

Croydon Park Public School

Annual Report



2017



7412

Introduction

The Annual Report for 2017 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.

Daniel Hurd

Principal

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Message from the Principal

This year was one of positive change with new initiatives and the expansion of opportunity for students to demonstrated their capacity and experience success. Throughout the year, Croydon Park Public School has remained resilient, working collaboratively with our partners to achieve the best possible educational outcomes for all of our students.

Croydon Park Public School continues to be a place where diversity and individuality are celebrated and embraced. In 2017, our programs ensured that all students enjoyed opportunities across the curriculum. This was a direct result of the commitment not only of the students themselves, but the teaching and non-teaching staff that supported the great programs. Teaching staff underwent significant professional development this year with a focus on quality practice and improved student-centred pedagogy. This has meant that our efforts to continually understand our learners and how we can best meet their needs, has expanded.

I'd like to thank all of the parents and community for your valuable input and support in 2017. It is with the commitment of the entire learning community, that we take on such lofty ambitions

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 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:

Learning Excellence – This area has been strongly reflected in our 1st Strategic Direction for the past three years. Overall, we judged ourselves as **Sustaining and Growing** in respect to the areas of Learning Culture, Wellbeing, Curriculum and Learning, and Reporting. We identified ourselves as **Delivering** in the area of Assessment and Student Performance Measures. In the following 12 months we will:

- Focus on the role formative assessment plays in monitoring achievement and identifying gaps in planning for student growth. Improve whole school assessment strategies ensure more systematic monitoring.
- Increase the regularity of student self-assessment opportunities in the classroom.
- Increase the use of external assessment measures as a correlation tool for internal assessment data.

Teaching Excellence – This area has been strongly reflected in our 2nd Strategic Direction for the past three years. Overall, we judged ourselves to be **Sustaining and Growing** in respect to the areas of Effective Classroom Practice, Professional Standards and Learning and Development. We identified ourselves as **Delivering** in the area of Data Skills and Use. In the following 12 months we will:

- Provide teachers with professional learning that targets contemporary Literacy and Numeracy skills and forward looking teaching approaches

- Improve the executive oversight of resourcing for fundamental and specialist teaching and learning programs.
- Implement broader (external) assessment models that better identify future focussed student capabilities and teacher skill requirements.

Leading Excellence – This area has been strongly reflected in our 3rd Strategic Direction for the past three years. 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. In the following 12 months we will:

- Improve the communication of high expectations for teacher performance, implementing increasingly effective teacher performance and development processes.
- Improve the school's physical resourcing and improve facilities for teachers and students.

Our self-assessment 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

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 2017, the new initiatives that were introduced in the previous year were further enhanced, developed and embedded into stage programming documents with high quality programs being delivered. Croydon Park teachers feel confident implementing differentiated teaching and learning activities in spelling, phonics, reading and comprehension with continued student growth evident across the school. The explicit teaching of writing and grammar continued to be a focus, with staff receiving professional development to collaboratively plan quality literature units.

Our main focus this year was developing teacher capacity to work collaboratively with their students when goal setting for learning in literacy and numeracy. At a stage level, teachers have developed an extensive range of techniques and strategies that enable students to monitor their own learning progress and to identify individual learning goals, providing students with a clear direction of where they are headed resulting in more autonomy in learning. Programming documents clearly identified learning intentions and success criteria for students and the use of 'Bump it up Walls' and explicit student feedback have been evident in daily teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>\$2260 – Teacher Professional Learning</p> <p>\$820 – Literacy/Numeracy Resources</p>	<p>67.7% of Year 5 students achieved greater than or expected growth in Grammar and Punctuation.</p> <p>58.5% of students achieving greater than or expected growth across all sub strands of Literacy .</p> <p>61.5% of Year 5 students achieved greater than or expected growth in Numeracy.</p> <p>Target of expected growth in Grammar and Punctuation was achieved. There has been an increase in both expected growth measures this year.</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>\$600 – Collaborative planning sessions</p> <p>Focus teams (outside of school hours)</p>	<p>Learning goals regularly and consistently implemented for Stage 2 and Stage 3 students. Three way conferences with parents used to support student planning, though fewer parents attended these meetings than in previous years..</p> <p>Individual Education Plans (IEPs) and Personalised Learning Plans (PLPs) created for all students requiring an Individualised Learning Plan. Improved consultation practices were supported by School Learning Support Officers.</p>
<p>The learning community implements high quality practices that support literacy and numeracy learning at school and home.</p>	<p>\$3320 – Literacy/Numeracy Resources</p>	<p>Soundwaves Spelling and Super Six Strategies for comprehension were effectively integrated with greater effectiveness. The 'home' component of these programs was implemented successfully across all classes with periodic tasks completion and/or homework routines used to support classroom learning.</p>

