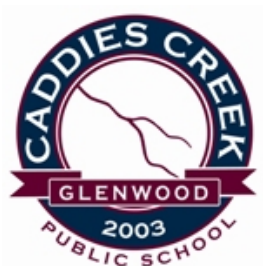


Caddies Creek Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 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 2017. The classrooms, the gardens, the playground – they are all just places, objects, things. Every school has them. But the real wonder of Caddies is in the people – our students, teachers and parents. They are the real “wonder” of Caddies that so many come together for so long and be so good.

2017 has been a brilliant year, with innumerable successes. Students in Years 3 and 5 did extremely well in NAPLAN, and there were a large amount of credits, distinctions and high distinctions 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 fabulous success. Our Library again had stunning results on Open Day with our colossal book fair. Our camps and excursions complemented the work done in classrooms and were memorable experiences for the children (and their teachers!). The accolades kept coming this year with phenomenal individual performances in public speaking, spelling and Visual Arts. It has also been an amazing sporting year, with a huge numbers of students excelling in this area.

Our numbers continue to hover around the thousand mark, and having 139 Kindergarten students for 2018 it seems that this will continue. We're not the biggest primary school in the state, but we'd probably be in the top ten. Everything at Caddies Creek is on a grand scale. Any meeting, excursion or event needs extensive planning and input from all.

To my wonderful staff – I thank you for your hard work throughout the year, and for maintaining your positivity and support. Schools have had a lot of changes and increased demands 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. Our school learning support officers (what we used to call teachers' aides) do a fabulous job in supporting the teachers and students in and out of the classroom.

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 suppose it was best illustrated this year in the Twilight Markets held in November 2017 when many of our staff worked alongside our parent volunteers to ensure the event ran smoothly. And sure, some good money was raised, but the positive community spirit that was achieved was something money couldn't buy.

It is a tradition at Caddies Creek to acknowledge a member of our community for our annual Community Service Award. 2017's deserving recipient has supported Caddies Creek for many, many years, starting her relationship with Caddies in 2008. She served on the Caddies Creek P&C as Secretary and then later as President. Her commitment to the local community is also evident in her support of netball, soccer and Little Athletics. The 2017 Community Service Award was

awarded to Louise Brennan.

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. As you know, our school motto is Care Challenge Persist Succeed, and you constantly show those qualities in all you do. Your parents and teachers are rightly proud of you. Even if you do not receive an award today, know that we appreciate all you do in and out of the classroom.

It has been a brilliant 2017 and I am looking forward to an even better 2018.

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 2017.. 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 39 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 well supported in technology with two computer labs, as well as computers, iPads and other devices in 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, 4 EALD teachers, full time Librarian 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. 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the Learning domain that Caddies Creek has a very positive learning culture with strong structures in place promoting high expectations and positive behaviour. The success of teaching and learning programs is evidenced by student achievement with NAPLAN results consistently placed above state average. Parents are updated on the progress of their child each term either through a written report or parent interview and an open door policy ensures that discussions about student learning can be arranged outside these structures if necessary. The school has established practices and processes to regularly monitor, plan and report on student progress.

In the domain of Teaching, data use underpins the process of continuous improvement and allows us to enhance student performance, maximising our role as a service to the community. Our perception data, such as the satisfaction survey and exit slips from parents, reveal a positive relationship with parents and a highly involved school community committed to school wide programs that support learning. Processes are in place to provide formal mentoring to Beginning Teachers as evidenced by the 5Cs and term planner, which customises the experience for each of the eleven beginning teachers. The school draws upon staff expertise to provide opportunities for teachers to share learning, engage in planning and receive constructive feedback. Staff are actively engaged in planning their own professional development which is evident in the MyPL records and the maintenance of accreditation reports. A mentor position to support early career teachers and an Early Literacy intervention teacher have been created where staff share their knowledge and expertise through demonstration lessons and team teaching. There is a school culture of supporting each other to improve professional practice, which is evident during peer observations, support with accreditation and extra curricular programs. Furthermore there is a shared commitment to ongoing development, which is demonstrated by the continued success of Quality Teaching Rounds

In the Leading domain, leadership capacity is built at all levels of the school. Staff have purposeful leadership roles based on professional expertise and support is provided to build the capacity of aspiring leaders. School facilities are utilised in a wide variety of ways to engage parents and best cater for the needs of students. The school facilities are used regularly and meaningfully to create a strong sense of community spirit. The night markets, school disco and trivia night were successful events and continue to be highlights of the fund raising calendar. As a result, there was a strong sense of community engagement and the funds raised provided further resources to support student learning. The schools strategic directions provide opportunities for community feedback and flexible processes to strengthen parent engagement through communication, education and celebration.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

The establishment of a Quality Teaching Advisor was a very valuable initiative, upskilling teachers in their classroom literacy practices and also providing one to one support for students with high needs in reading and comprehension skills. Teachers also undertook professional learning in the area of phonemic awareness to enhance learning experiences for students.

