

# Caddies Creek Public School

## Annual Report



4615

## Introduction

The Annual Report for **2018** 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

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### Message from the Principal

It has once again been an honour and a privilege to lead Caddies Creek Public School in 2018. You know I always say how special Caddies is – and it continues to be a special place. The classrooms, the gardens, the playground – they are all just places, objects and things which every school has. But the real wonder of Caddies is in the people – our teachers, parents and most importantly our students.

2018 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 and spelling. It has also been an amazing sporting year, and our end of year Sports Assembly showcased the huge numbers of students excelling in this area.

Our numbers continue to hover around the thousand mark, and having approximately 130 Kindergarten students for 2019 it seems that this will continue into the New Year. 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. 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. This year we have had a number of great events – Sunrise coming to the school was extremely exciting and our inaugural Colour Explosion was a fun event for all. The 3rd Twilight Markets was bigger and better than it has ever been. The positive community spirit that was achieved during those events was so very precious.

It is a tradition at Caddies Creek to acknowledge a member of our community for our annual Community Service Award. This year's deserving recipient has been a parent here for a number of years and has many more years ahead of her. This is her second year as Vice President fundraising and with her other VP partner has been responsible for the largest annual amount of funds raised in Caddies Creek P&C history. She also pioneered school banking at Caddies and now we are held up as a model for other schools. She has been the "go to" person for the P&C's major fundraiser, the

Twilight Markets. This year's hard working winner of the 2018 Community Service Award was Vanessa McRae.

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.

Our 2018 Year Six students have been worthy leaders of the school. We hope you will leave Caddies with the knowledge, confidence, resilience and determination to cope with the challenges that life throws you.

I was reading some comments written on some famous people's reports in the past by their teachers. Two that caught my eye were...

"He will never amount to anything" – written about world renown physicist Albert Einstein.

"A persistent muddler. Vocabulary negligible and sentences malconstructed." – written about hugely successful author Roald Dahl.

What does that tell us? Besides the fact that some teachers in the past had absolutely no idea about their students (they obviously weren't Caddies Creek teachers!). It also tells us that our learning journey is different for everyone, and that persistence and determination are the keys to success, no matter how many times we get disappointments and setbacks. Having what we call a "growth mind set" means that we can look to any challenge and know that we will get better the more we continue to apply ourselves. Albert and Roald obviously had a growth mind set, and it is something we try very hard to impart to students at Caddies Creek.

It has been a brilliant 2018 and I am looking forward to an even better 2019.

## 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 1030 students at the commencement of 2018. 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 15 year history. Currently we have 39 mainstream classes and three support classes. All classrooms are air conditioned and have an Interactive Whiteboards. The school is extremely well resourced.

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

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

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 our 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 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

### Excellence in Learning

#### Purpose

To engage all students in inclusive, high quality educational programs enabling all students to achieve success across a range of academic, cultural and sporting pursuits. To support students to become active, engaged and successful lifelong learners.

#### Overall summary of progress

Teachers undertook professional learning in the area of assessment. After looking at the various types of assessment and their purpose, teachers focused on formative assessment, linked to the work of Dylan Wiliam. Teachers reflected on their own use of formative assessment and shared these strategies with each other. These strategies were collated and distributed to all staff.

Teachers K–6 focused on the teaching of writing in English. A number of teachers attended professional learning sessions, debriefing and collaborating at school to devise a strategy to maximise writing outcomes for all students. Teachers also participated in staff meetings to increase their knowledge of the new Literacy Progressions.

After review of our school rules and the development of a school mascot, new signage was erected in prominent areas of the school and inside classrooms. Bounce Back, a wellbeing program, was implemented across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching staff have formative assessment practices embedded in their teaching and learning programs.	\$500	Teachers are beginning to embed Formative assessment in teaching and learning programs across the school.  Directions for 2019 were discussed.
Increased number of students achieving the top 2 bands in Writing/Grammar/Punctuation in NAPLAN results  80% of all K–2 students will move at least 2 writing clusters on the Literacy Continuum  All Years 3–6 students will move at least one cluster on the Literacy Continuum	\$14,500	Being the first year of the 3 year plan, teachers have engaged in professional learning, determining the most effective strategies to implement for writing. NAPLAN results in Writing and Punctuation and Grammar in 2017 and 2018 are very similar. Pre and post testing in 2019, along with analysis of NAPLAN results, will assess improvement in student outcomes.
Reflection tools such as Reflection Logs or Hassle Logs are used as a well being strategy.	\$6000	This initiative is still being developed to establish a shared understanding of strategies that can be used to develop empathy and restore relationships.  New signage has been installed across the school reflecting our updated school rules.