Next Steps

2018 brings Croydon Park into the next three year cycle for the School Plan. Literacy and numeracy will continue to be a priority area, with some adjustments to be made to team structure and implementation. Two literacy programs that the school has invested in are L3 for K–2 with Year 1 teachers being provided with professional development and Success for Reading for Years 3–6 with two teachers to be provided with professional learning. These two programs should continue to further enrich our high quality literacy teaching and learning programs.

Numeracy continues to be a significant area of need at Croydon Park and a Numeracy Focus Team will be developed in 2018. This learning community will identify focus areas through analysis of student data, explore innovative and research based practices in numeracy and engage staff in professional learning to assist in the individualisation of numeracy and the use of authentic evidence to drive teaching and learning programs. Revisiting programs including TEN and TOWN will be investigated as well as the consistency of K–6 programming, units of work and differentiation.



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 2017 the focus was once again on providing students opportunities to perform and participate across all areas of the curriculum, as well as providing students opportunities to perform in the community. Continuing from the previous two years an extremely successful Art Show was run with class collaborative and individual pieces on display. Class collaborative pieces were once again auctioned, with the money raised being used to fund the 2018 Art Show. Over 270 families attended the art show, as well as many members of the community in attendance. This event is now entrenched as an annual event on the school calendar and is looked forward to by the school community. Staff also attended professional learning in visual arts, including a focus on abstract art. Staff who attended professional learning presented their learning to the rest of the staff at professional learning meetings and mentored staff in implementing these skills in their classrooms. All stages participated in ceramics. Class 1W produced a permanent mural that is displayed in the school. Classes regularly displayed their visual arts work on the display walls near the office area of the school. Students were encouraged to enter outside of school competitions, including Christmas card designing for our local member of parliament in which some children were selected to have their cards printed.

Stage 3 continued to participate in the National Institute of Dramatic Arts (NIDA) Program. This year the focus was on storytelling, scriptwriting and performance. The students were read "The Mysteries of Harris Burdick" by Chris Van Allsburg. The story was stopped at a particular point and groups of students devised their own conclusions to the book in the form of scripts and group plays, linked to success criteria. The performances were well attended by parents, who were highly appreciative of the performances. Teachers' feedback indicated the program continued to build students' self esteem, confidence, writing skills and performance skills.

2017 was another exceptional year for dance at Croydon Park. Three dance groups continued to be run, training weekly with staff with expertise in dance. All groups had opportunities to perform at various events, including Performing Arts Night, Mothers Day and end of year concerts. The partnership with Burwood Girls High School was strengthened, with six mentoring sessions by Burwood Girls held at Croydon Park for the Stage 2 dance group and three sessions held at Burwood Girls. In addition the Stage 2 dance group performed at the Burwood Girls High School Annual Showcase. Stage 1 dance group attended this performance as well and it is planned for the mentoring to continue in 2018 for Stage 2 and also be extended to include the Stage 1 group.