Teachers K–6 participated in modules from the Building Blocks professional learning program which supported them in developing differentiated instruction based on effective assessment strategies. Two teachers trained in the TEN (Teaching Early Numeracy) strategy and then trained the other teachers in their grade.

Teachers implemented new teaching and learning units for the new Geography syllabus. These units of work were then evaluated and refined, aligning them with the quality teaching framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of students achieving in the top three bands in NAPLAN literacy tests.	\$14 500	In 2016, 84 % of year 3 students achieved within the top three bands for reading compared to 87.3% in 2017. In 2016, 76.7% of year 5 students achieved within the top three bands for reading compared to 75.9% in 2017.
Increased number of students achieving in the top three bands in NAPLAN numeracy tests.	\$17 900	In 2016, 77.1% of year 3 students achieved within the top three bands for numeracy compared to 88.6% in 2017. In 2016, 80.5% of year 5 students achieved within the top three bands compared to 71.3% in 2017.

Next Steps

In the next 2018–2020 school plan, teachers will undertake comprehensive training to improve literacy outcomes for students, especially in the area of writing. The Literacy Advisor role will continue to operate as a resource to upskill teachers and improve student outcomes.

TEN teaching initiatives will continue in Kindergarten and year one and will move into year 2. K–6 teachers will continue to implement quality maths teaching strategies to improve outcomes for all students.

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

In 2017, Caddies Creek ran two sessions of Quality Teaching Rounds. This initiative has been evaluated by teachers as one of the most beneficial forms of professional learning that they have ever undertaken. Quality Teaching Rounds 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.

Possessing a Growth Mindset is seen to be very beneficial to learning and well-being, as researched by Carol Dweck. Teachers went about implementing activities that encouraged the development of a growth mindset and an environment that accepted mistakes as an opportunity to learn more.. Teachers developed understandings that a growth mindset allows children to know that mistakes are normal when the brain is working very hard at learning something new.

Spheros, a type of robotic learning tool, were purchased by the school and a trial group of students set to work coding a sequence of commands to make the spheros behave as commanded. Teachers also got the chance to 'play' with the spheros as well.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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?	\$34 000	As a result of participation in QTR teachers have improved their skills, knowledge and understanding of quality teaching practice, positively impacting their pedagogy. Students and teachers have continued their Visible Learning journey this year, incorporating Growth Mindset. Teachers reported that students were using their mistakes to gain feedback and improve their performance. Students were more willing to take risks with their learning being not afraid of mistakes. Observations showed students taking responsibility and directing their own learning.

Next Steps

Teachers to continue implementing visible learning strategies as best practice, embedded in all areas of learning

Caddies Creek will continue to offer participation in Quality Teaching Rounds for teachers.

Collaboration will be an area of focus for the next school plan to ensure quality teaching and learning programs including assessment.

Continue to use engaging learning tools such as spheros and QR codes

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

A revised version of the student resilience and well-being program, Bounce Back, was implemented this year. This program provides students with a variety of strategies to deal with a number of issues they may be faced with, including bullying.

An area was established for students looking for a quiet game to share with a friend or perhaps looking for a new friend. A number of games were purchased and the concrete slab and seating completed to create a lovely area that has a happy atmosphere with many smiles to be seen..

Our school expectations were reviewed this year after consultation with staff and parents. New signage will be displayed around the school early next year.

Extra curricular activities continued to have a strong focus at caddies Creek. Our special "Caddies In Concert" performance showcased the wide ranging talents of our amazing students. Students also performed on a number of stages and events including the Sydney Opera House, Town Hall, Synergy Dance, Blacktown Music Festival as well as Open Day and school assemblies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$13 700	The school has a range of extra curricular opportunities and performances across the school and wider community. The schools well-being documentation, programs and processes align with the well-being framework. Students have developed a range of strategies to address well-being issues.

Next Steps

Launch the Caddies Creek revised school expectations.

Cover the quiet area seating to optimise its use during varying weather conditions.

Investigate flexible spaces in classrooms and furniture options.