#### Next Steps

Attendance at a Dylan Wiliam conference early in 2019 will help to shape the continued embedment of formative assessment strategies in Teaching & Learning programs.

Teachers will implement the Seven Steps writing program.

Teachers will implement and monitor the introduction of reflection logs used in detention sessions.

## Strategic Direction 2

### Excellence in Teaching

#### Purpose

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

#### Overall summary of progress

Teachers across K–2 have been implementing TEN strategies in their Mathematics programming. This has enabled teachers, by their own reflection, to better assist students' facility with number, improving outcomes for all students.. Two classroom teachers completed professional training and have gone on to train their colleagues across K–2.

A strong emphasis on environmental sustainability, lead by the SRC, has seen a significant improvement in recycling this year, particularly hard and soft plastics. The school was elated to win 75 solar panels as the result of the creation short video demonstrating our eco–friendly school practices.

#### 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 numeracy.  Students plotted confidently and accurately on the numeracy continuum using the PLAN software.  Classroom based numeracy assessments demonstrate students using a range of mental strategies when explaining their understanding of numeracy concepts.	\$17,900	Teachers were involved in looking at the progressions and becoming familiar with them as they will replace the numeracy continuum.  The TEN program is providing students with a variety of strategies to use when solving number questions. Teachers are seeing an improvement in students being able to explain their answers and their understanding of numeracy concepts.
An increase in professional dialogue in grade and stage meetings  Teachers engage in ongoing formal and informal conversations about pedagogy and teaching practice.	\$3,000	The collaboration team both collected and examined survey responses, to help inform future directions of teacher learning, underpinned by teacher driven data. The team are in the beginning stages of professional dialogue and organisation of classroom walkthroughs as a form of teacher professional learning.
Playground litter will be minimal with students and staff correctly managing their own waste disposal habits.	\$3500	The Eco Crusaders introduced a number of waste bins throughout the school including those for soft plastics, hard plastics and return and earn for drink containers.. The Eco team were also successful in winning an Origin Energy competition for \$26,000 worth of solar panels. Caddies Creek was the NSW winners.

#### Next Steps

Continue to train K–2 teachers in TEN and develop a deep understanding and implementation of the numeracy progressions.

Continue to promote eco–sustainable practices. Look into the restoration of a garden area to create an outdoor learning

hub.

Groups of teachers to actively partake in classroom walkthroughs of data driven best practice.

Strengthen the Performance and Development Cycle by introducing evidence sets via Google Suite for executives and aspiring leaders.



## Strategic Direction 3

### Excellence in Leading

#### 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. All stakeholders engaged as partners in education developing the school as a centre of excellence.

#### Overall summary of progress

Several teachers across K–6 have used QR codes this year to support student learning and/or communicate with parents. These QR codes were displayed around the school and printed in the school newsletter.

A small number of very enthusiastic teachers took on the challenge to convert their classrooms to incorporate flexible spaces for learning. After opening their rooms for other teachers to observe, other teachers adapted their classroom setting to incorporate flexible spaces. Early feedback shows this to be a positive in the improvement of student outcomes.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in teachers using QR codes to support learning  Increase in students learning and/or communicating through the use of QR codes  Feedback from parents indicating the positive impact of using QR codes as a communication tool	\$100	Several teachers adopted the use of QR codes with their students linked to videos, images and/or documents showcasing the innovative, creative and engaging practices being implemented across the school. Parent feedback demonstrated the increased communication happening between school and home as parents could watch videos of students in action by scanning the barcode in newsletters or displayed on classroom windows.
After trialling flexible spaces teacher and staff feedback will determine the way forward for flexible spaces at CCPS	\$4,800	Teachers adopting flexible learning this year spoke positively of the effects it had on student learning. Other teachers from a variety of stages also moved towards flexible learning as the year progressed.