Fourteen students from Years 4–6 successfully auditioned for and participated in the combined dance segment of the 2017 Schools Spectacular. Twenty one children auditioned for and were selected in the combined choir for the 2017 Schools Spectacular. This year there was both a senior and junior choir formed. They performed at Performing Arts Night and other events throughout the year. Croydon Park was also a member of the Cooks River Arts and Cultural Alliance, sponsored by Canterbury Hurlstone Park RSL, that gave opportunities for our talented musicians to perform at local clubs. Four children also represented the Instrumental ensemble at the Opera House playing in the recorder group. A Stage 1 recorder group was formed and a 3–6 extension recorder group was established. The violin program was continued in 2017.

In 2017 a significant number of students tried out to be selected in PSSA teams. Students felt confident to try out as their skills had improved significantly due to the programs that had been developed as part of the strategic direction. Students who participated in school sport were again given a variety of sports to choose from, including paid and free options. These choices utilised staff talents and expertise as well as local community groups and organisations. New sports added this year included NRL skills and yoga.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students access authentic teaching and learning that focuses on fundamental skill development and differentiates for the individual	\$2800 – Teacher release time to attend professional learning courses. Teacher time	Across 2017 students accessed authentic teaching and learning programs in performing arts, evident through the ongoing relationship with NIDA. Staff professional learning centred on teaching dance in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students access authentic teaching and learning that focuses on fundamental skill development and differentiates for the individual		<p>Fundamental Movement Skills were again a focus throughout 2017. Students accessed quality skills based lessons through a partnership with the NRL Backyard League program. Targeted fundamental movement skills were tracked across classes and improvement was seen.</p> <p>School sport continued to be a positive source of student engagement and differentiation including increased student choice across a variety of activities and sports.</p>
85% of students achieve level 3 or higher for <i>commitment to learning</i> in Creative Arts and Physical Educational semester reports	<p>\$1290 – Art Show resources</p> <p>\$8677 – NIDA Kids Speak program</p> <p>\$1849 – Dance Group</p>	This year over 95% of students received a sound 'commitment to learning' in both Creative Arts and Physical education. Additionally over 95% of students received an achievement level at sound or above in both CAPA and PDHPE. This steady increase consistent with 2016 data indicates a sustained improvement and development of students interest and achievement in both PDHPE and CAPA.
75% of students trial or auditioning for a PSSA sporting team, specialist music ensemble or dance group.	<p>\$6400 – Professional Band conductor</p> <p>\$1500 – Professional learning courses related to sport and visual arts initiatives.</p>	A significant number of students auditioned for a number of performing arts groups and sporting teams again this year. Across primary classes this percentage reached as high as 90% of all students who auditioned for at least one activity throughout 2017. Additionally, there was an increase in the number of younger students who auditioned for performing arts groups offered to them compared to the numbers in 2016.

Next Steps

The majority of programs and activities are now embedded in the school culture and practices and are seen as an integral part of school life and no longer need to be part of a school priority area. Teachers have been upskilled and feel confident in running current programs as well as extending them. The students are much more confident and engaged in all aspects of school life.

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

In 2017, Community Engagement introduced innovative ways to further enhance relationships within the school community. Communication platforms such as Facebook and Skool Bag App were utilised to communicate with parents and families. 'Good News Stories' were introduced with positive feedback from families. Throughout the whole year, each class would publish some photos and a blurb about what was happening in their classroom. This also significantly increased the interaction and 'likes' on Croydon Park's Facebook page. Making online payments, submitting permission notes and updating information was also available on the Skool Bag App. Communication methods significantly increased and met the needs of the school community. These platforms will continue into 2018.