Continue to encourage and support teachers in offering a range of extra curricular opportunities for students

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6,538	Personalised Learning Plans were developed for all Aboriginal students. Students work from a plan that provides strategies to maximise their learning outcomes. Funds were used to employ an SLSO to support students one on one or in small groups.
English language proficiency	\$17,226	In 2017, the school ran the L2 literacy program which is focused on providing intervention for targeted year 2 students. This program is delivered through one to one lessons focusing on improving reading, writing and comprehension complexity. All students made significant individual progress with students moving between 5 –9 levels. Classroom teachers reported that spelling and comprehension also showed significant gains.
Low level adjustment for disability	\$57,963	This funding was used to provide School Learning Support Officers (SLSO) to work with students on an individual or small group basis or as determined by the class teacher. Targeted students worked on improving literacy and numeracy skills. Pre and post assessment data showed that students had made significant gains and teachers highly valued the input of the SLSOs.
Quality Teaching, Successful Students (QTSS)	\$80,040	This funding has supported the development of high quality teaching and learning practices, meeting the needs of students. Executive met with teachers to develop, refine and review Professional Development Plans and conduct lesson observations. An Assistant Principal was allocated time to lead 11 early career teachers through accreditation and professional learning. Teachers were released to develop quality teaching programs aligned with new syllabus documents and quality teaching frameworks. Feedback from teachers strongly suggests that this initiative has provided them with valuable learning and reflection time resulting in improved practice.
Socio-economic background	\$34,605	Two sessions of Quality Teaching Rounds took place in 2018. There were a number of teachers who volunteered to participate in this program that presents teachers with professional readings and opportunities to observe each other teach and then code the lessons using the Quality Teaching Framework. As in 2016 the program was well rated by teachers as being a highly effective form of professional learning.
Support for beginning teachers	\$53,800	The whole school induction program is used to provide wide ranging support for beginning teachers. Teachers had scheduled release days and were able to meet with an Assistant Principal to discuss their classroom practice and participate in professional learning. Beginning teachers also worked with several classroom teachers identified with specific expertise to provide demonstration lessons or

Support for beginning teachers	\$53,800	team teaching. Beginning teacher feedback shows that the funding provides them with a multitude of opportunities to reflect upon and improve their practice.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	529	523	551	539
Girls	435	463	488	497

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	96	94.7	94.7
1	95.8	93.9	94	93.9
2	96.4	94.7	94.8	95.2
3	96.5	95.3	95.6	94.7
4	96.2	94.8	95.1	95
5	95.9	95	94.9	95.1
6	95.8	94.5	94	93.7
All Years	96.1	94.9	94.8	94.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Caddies Creek Public School has historically been above the state average for attendance. Teachers identifying non-attendance patterns for individual students liaise with executive staff. An executive staff member follows up and if necessary an attendance plan is put into place. After all strategies have been exhausted with no improvement, a referral is made to the Home School Liaison Officer.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Head Teacher(s)	0
Classroom Teacher(s)	39.5
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	0.9
Teacher Librarian	1.6
Teacher of ESL	4
School Counsellor	1
School Administration & Support Staff	9.07
Other Positions	0

*Full Time Equivalent

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	100
Postgraduate degree	28

Professional learning and teacher accreditation

A comprehensive school based induction program ensured that all early career teachers at Caddies Creek were involved in structured supervision, collegial support, mentoring and professional networking which is reflective of the recommendations from the Great Teaching, 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 10 teachers. This involved being led by an Assistant Principal,

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 evidence for accreditation, lesson observations and feedback, support with annotation of evidence and engaging in effective professional learning. Ten teachers worked on attaining accreditation at the Proficient level this year.

School based networks also provided support for teachers maintaining accreditation or seeking accreditation at higher levels by guiding teachers through reflection of their practice as well as providing opportunities to discuss professional learning experiences with colleagues. No one sought higher levels of accreditation in 2017; however, support structures are in place.

Teachers sought and attended a variety of professional learning courses all linked to the school strategic directions and teaching standards. The average expenditure per teacher on professional learning was \$860. Total expenditure was \$60,250.

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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	804,378
Revenue	8,335,478
Appropriation	7,703,890
Sale of Goods and Services	177,019
Grants and Contributions	442,165
Gain and Loss	0
Other Revenue	0
Investment Income	12,403
Expenses	-8,028,319
Recurrent Expenses	-8,028,319
Employee Related	-7,211,810
Operating Expenses	-816,509
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	307,159
Balance Carried Forward	1,111,537

The balance carried forward is reserved savings for future planned capital expenditure.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	6,116,819
Base Per Capita	161,415
Base Location	0
Other Base	5,955,404
Equity Total	614,045
Equity Aboriginal	6,538
Equity Socio economic	34,605
Equity Language	423,522
Equity Disability	149,380
Targeted Total	563,352
Other Total	271,746
Grand Total	7,565,961