#### Next Steps

- QR codes will continue to be used to support student learning and as a means of communication. Professional learning will be provided for any teacher requiring support with QR codes.
- Flexible learning will be extended into more classrooms for teachers to trial, evaluate and provide feedback.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$5,313	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
<b>English language proficiency</b>	\$35,695	In 2018, 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 up a number of levels.
<b>Low level adjustment for disability</b>	\$63,829	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
<b>Quality Teaching, Successful Students (QTSS)</b>	\$187,508	This funding has supported the development of high quality teaching and learning practices, meeting the needs of students. An exemplary teacher has been released off class 4 days a week to support improved outcomes for students through team teaching, mentoring teachers, demonstration teaching, modelling, observing and providing feedback, and assisting in the development of learning and behaviour plans. Assistant Principals of each stage have been released to meet with teachers to discuss Personal Development Plans, observe practice and facilitate relevant professional learning.
<b>Socio-economic background</b>	\$28,291	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 2017 the program was well rated by teachers as being a highly effective form of professional learning.
<b>Support for beginning teachers</b>	\$27,572	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 team teaching. Beginning teacher feedback shows that the funding provides them with a multitude of opportunities to reflect upon and improve their practice.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	523	551	539	540
Girls	463	488	497	509

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96	94.7	94.7	95.1
1	93.9	94	93.9	94.9
2	94.7	94.8	95.2	94.2
3	95.3	95.6	94.7	94.9
4	94.8	95.1	95	93.9
5	95	94.9	95.1	94.4
6	94.5	94	93.7	93
All Years	94.9	94.8	94.6	94.3
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	40.52
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.6
Teacher ESL	3.8
School Counsellor	1
School Administration and Support Staff	9.07

\*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	35

### 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. This was resourced by the beginning teacher fund. A dedicated Assistant Principal provided support for early career and teachers seeking accreditation on a one to one basis and in small learning groups. Five teachers were working towards achieving accreditation at proficient. In 2018 all other teachers began the process of maintaining their accreditation at proficient.

Teachers undertook professional learning across a wide variety of educational programs and practices; most especially, writing, assessment and TEN.

Teachers reported a greater confidence and improved practice in these curriculum areas.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,111,537
<b>Revenue</b>	8,846,305
Appropriation	8,092,182
Sale of Goods and Services	187,165
Grants and Contributions	549,565
Gain and Loss	0
Other Revenue	100
Investment Income	17,294
<b>Expenses</b>	-8,230,846
Recurrent Expenses	-8,230,846
Employee Related	-7,336,514
Operating Expenses	-894,332
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	615,460
<b>Balance Carried Forward</b>	1,726,996

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.

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	6,348,869
Base Per Capita	203,656
Base Location	0
Other Base	6,145,213
<b>Equity Total</b>	612,048
Equity Aboriginal	5,313
Equity Socio economic	28,291
Equity Language	431,324
Equity Disability	147,120
<b>Targeted Total</b>	560,949
<b>Other Total</b>	383,363
<b>Grand Total</b>	7,905,230

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

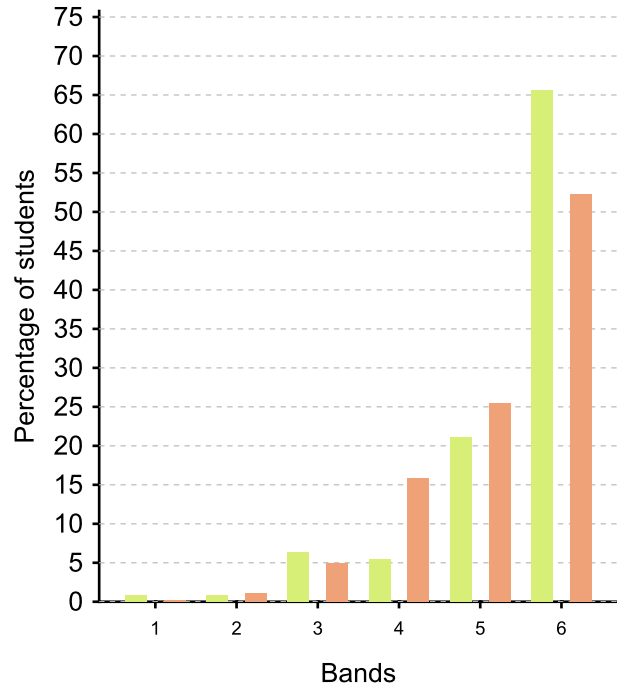
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Literacy in Year 3, Caddies Creek achieved their highest ever NAPLAN score in Spelling and Grammar and Punctuation. In Year 3 Reading, 76% of students performed in the top two bands, 87% in Spelling and 77% in Grammar and Punctuation.