The school also collaborated openly and successfully with the CPPS P & C, where staff and parents worked together in events such as the School Fete and an end of year Carols Night. Parent Forums were also successful and provided opportunities for the P & C to communicate and collaborate with different groups of parents. Students and teachers were also engaged with opportunities to develop leadership and perform higher duties. With the launch of Positive Behaviour for Learning, the students were involved in decisions and teachers were also provided with further opportunities to develop their leadership skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased community participation in school management bodies, committees and events.	Community Forums held during teacher release times facilitate the meetings. P & C Budgets and Community Engagement Grants to support any resources for school events.	<ul style="list-style-type: none"> – SRC allowed for increased student involvement and opportunities to develop leadership skills. A wider range of roles and responsibilities and regular meetings allowed students to have their own management body that represents all students. – Continuation of Community Forums, with collaboration from the P & C, involve more parts and families and seeks regular feedback on school events and processes. – Increased collaboration between the staff and P & C. Staff attending P & C monthly meetings increased the opportunity for collaboration and strengthened the partnership between the staff and parents. – Drastic increase in parent attendance and volunteering at school events, improved community engagement evident through the strengthened partnerships and improved lines of communication. Parents more involved and feeling valued to offer their assistance and feedback.
Develop and maintain effective and innovative lines of communication with our learning community.	Skool Bag set up fee (Annual Fee) \$1 fee on each child in the school (\$450). Funds from Community Engagement Grant.	<ul style="list-style-type: none"> – CPPS Skool Bag used across the whole school and the App has been downloaded by majority of the school community. Capabilities of App extended into whole year calendar with special events, daily reminders to the school community about events, easy online payment options, note submissions and newsletter publications every fortnight. – School Facebook Page over 400 likes and high

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Develop and maintain effective and innovative lines of communication with our learning community.		interaction with its audience. Posts have regular likes and comments, showing high levels of parent engagement. Good News Stories weekly updates with 'Class of the Week' have developed an online Learning community where parents and families are engaged and involved in their child's learning.

Next Steps

In 2018, Croydon Park Public School aims to continue to enhance student leadership opportunities through the SRC and School Leaders. This will include increased roles and responsibilities that develop the leadership qualities and opportunities for students to voice their opinions. Community Engagement initiatives and programs such as the social media and communication platforms are now mainstream roles and responsibilities available to all staff members, to develop skills within the staff and opportunity to lead. As the new school plan is introduced, it will continue to build on relationships with the P & C to engage the wider school community in school life.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4,615	Aboriginal students were actively engaged equitably in all aspects of school life, improving upon the low rate of absences amongst Aboriginal students. Aboriginal students from our school also had several opportunities to work with students from other schools on public speaking, the visual arts and cultural studies.
English language proficiency	\$232,705 \$204,042 (Teaching Salaries) \$28,663 (Flexible funding)	The regular reviewing and adjusting of timetables and programs enabled support to be targeted to students and classes when the need was most beneficial. This flexible delivery model also focussed on the role of the EAL/D teacher in supporting and upskilling their colleagues to best support the students in their class. Students were supported through a mixture of whole class and small group interventions. Few students required individual withdrawal for intensive language support.
Low level adjustment for disability	\$96,797 \$71,415 (Teacher Salaries) \$25,382 (Flexible funding)	A part-time Learning and Support Teacher role supports the staff and students to coordinate and inform a range of learning interventions. Supporting evidence gathering was improved and folders were compiled, documenting learning adjustments. This was more effectively used by each student's teacher. Recommendations for the continuation or the adjustment of Individualised Learning Plans were more effectively overseen by the LaST and an expanded Learning Support Team.
Quality Teaching, Successful Students (QTSS)	0.713 Staffing Allocation	An additional classroom teacher role (3 days per week) was fully deployed by Semester 2 to support Assistant Principals to conduct observations and support of quality teaching. This time also allowed teachers to be released to conduct reciprocal observations and reflections.
Socio-economic background	\$18,435 \$3,435 (Speech Therapy program) \$15,000 (Community Engagement Officer)	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 and the Speech team developed closer links with the school assessment practices, especially in dealing with Literacy progression. The school's decision to transition from an <i>on-class</i> Assistant Principal (Community Engagement) model to a Community Engagement Officer <i>released 1 day per fortnight</i> , proved to be an effective and purposeful approach to improve and sustain parent involvement. This allowed direct contact with focus groups and provided regular, structured parent feedback opportunities.
Support for beginning teachers	\$13,378	Croydon Park Public School continued to support two beginning teachers in the second