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

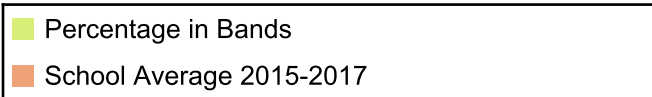
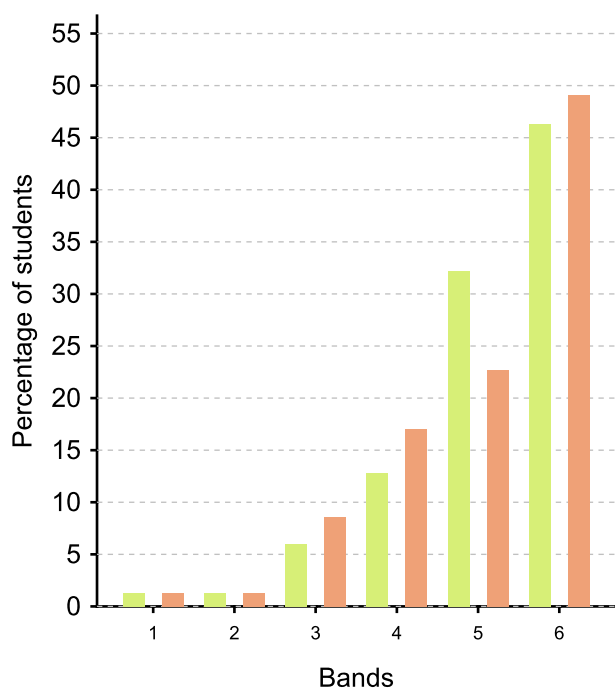
School performance

NAPLAN

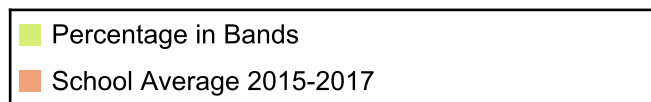
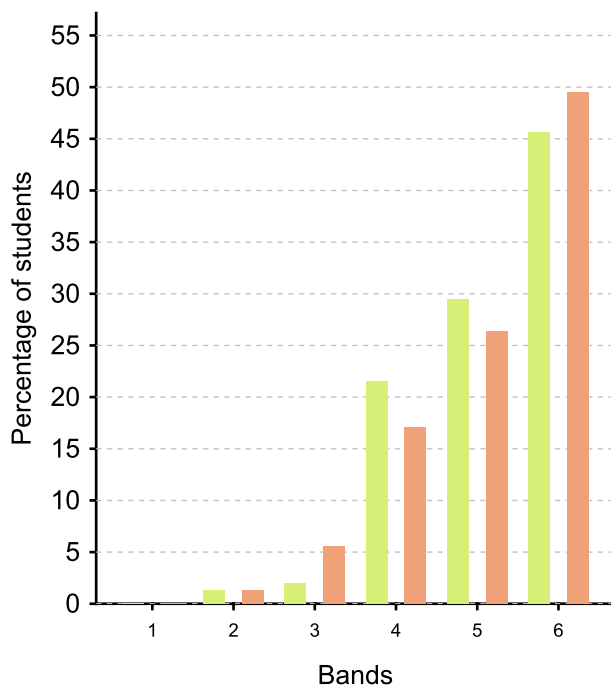
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Both Years 3 and 5 scored above the state average in all areas of literacy. Year 3 achieved the highest score in Reading we have had to date, scoring 39 points above state. Year 5 achieved our highest ever score in spelling, 41 points above state.. Year 3 also did very well in spelling scoring 45 points above state.

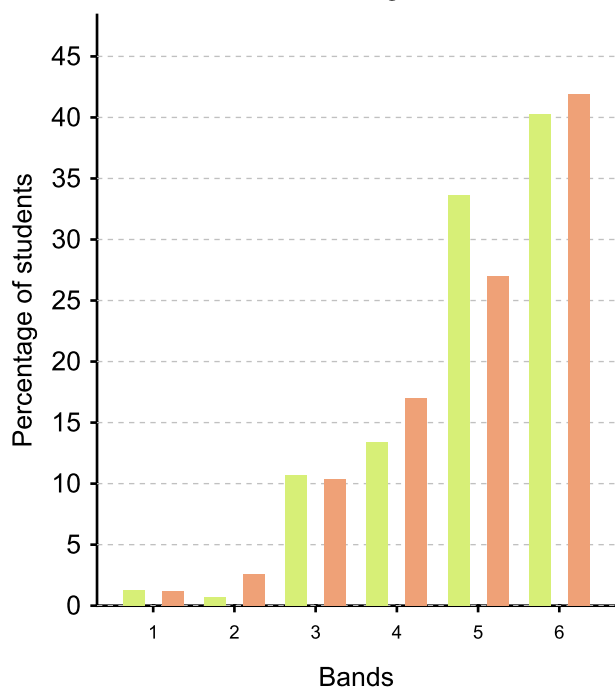
Percentage in bands:
Year 3 Grammar & Punctuation