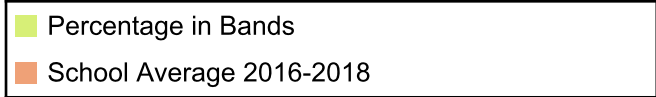
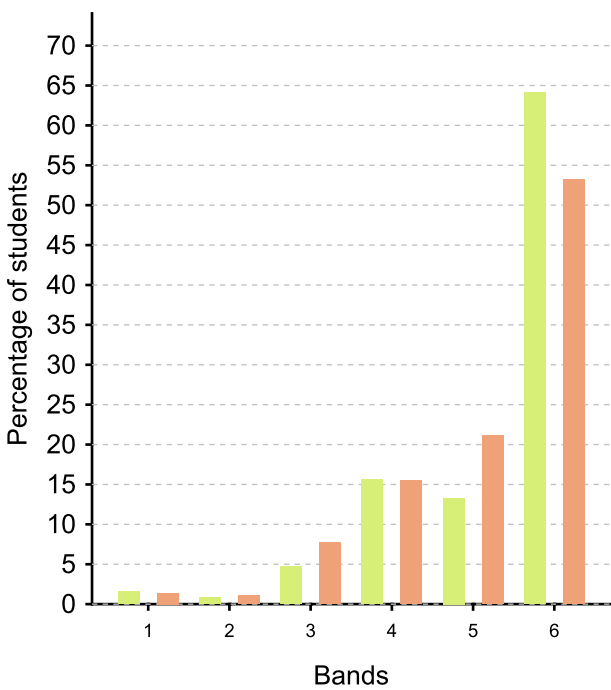
In Literacy in Year 5, Caddies Creek achieved their highest ever NAPLAN score in Reading. In Year 5

Reading, 52% of students performed in the top two bands, 60% in Spelling and 49% in Grammar and Punctuation.

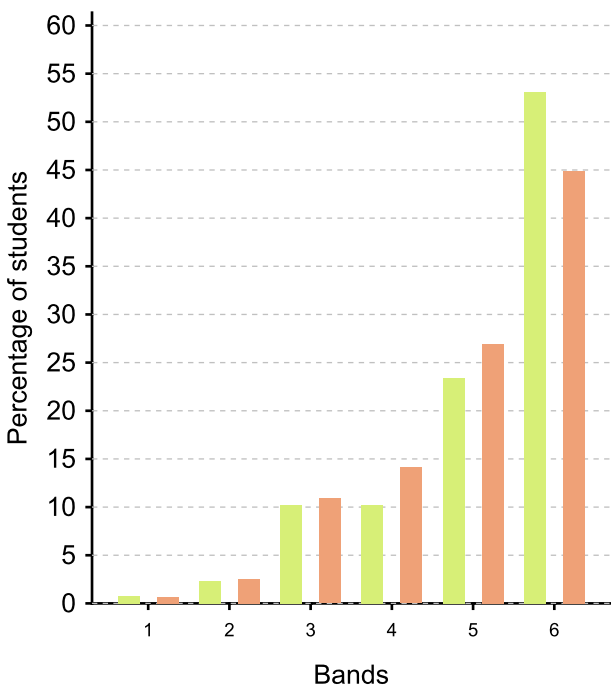
Percentage in bands:  
Year 3 Spelling



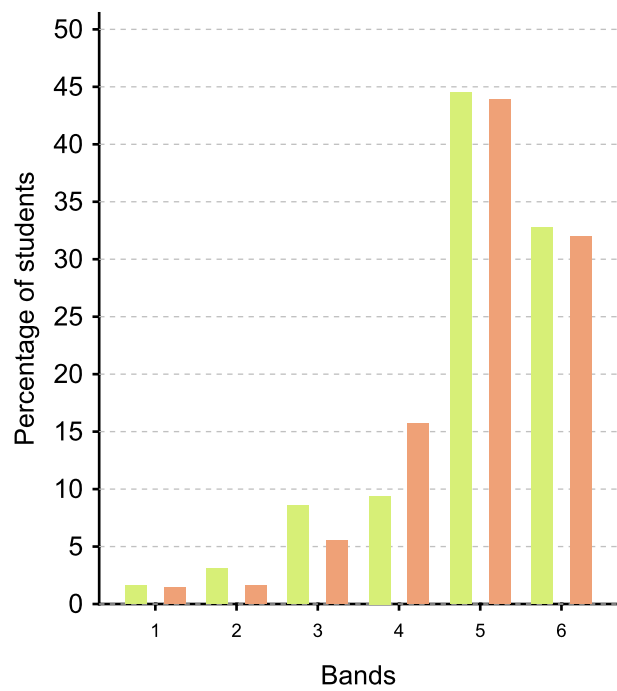
Percentage in bands:  
Year 3 Grammar & Punctuation