<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	<p>year of teaching.</p> <p>All teachers actively engaged in professional dialogue, peer and supervisor observation and engaged a mentor throughout the year, and continued to build their knowledge of the professional standards and seek accreditation.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$1,422</p>	<p>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 EAL/D support program at the conclusion of Term 2.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	203	205	219	219
Girls	188	198	204	199

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. The accommodation capacity of the school was increased with two demountable buildings which have allowed this growth to occur without any impact on school operations. The school is projected to increase to approximately 450 students in 2018.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95	95.5	93.2	94
1	93.2	94.8	94.1	94.4
2	94.4	93.9	94.6	94.5
3	94.1	92.5	94.5	95
4	94.6	95.3	93.5	94.7
5	93.5	94	95.2	94.8
6	94.1	93.5	93.7	93.3
All Years	94.1	94.1	94	94.4
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

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 was 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 high, reflective of the 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
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	15.73
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	3.12
Other Positions	0

*Full Time Equivalent

In 2017 one 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	100
Postgraduate degree	40

Professional learning and teacher accreditation

Croydon Park Public School engaged in a range of rigorous, purposeful and challenging professional learning sessions throughout 2017. Along with compliance courses including CPR and Anaphylaxis, staff engaged in professional learning sessions for Non Crisis Intervention training, literacy and community engagement. New initiatives such as 'Positive Behaviour for Learning' and the 'University of Wollongong Educational Technology partnership', also engaged staff in a wide range of strategies and professional development.

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	231,130
Revenue	3,911,230
Appropriation	3,555,419
Sale of Goods and Services	40,192
Grants and Contributions	310,459
Gain and Loss	0
Other Revenue	0
Investment Income	5,161
Expenses	-3,727,451
Recurrent Expenses	-3,727,451
Employee Related	-3,318,439
Operating Expenses	-409,011
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	183,780
Balance Carried Forward	414,910

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, especially for extraordinary meetings where grants and/or special projects are discussed.

Throughout 2017, the school focussed on accumulating savings to co-fund a passive play area project. In addition, technology continued to be a significant focus and as such, resulted in a larger expenditure than usual in 2017.

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	2,757,883
Base Per Capita	64,646
Base Location	0
Other Base	2,693,237
Equity Total	366,874
Equity Aboriginal	4,728
Equity Socio economic	26,972
Equity Language	230,289
Equity Disability	104,885
Targeted Total	107,738
Other Total	192,694
Grand Total	3,425,189

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

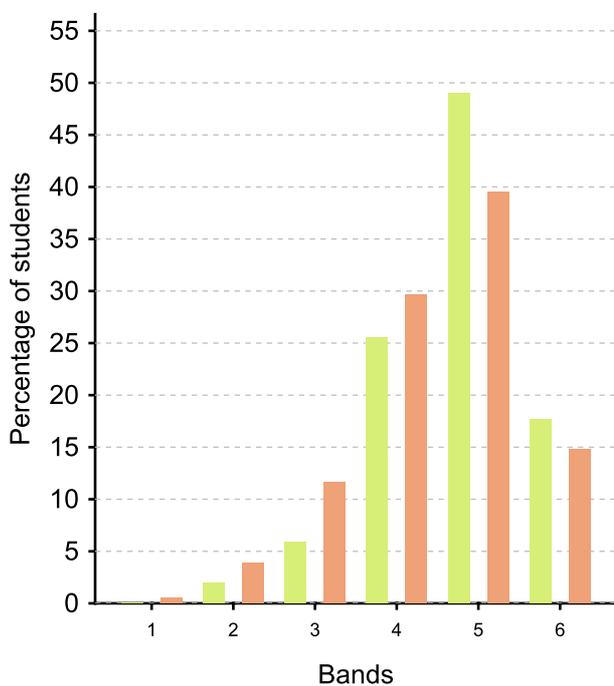
NAPLAN

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.