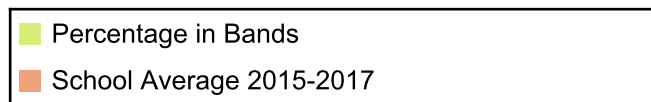
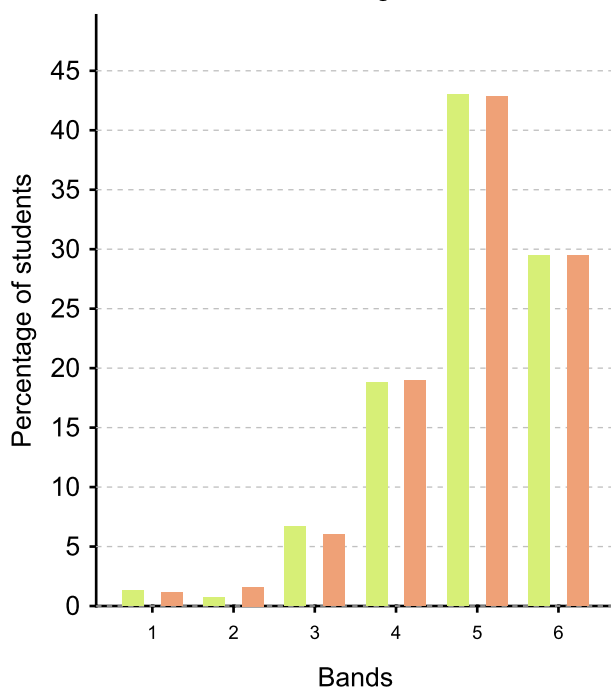
Percentage in bands:
Year 3 Spelling



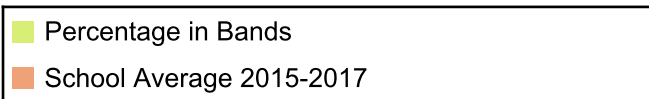
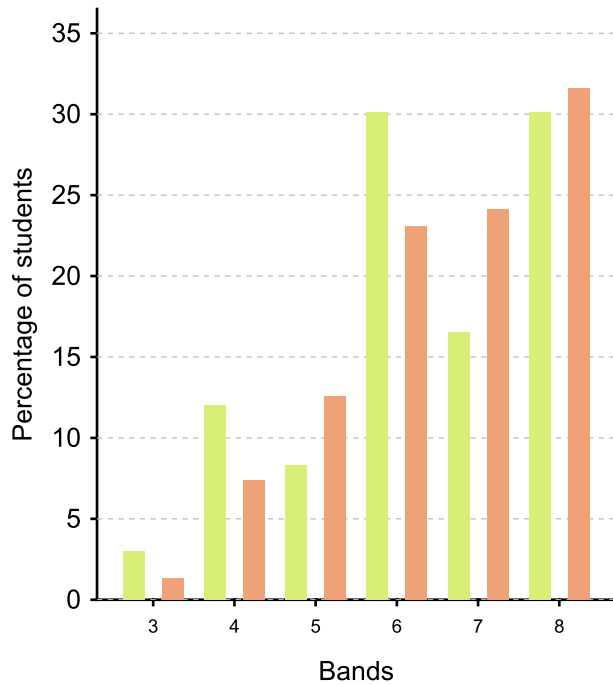
Percentage in bands:
Year 3 Reading



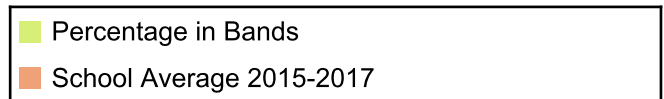
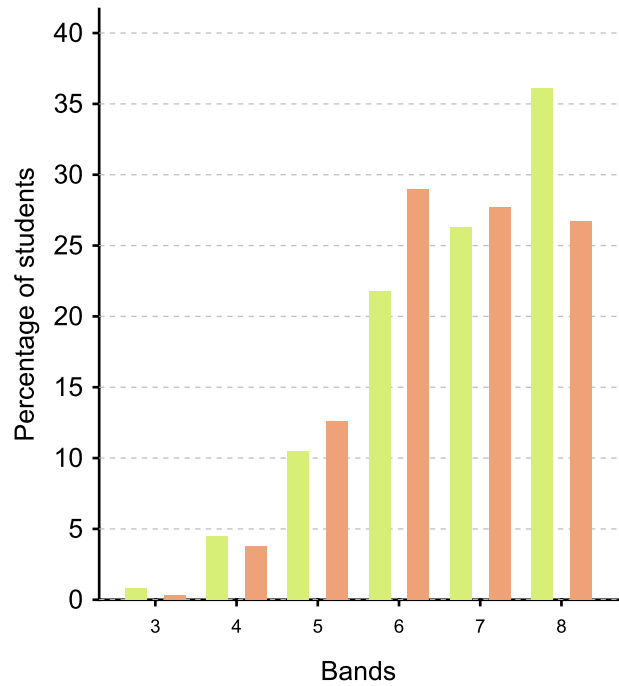
Percentage in bands:
Year 3 Writing