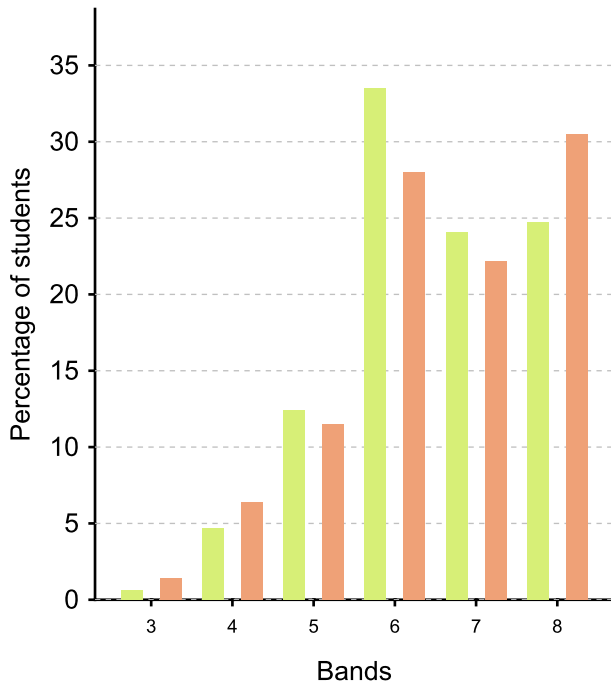
Percentage in bands:  
Year 3 Reading



Percentage in bands:  
Year 3 Writing

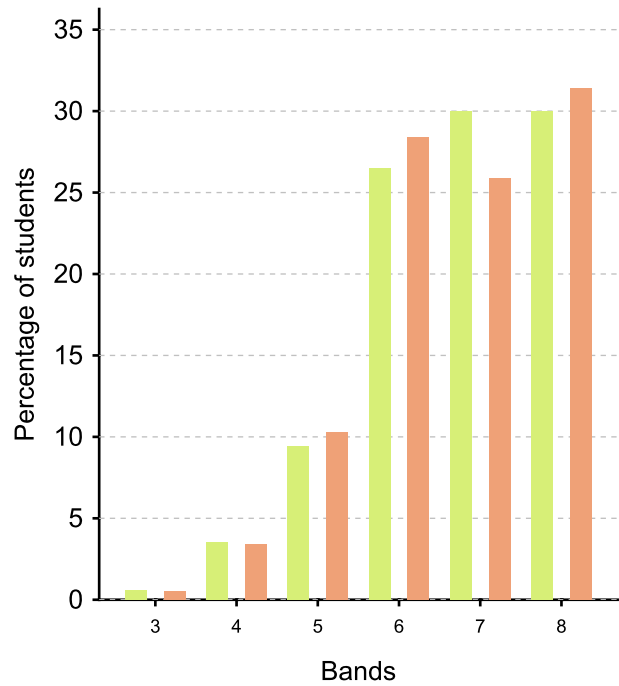


**Percentage in bands:**  
Year 5 Grammar & Punctuation



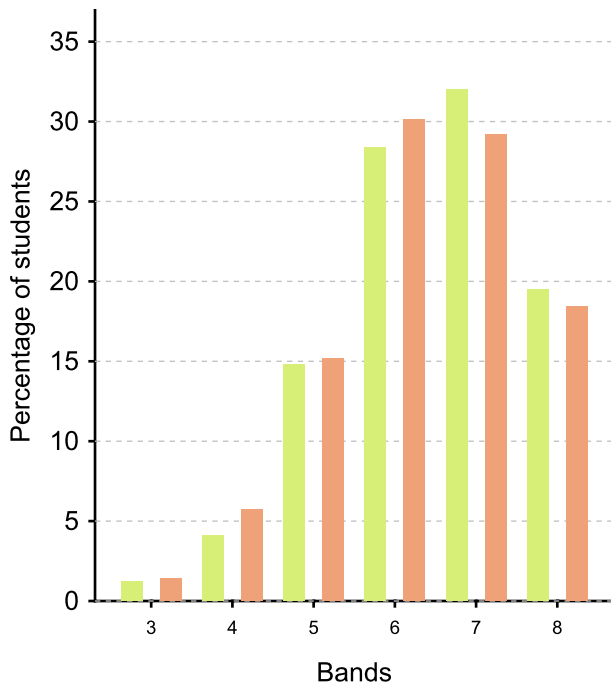
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Spelling