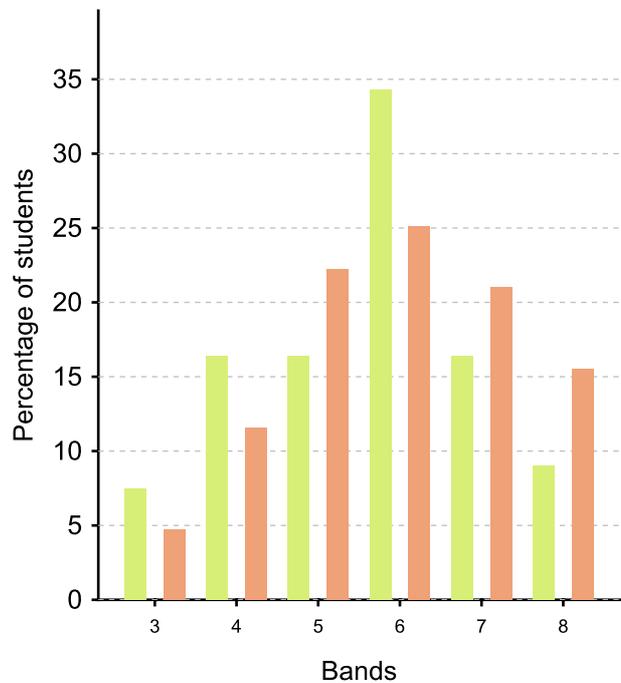
In 2017, Croydon Park Public School Year 3 students performed above state average in Writing with 14% more of students at or above proficiency and no students performing below the national minimum standard. Similarly, the performance of Year 5 students was admirable with 66.3% of students achieving greater than or equal to individual expected growth in Grammar and Punctuation.

Across the scope of Literacy assessments, significantly fewer Year 3 students fell below the national minimum standard than the average for the state in each and every aspect. Year 5 also had fewer students below the state minimum standard in all areas of Literacy. Significantly, tracking of Year 5 students into Year 7 showed 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 Writing



Percentage in bands:
Year 5 Grammar & Punctuation



In 2017, Croydon Park Public School Year 3 students all achieved above the national minimum standard in Numeracy with 45% of our students achieving proficiency. Year 3 demonstrated improvements in Number, Patterns and Algebra sub strands achieving significantly higher results than the state average. A similar performance in Data, Measurement, Space & Geometry showed consistent performance when compared to previous years. The trend for Year 7 students continues with Croydon Park Public School students scoring higher than their peers from similar DoE schools in the Number, Patterns and Algebra sub strand.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> 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 Literacy (**61.54%**) and Numeracy (**45.28%**). Year 5 Literacy(**24.62%**) and Numeracy (**16.92%**). This shows an excellent performance base in Year 3 with our students achieving the Premier's target on a 6 Band range. Year 5 results were not consistent with previous years' upward trending performance, though performance in Grammar and Punctuation was strong 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) and significant interrogation of the Years 3 and 4 teaching and learning program was undertaken in 2017. Year 5 to 7 value-add remains above the state average, a trend that began in 2013.

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 the one identified 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.

Parent/caregiver, student, teacher satisfaction

The Community Forums continued to provide a platform for effective two way communication between the home and the school. Those parents who were unable to attend P & C meetings due to the late night time slot, found the regular forums to be highly beneficial to their understanding of the operations of the school and contribute to decision making. The pattern established in 2017 with Friday mornings being seen as most suitable. 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 continued to provide 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. The Community Engagement Offer role was implemented in place of the Assistant Principal role following a redistribution of the responsibilities and the identification of the need for 'off class' time for administration.