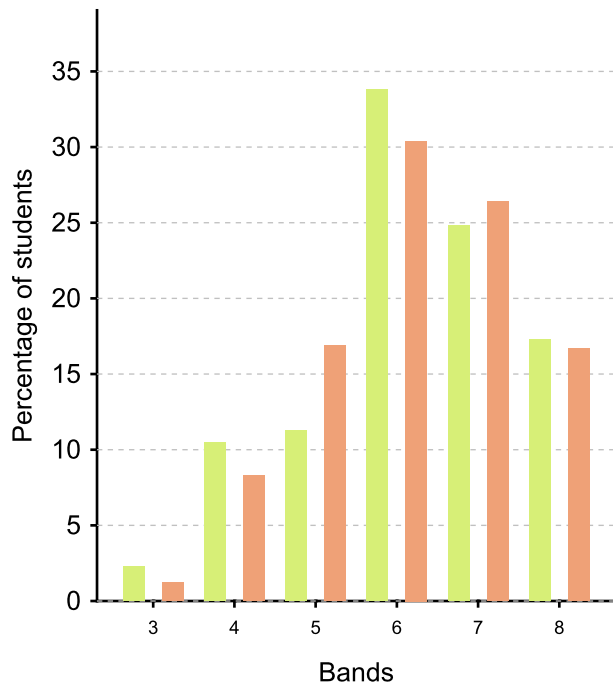
Percentage in bands:
Year 5 Grammar & Punctuation



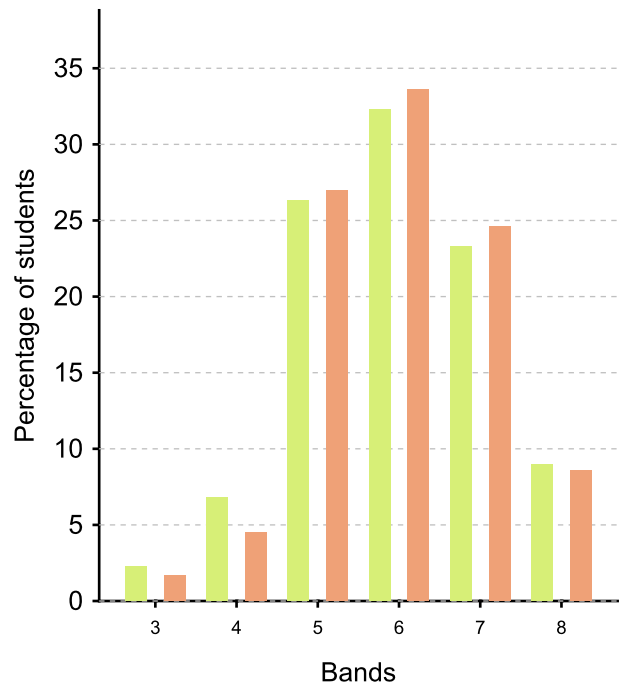
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