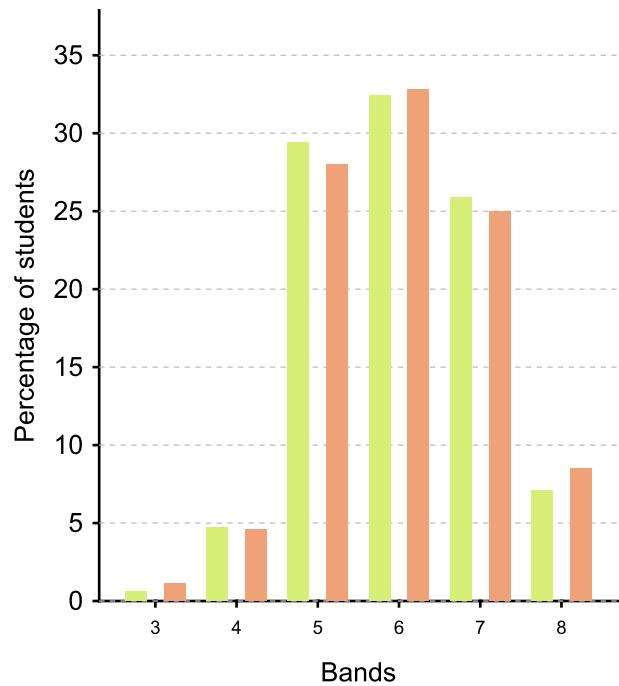
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Writing



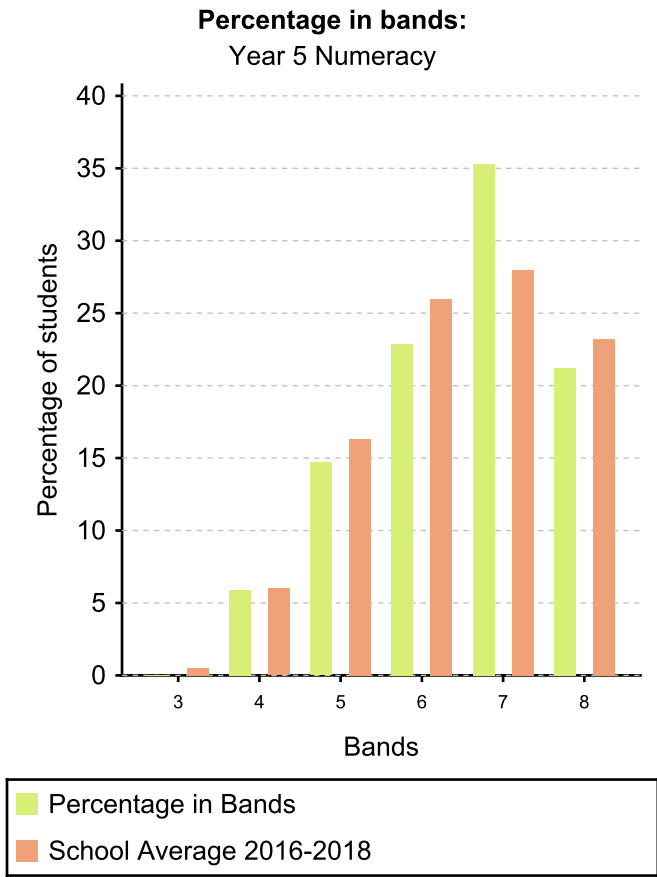
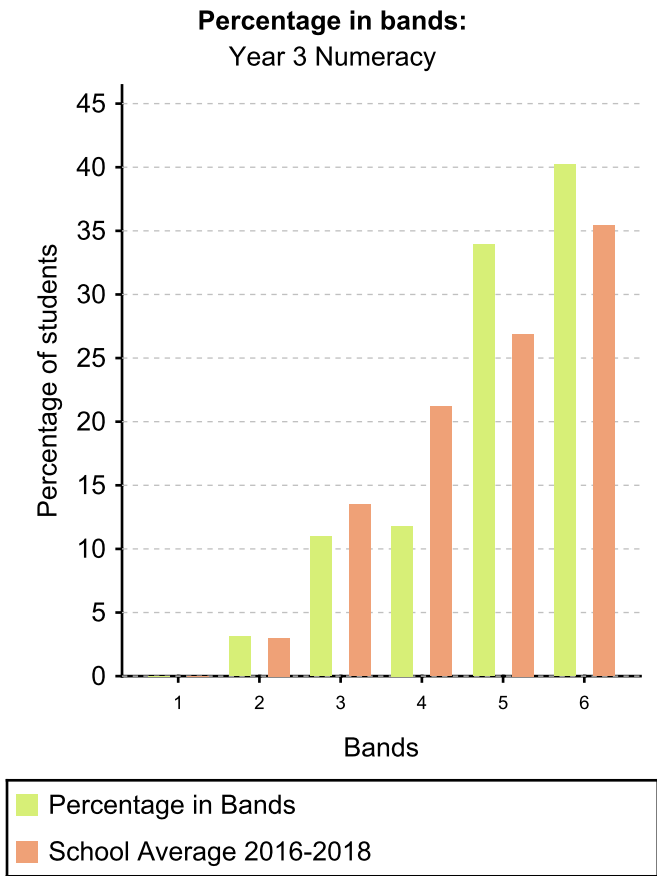
Percentage in Bands  
School Average 2016-2018

