on to represent the school in the regional finals. Our students were up against forty five other contestants and did a great job spelling some very tricky words. One of our stage two students reached the top five.

SRC

This year the SRC organised a lunchtime chalk drawing activity, with the theme friendship. There were a large group of children who participated. We had a very positive result with lots of students having fun. The SRC members then surveyed their classes about the activity. They found out that it was a great idea and students wanted the SRC to plan in 2017 more lunchtime activities. So we are looking forward to locking in those days early into the 2017 calendar. We already have some great suggestions for activities from the students.

Learning and Support

The Learning Support Team (LST) continued to actively support our students throughout 2016. This team consisted of the principal, school counsellor, stage leaders, Learning and Support Teacher (LaST) and our speech therapist, Sarah Barton. The LST met every second week to discuss and determine a course of action for students who had academic, physical, behavioural or emotional needs. In 2016 we were lucky to again be included in a partnership Program between Sydney Region schools and the University of Sydney. Nineteen 4th Year education students from the University of Sydney took part in a practicum experience at our school for two mornings each week. This allowed nineteen of our students from kindergarten to year 5 to spend two sessions a week working individually with a university student to improve their reading skills. Many CPPS students progressed in their reading skills, including engagement and confidence in reading. Term 4 saw the introduction of a new transition program to help students confidently move between year grades and the transition to high school. Under the direction of our Assistant Principal (Learning Support), the LaST worked closely with students across K-6 to help students identify the differences between the different stages and the new behavioural expectations. Students spent time in the classrooms of the older

grade and getting to know teachers within the new stage. This saw a huge improvement in confidence and students reported a much lower feeling of anxiety in preparing for next year. One of CPPS's Learning and Support teachers also received specialist training in Occupational Therapy this year and was able to run specialist OT programs for K–2 students. Teachers observed a great improvement in the students' handwriting and fine motor skills. This is a program that will be continued into 2017. This year has also seen an influx of specialist Learning Support resources. These included sensory toys, weighted pillows, fidget toys, social skills and emotional regulation devices. The LaST and classroom teachers were able to use these valuable resources with students as needs arose, which resulted in many students coping more successfully in the classroom.

Visual Arts

2016 was a great year for Visual Art at CPPS. Our second Art Show was held during Term 3 and it was another great success. New resources were purchased for the Art Show and this year we saw a huge variety of media, allowing the students at CPPS to experience making and appreciating many different art forms.

Every student at CPPS had their work displayed, gallery style, to the wider community and was able to discuss their work and the work of their peers using the explicit language for art appreciation. Every class displayed a collaborative piece which was used to raise money through a silent auction. The money raised will go towards funding our 2017 art show and art program. This year the Nepalese community was able to raise funds for an Earthquake Appeal and they provided the food for the school community. In April, two teachers attended a sculpture workshop led by Jane Gillings, an Australian artist who uses recycled plastics to create incredible works of art. As a result of this, teachers have integrated new techniques with their students and have shared many ideas on different ways of using materials. All K–2 students and teachers worked very hard this year to create ceramics for our new mural. This required explicit teaching of ceramic techniques, such as working with clay, glazing and firing in the kiln. The pieces were then adhered to a backing board and mounted in the K–2 garden. All students enjoyed seeing their art displayed as a part of a large scale mural.

Information and Communication Technology

At our school the use of technology was integrated across all Key Learning Areas and was used for many purposes e.g. communicating (email, blogs), mathematics(Mathletics) and sharing and presenting work in a variety of ways. Interactive whiteboards (IWBs) were a tool used regularly for teaching and learning in all classrooms and other spaces such as the library and computer lab. There was a constant renewal of technology across the school. This year saw the replacement of desktops for teachers, in classrooms and other work spaces, as well as the addition of another set of iPads which provided greater access for all classes. An additional set of wireless, mobile notebooks was set up for Stage 3. These new desktops, sets of notebooks and iPads become a

natural, embedded part of the teaching/learning cycle. There were many benefits with the use of the mobile devices. Students were able to engage in what is known as '21st century learning' where they could create, communicate and collaborate online while thinking critically about their learning. Being mobile, these devices provided greater ease of access and management. Peripheral hardware items have been added as needed, and were used where they fitted into school programs e.g. external DVD drives, USB document cameras, tripods, tablet stands and microphones. ICT was used as a tool to find information, learn about the world, present ideas and findings, watch online educational videos and communicate in many ways. Computer coding skills were developed in the classroom in formal and informal ways. Students used a variety of online tools to cooperate, communicate and collaborate, for example, Edmodo and Google Applications. Each class used the computer lab at least once a week. Students also accessed the computer lab and library computers during lunchtimes. Technology was used in a variety of ways to maintain communication with our community: the school website, social media (the school's Facebook account) as well as the newly introduced Skoolbag app. The school's ICT coordinator had overall management of hardware, software and ICT issues and was supported by the DoE's ICT Help Desk teams, as well as by attending meetings and conferences and participating in professional social media networks. The school's ICT coordinator managed the hardware within classrooms and other working spaces. There was a staged renewal of older IWB (Interactive Whiteboard) projectors with new interactive projectors installed in four teaching spaces. Online software provided by the Department of Education continued to support the school's teaching/learning programs, for example, Oliver (the School Library System, which had a major update this year), and recording and reporting tools. Our school used Sentral to mark rolls, record student well-being issues as well as a means of communication between staff. The work of the school's administration staff was moved to the software provided by the LMBR program.