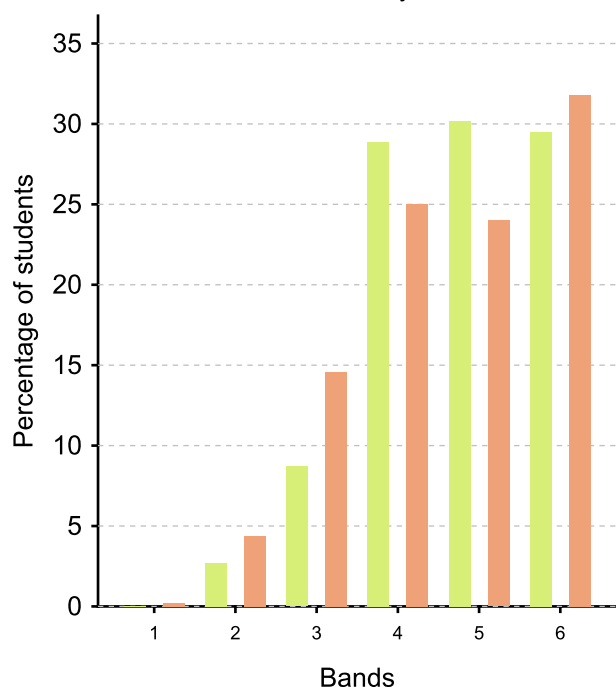


Percentage in bands:
Year 5 Writing



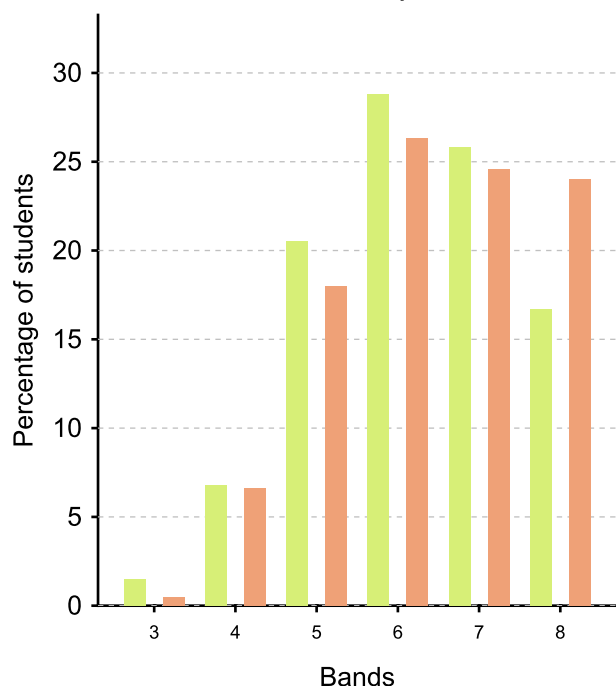
Both years 3 and 5 scored above state level for all areas of numeracy.. Year 3 achieved the highest score in our history for Numeracy, scoring 29 points above state. Year 3 also achieved our highest score ever in Number, Patterns and Algebra, scoring 35 points above state. Year 5 scored 22 points above state in the area of Number, Patterns and Algebra.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

In Year 3 Reading, 73.1% of students are in the top two bands, 73.6% in Writing, 75.1% in Spelling and 78.5% in Grammar and Punctuation.

In Year 5 Reading, 42.1% of students are in the top two bands, 32.3% in Writing, 36.1% in Spelling and 46.6% in Grammar and Punctuation.

In Year 3 Numeracy, 59.7% of students are in the top 2 bands and in Year 5 Numeracy 42.5% of students scored in the top two bands.

Parent/caregiver, student, teacher satisfaction

In 2017, 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 across the school.

Identified Areas of Strength

- * A wide range of extra curricular activities are offered to students
- * Early career teachers are very well supported
- * The school maintains a strong focus on Literacy and Numeracy

In our endeavour for continual improvement, in 2018 the school will continue to promote and develop;

- * Quality Teacher Professional Learning to continually upskill teachers
- * Research based quality well-being structures and strategies for students
- * Initiatives and strategies for future focussed learners

Policy requirements

Aboriginal education

Aboriginal Education continues to form an integral part 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 2017,

- * Personalised Learning Plans were developed in conjunction with students, teachers and parents to target any areas of need; and
- * Caddies Creek provided students with programs focusing on Aboriginal history, sporting and artistic achievements.

Multicultural and anti-racism education

Our student population at Caddies Creek is multiculturally diverse. There are 65.4% of students coming from a LBOTE background. Our student population come from 31 different countries speaking 43 different languages.

In 2017

* Harmony Day at CCPS is about acknowledging our cultural diversity and ensuring that every single member of our community feels a strong sense of belonging. Each classroom celebrated by participating in a variety of classroom activities focusing on acceptance of our differences and celebrating our diversity. All classes contributed to the day by discussing and planning a Harmony Day design which was drawn on the playground in chalk.

* All classroom programs acknowledged value and shared students' cultural backgrounds.

* EAL/D staff assisted with professional learning in the areas of literacy to implement specific programs across K–6 across using a variety of teaching modes. Some examples of this included:

- All Early Stage One classes participate in a Speaking and Listening program for 16 weeks in Semester 1, delivered by the EAL/D teachers.

- Leading lessons on simple, compound and complex sentence writing across Stage 1.

- Phonics and phonemic awareness intensive withdrawal support in Stage 1.

- Grade withdrawal support focusing primarily on Writing.

- Targeted sessions with 1:1 or small groups focus on developing specific skills or the acquisition of knowledge in a short period of time.

* The two Anti-Racism Contact Officers (ARCO) worked with the school community on any racist issues. Every complaint of a racial nature was taken seriously. The concerned parties met with the ARCO teacher to discuss the incident and reflect on the effects their actions had caused. A resolution formulated in this discussion was acted upon with follow-up meetings held, if necessary. An account of the incident was recorded and logged into the ARCO Register.

Other school programs

Sport

The Department of Education's Sport and Physical Activity Policy requires all students from Kindergarten to Year 6 to participate in a minimum of 150 minutes of planned moderate to vigorous physical activity each week. There are numerous benefits if children are able to partake in these activities and as teachers at Caddies Creek, we are proud of our 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 240 Caddies Creek students departed on buses to compete in PSSA competitions. We are considered to be 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.