In Year 3 Numeracy, 70% of students performed within the top two bands (our highest ever result). There were no students in Band One.

In Year 5 Numeracy, 56% of students performed in the top two bands (our highest ever result). There were no students in Band 3.



In student growth from Year 3 to Year 5, 77% of students had growth greater than or equal to the expected growth.



76% of Year 3 students were in the top two bands for reading and 52% of Year 5 students. This exceeds the Premier's target of 34.4%.

70% of Year 3 students were in the top two bands for numeracy and 56% of Year 5 students. Again this exceeds the Premier's target of 34.4%.

## Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of reference groups made up of parents, teachers and students. Information was gathered around the implementation of new the revised school rules/expectations and the introduction of a school mascot.

### Identified Areas of Strength

- \* All respondents were in favour of the large playground signage displaying the expectations clearly across different playground areas.
- \* Parents, teachers and students were very positive about the introduction of a school mascot
- \* All respondents felt that linking the expectations to our school motto would help students as they are already comfortable with the concepts of "Care, Challenge, Persist, Succeed"
- \* All teachers felt the revised school expectations better reflected current wellbeing research and language.

In our endeavour for continual improvement, in 2019 the school will continue to promote and develop;

- \* A shared and thorough understanding of school expectations K-6
- \* a plush (toy) representation of the mascot "Caddie" to be used at a variety of school events, provided by the P&C
- \* Continued use of wellbeing strategies such as those taught in the Bounce Back and Peer Support programs

## 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 2018,

- \* 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 69% of students coming from a LBOTE background with 43 different countries represented.

In 2018

- Harmony Day at CCPS recognises our cultural diversity and ensures a strong sense of belonging.

All classes across the school contribute to the day by discussing and planning a Harmony Day design. This is then transferred onto the concrete in chalk. In addition, a display of the languages spoken at our school helped the school community acknowledge and support our diversity. Each class throughout the day participated in a variety of activities celebrating Harmony Day.

- In 2018, the focus of EALD support changed as a response to a staff survey. More time was allocated to in-class support with regular EALD Teachers. This proved effective in allowing the EALD Teachers to become more familiar with the NESB students as well as allowing for regular communication between class teacher and EALD Teacher. EALD staff presented a staff meeting focused on EALD pedagogy. This included the EALD Learning Progressions as well as providing a variety of communicative activities that can be used in classrooms.
- In addition, the EALD staff planned and facilitated a number of speciality programs. All Early Stage One classes participated in a Speaking and Listening program for 16 weeks in Semester 1. This is a game based program focusing on expanding student's expressive as well as receptive language. An oral language fairy tale was also introduced in 2018. This used a story map of each fairy tale and allowed the students to memorise the story over a series of weeks. This language was then reproduced in the students speaking and writing. Stage 1 classes has phonics and phonemic awareness withdrawal support. Stage 2 classes had speciality writing lessons presented by the EALD Teacher using the L2 teaching format. This proved very successful and allowed all children to create a high quality published piece of work.
- The two Anti-Racism Contact Officers (ARCO) work with the school community on any racist issues. Every complaint of a racial nature is taken seriously. The concerned parties meet with the ARCO teacher to discuss the incident and reflect on the effects their actions have caused. A resolution formulated in this discussion is acted upon with follow-up meetings held, if necessary. An account of the incident is recorded and logged into the ARCO Register.

## Other school programs

### 2018 Caddies Creek Sports Report

At Caddies Creek PS we are proud of the ongoing quality sport, fitness and physical education programs

that we provide for children at our school. Like all the other extracurricular activities we provide, sport is something that is still highly valued, in spite of the pressures of a crowded curriculum and busy timetables. All of our students benefit from this active time, whether they are a representative sports person or a student who enjoys playing games with their friends on Alwyn Lindfield Reserve on Friday mornings.