Through the surveying of parents, staff and students, we were able to identify key areas of student leadership and attitudes towards future-focused learning. These areas would be followed up with targeted activities in the new School Plan. From the students, we learnt that they felt better prepared to make decisions about their own learning and were optimistic about their capacity to do so. Students also highlighted the importance of PBL as a means to establish an equal role in whole school behaviour with teachers. Although the survey was advertised throughout the school community, we hope that 2017 brings an increase in the number of families that participated. Feedback received from

teachers identified the ongoing culture of high expectations and passion for their work. This was a key indicator of job satisfaction and professional growth. The school executive team identified a strong collaborative culture within their teams and felt that cross-stage cooperation was significantly improved during 2017. Staff felt that the school needed to commit to more future-focused pedagogy whilst refining the fundamental skills and knowledge in Literacy and Numeracy. Similarly, the staff reflected very positively to student confidence in their capacity to lead, and would like to ensure this too, is part of the new school plan.

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 Croydon Park Public School. Aboriginal and Torres Strait Islander culture continued to be celebrated by all students K–6 through the integration of Aboriginal Education teaching and learning activities. 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. The school is committed to continual improvement in the quality and delivery of these experiences.

Students from Aboriginal and Torres Strait Island backgrounds all had Personal Learning Plans completed in consultation with teachers, parents and students. School learning Support Officers provided additional support to implement these plans in the classroom and work with parents.

In 2017, our school community acknowledged significant annual events of Reconciliation Week, Sorry Day and NAIDOC week, in our classrooms and across the school. We discussed the significance of these events and their importance to all Australians. In 2017, we also looked to engage more outside expertise from local Aboriginal cultural bodies. One such attempt was to launch NAIDOC 2017 with an extended smoking ceremony. Plans to write and implement a RAP (Reconciliation Action Plan) were put into motion in 2016 and continued throughout 2017, with a staff committee and an expression of interest from a parent representative. This will be continued with a planned draft prepared and implementation in 2018. Several interruptions to the consultation process arose from difficulties in finding convenient times for all parties to meet. The school intends to ensure the process is one of quality, and so has not rushed the consultation.

One of our students was nominated for a Deadly Award in 2017.



such as, Chinese New Year, Australia Day, ANZAC Day, NAIDOC week, National Reconciliation Week, Sorry Day and National Children's Week. This K–6 Multicultural Calendar art program will continue in 2018.

Croydon Park Public School also has a member of staff acting in the role of Anti–Racism Officer. The Anti–Racism Officer is available to any member of CPPS 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 in 2017.

Multicultural and anti-racism education

At Croydon Park Public School we had more than 45 language and cultural backgrounds represented within our community in 2017. Throughout the year, K–6 students engaged in class and whole school activities, valuing our diverse multicultural community. Croydon Park Public School is a community rich in cultural capital. Our Annual Harmony Day Celebrations on 21st March were one of the highlights of 2017. A huge whole school event where all students, staff, parents and community enjoyed a delicious multicultural lunch. All staff, students, family and friends dressed in traditional costumes, national colours and in orange (the colour of Harmony Day). Our spectacular Multicultural Feast during lunch time, was catered by our CPPS parents and friends and enjoyed by all. The afternoon was followed by Harmony Day/Multicultural activities. Each class engaged in hands–on creative art, oral presentations about their own family traditions and festivities, shared reading and team sport activities. Years 5/6 students worked together with their Kindy Buddy Class, to assist their younger buddies in craft activities and reading picture books relating to friendship and different families.

To acknowledge and celebrate the diversity of language across the school, students were encouraged to greet their teachers, peers and the community in their home language at several school functions. Years 1–3 students were also encouraged to greet their teacher and class mates during morning roll call throughout the year. Students continued to borrow bilingual books from the library. They enjoyed using some bilingual dictionaries to help them understand and complete particular KLA activities in English.

At our annual K–2 and 3–6 End of Year Concerts this year, some classes performed outstanding cultural dances from New Zealand, Tonga and India. These items were certainly the highlight of our End of Year Concerts. Cross Cultural Perspectives continues to be the focus at our school and incorporated in teaching and learning programs across K–6. All K–6 students participated in various art activities with their class celebrating a range of multicultural calendar events