Through the continued enthusiasm of our school community, 2018 promises to be another superb year of participation and achievement in Caddies Creek school sport.

2017 also saw:

- strong participation in our three major sporting carnivals;

- an impressive thirty-six sporting teams taking part in Seven Hills PSSA Fridaysport, 11 of which finished as premiers and 8 as runners up in their respective competitions;

- involvement in State Knockout competitions with 4 teams this year, with the Boys Basketball team progressing further in the competition than in previous years;

- an impressive number of Zone representations, seventy-four in all, in team sports and the major carnivals;

- 17 students representing the Sydney West Association at State carnivals;

- Caddies Creek staff involvement at every level of representative PSSA sport;

and, Alexander Clarence representing NSW in Swimming and Angelique Iredale representing NSW in Softball at the Pacific Schools Games in Adelaide.

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 13 highly enthusiastic and dedicated boys and girls who were led by Mrs Thripp and Miss Bonaventura. They enjoyed learning and performing a rendition of Justin Timberlake's "Can't Stop the Feeling" and dazzled audiences with performances at Westpoint Blacktown, Education Open Day, school assemblies and the Caddies in Concert evening.

Stage One

Twenty Three passionate and talented students were selected to be a part of the Junior Dance Group this year. Led by Mrs Rombola, Mrs Van de Maele and Miss Jones, these committed dancers rehearsed tirelessly during many lunch times to perfect their dance routine to "Dance with me Tonight" by Olly Murs. The Stage One dancers showcased their amazing movement and skills to enthralled audiences at Synergy Dance Festival, school assemblies, Education Open Day and the Caddies in Concert evening.

Stage One Boys

The stage one boys made a comeback this year, thanks to Miss Roberts and Mr Ryan. Seventeen excited and brilliant boys spent their lunchtimes learning and perfecting their dance routine 'Starships' from Glee. They wowed audiences with their 'out of this world' performances at the Synergy Dance Festival, Caddies in Concert, Education Open Day and school assemblies.

Stage Two and Three

This year the amazingly talented 3–6 boys and girls that made up the Dance Group were led and supported by 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 – Charlize and Jordan. They proudly performed their routines at Caddies in Concert and the Synergy Dance Festival, impressing audiences with their high level of energy and enthusiasm.

Stage Two and Three Boys

The 21 energetic year 3–6 boys who participated in the boys dance group this year loved learning and perfecting their dance routine "Heads will Roll" from Glee, adding scary costumes to enhance the overall performance. 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, Synergy Dance Festival and the Caddies in Concert evening.

Indian Dance Group

Sixteen students rehearsed tirelessly to bring a piece of Bollywood to Glenwood. The group's song of choice was the lively and energetic "Patake" expertly led by

Simar M and Himani M. The vibrant costumes and lively performance were well received by audience members at school assemblies and the Caddies in Concert evening.

Choir Stage One

The highly anticipated return of the stage one choir was worth the wait. Miss Campton and Miss Walker were in charge of bringing 22 enthusiastic Year One and Two students together to sing their hearts out. They performed 'One Call Away' and 'I'm Still Standing' angelically at school assemblies and the Caddies in Concert evening.

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 at the Coorong Concert at the Sydney Town Hall. This year the committed group rehearsed with the assistance and support of two dedicated teachers – Mrs Walmsley and Miss Habil. They also performed to audience's enthusiastic applause at events such as school assemblies, Westpoint Blacktown, CCPS Presentation Day Assembly and the Caddies in Concert evening.

Stage Three

Mrs Moyes and Mrs Raymond worked tirelessly with 30 highly dedicated and talented year 5 and 6 students to perform in the 'Endeavour' concert in the Sydney Opera House alongside 22 other schools. The brilliant Choral Festival Choir rehearsed 11 songs with a focus on musicals such as 'Oliver!' and 'Aladdin'. The Choir also showed off their talent at events including school assemblies, Education Open Day, Presentation Day and the fabulous Caddies in Concert evening.

Drama Group

The Junior Drama Group consisted of enthusiastic stage one performers who were encouraged by Miss Sophocleous. Audiences were mesmerised by their lively performance incorporating song, dance and acting at the school assembly.

Drum Group

Over 200 students auditioned again this year, but only 23 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 school assemblies, Education 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 Mrs Nammour and Mrs Chambers continued the highly successful Visual Arts Group "Caddies

Creators". 14stage one students let their imaginations run wild to create fabulous art work using different tools and materials. Their creations were displayed in the school hall for all to see and a video showcasing their talent was also played at a school assembly.

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 3 student artworks to be sent to Operation Art for consideration. These included a zentangle style artwork by a year 5 student, a pointillism landscape by a year 4 student and banyan tree inspired artwork by a year 5 student.

Michelle Chambers –Committee Leader – Creative Arts