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, almost 250 Caddies Creek students departed on buses to compete in PSSA competitions. We are considered 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.

2018 also saw:

- strong participation in our three major sporting carnivals;
- an impressive thirty-six sporting teams taking part in Seven Hills PSSA Friday sport, 12 of which finished as premiers and 5 as runners up in their respective competitions;
- involvement in State Knockout competitions with 3 teams this year, including the cricket team progressing into the last 16 teams in the state;
- an impressive number of Zone representations, seventy-eight in all, in team sports and the major carnivals;
- 20 students representing the Sydney West Association at State carnivals;
- Caddies Creek staff involvement at every level of representative PSSA sport;
- and, Alexander C and Jade M representing NSW in Swimming, Tuliana K representing NSW in Athletics and Angelique I being selected in the NSW Softball team for the second year in row.

Through the continued enthusiasm of our school community, 2019 promises to be another superb year of participation and achievement in Caddies Creek school sport.

## Arts

Caddies Creek Public School has continued to showcase the talent of the students through offering a wide range of extra-curricular opportunities across the Arts. This year saw the participation of eleven eager and enthusiastic performance groups across Kindergarten to Year Six. These students entertained audiences, including parents and community members, at a variety of venues. Thanks to the guidance and support of numerous dedicated teachers, students were provided the opportunity to perform at exciting 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 18 highly enthusiastic and energetic boys and girls who were led by Mrs Laing and Mrs Chwah. They enjoyed learning and performing The Beatles' "Yellow Submarine" and dazzled audiences with performances at Education Open Day, school assemblies and the Caddies in Concert evening.

### **Stage One**

Twenty Two 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 "Undeclared" by Jason Derulo. The Stage One dancers showcased their remarkable movement and skills to enthralled audiences at Synergy Dance Festival, school assemblies, Education Open Day and the Caddies in Concert evening.

### **Stage One Boys**

Twenty excited and talented boys spent their lunchtimes learning and perfecting their dance routine 'Magic'. They wowed audiences with their 'magical' performances at Caddies in Concert, Education Open Day and school assemblies. Their dance teachers, Miss Roberts and Mr Ryan, were extremely proud of their energy and enthusiasm over the course of the year.

### **Stage Two and Three**

This year the amazingly talented Years 3–6 boys and girls dance group were led and supported by Mrs Glanville and Miss Nasso. The 30 keen dancers took on the challenge of performing using a mix of dance styles. They also spent twice a week rehearsing dances choreographed by two year six students – Zoe and Jemma. 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 22 energetic Years 3–6 boys who participated in the boys dance group this year loved learning and perfecting their dance routine to Blake Shelton's

'Footloose'. 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, Westpoint Shopping Centre and the Caddies in Concert evening.

### **Indian Dance Group**

Students in the Indian Dance Group rehearsed tirelessly to bring a piece of Bollywood to Glenwood. The group's song of choice was a lively and energetic song expertly led by Jasmeen G. The vibrant costumes and lively performance were well received by audience members at Open Day, school assemblies and the Caddies in Concert evening.

### **Choir Stage One**

Miss Bonaventura and Miss Walker were in charge of bringing 32 enthusiastic year one and two students together to sing their hearts out. They performed 'Mystery of the Missing Bone' and 'Go the Distance' from Hercules angelically at school assemblies, Open Day 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 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 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 at the Sydney Opera House alongside 22 other schools. The brilliant Choral Festival Choir rehearsed 11 songs with a focus on well-known songs from 'Seussical the Musical' and 'Sister Act 2'. The Choir even learnt sign language to accompany their performances 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 students who were born to stand out. Audiences were mesmerised by their lively acting and confident stage presence. Mrs Chambers and Mrs Wickens were proud of the talent and skill they showed on stage this year.

### **Drum Group**

Over 200 hopeful students auditioned to be a part of drum group this year, but only 23 lucky drummers were selected to be a part of the popular 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 demonstrated their aptitude and 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 Festival of Performing Arts.

### **Visual Arts Group**

This year Miss O'Connor continued the highly successful Visual Arts Group "Caddies Creators". Stage 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 observe and appreciate.

### **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 2 student artworks to be sent to Operation Art for consideration. These included a watercolour dot based on a picture book, created by a talented Kindergarten student and funny face artwork created by a year 4 student who made the work of art without taking her pencil off the paper.