

# Croydon Public School Annual Report



2018



7411

## Introduction

The Annual Report for **2018** is provided to the community of Croydon 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.

Cathy Lucantonio

Principal

### School contact details

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### Message from the Principal

At Croydon Public School we have a strong focus on supporting the learning of students and staff. In 2018, with the assistance of school and P&C funds, the school built on its technology resources to assist student learning. More iPads and ChromeBooks were purchased as well as robotics equipment for student use and hands-on professional learning in this area was provided for staff. Students at Croydon Public School continue to excel in many areas and are well supported in their learning and development by a very committed staff. Extensive co-curricular and extra-curricular programs provided opportunities for students to learn and develop new skills within a safe, respectful and stimulating learning environment. An effective Learning and Support Team provided a wide range of support for students with specific needs.

In 2018 extensive professional learning was provided for staff in areas such as Visible Learning, mathematics and technology which resulted in increased knowledge and improvement in teaching practices. The staff continued to take a collaborative approach to the development of teaching programs to support the learning of all students. Our administrative staff also engaged in further learning in 2018 to continue to implement the new departmental finance and human resources systems.

During 2018 we began the planning process for a major upgrade of the school facilities. The project will deliver a new, three storey building with 18 classrooms, a four classroom addition to Q Block, new canteen facilities as well as the refurbishment of E Block (heritage building), A Block (administration building) and the school hall. Many outdoor spaces will be upgraded and landscaped and a number of outdoor learning areas will be provided. The building works should commence mid 2019.

I thank both our teaching and administrative staff for their dedication and commitment to the learning and wellbeing of all students. I also thank the many parents, carers and community members who contribute in so many ways to our students, our school and its many programs.

Cathy Lucantonio

## Message from the school community

Thank you for another fabulous year at Croydon Public School! This was my last year as P&C President and I wanted to take this opportunity to thank so many of you for your continued support of the P&C, whether it's a shift at the uniform shop or canteen or at a stall at one of our events, everything you do contributes to our fantastic community and supports the staff and children at Croydon PS. It has been a great privilege to work with so many of you over the past three years and especially with our amazing Croydon Public School staff. We really are so lucky to have a great team of teachers and auxiliary staff.

Please find below a summary of what the P&C have spent money on or committed to this year.

- \$15,000 for Speech Therapy; an external speech therapy company was engaged by the school to introduce an early intervention program. The P&C covered half of the cost for this program.
- \$18,215 for Robotics equipment
- \$9,300 for ChromeBooks
- \$9,450 for the Outdoor Musical Instruments in the lower playground
- \$18,985 for a Large Climbing Frame in lower playground
- \$1000 for 2 Student Grants, to cover the cost of registration/travel for children representing the school at regional/state sporting and creative arts events.
- \$17,000 for new PA system in lower and upper playgrounds (to be installed 2019)

At the end of 2016 the P&C were granted \$40,000 under the NSW Government's 2016 Community Building Partnership Program. This money covered the cost of the new silver picnic tables (installed at the end of 2017) and outdoor musical instruments and climbing frame installed this year.

Mee Ling Munier

Croydon Public School P&C President 2016–2018

## School background

### School vision statement

At Croydon Public School we are preparing our students to be active and successful lifelong learners in a complex, rapidly changing world. With a strong focus on wellbeing our students will be resilient, flexible, adaptive and informed global citizens who contribute positively to society. They will be innovative, critical and creative thinkers who apply their skills and capabilities to solve real world problems.

### School context

Croydon Public School, founded in 1884, is located in a well-established residential area in Sydney's inner west. The school caters for 685 students with 64% from culturally and linguistically diverse backgrounds. Our school has an inclusive and vibrant learning environment, focused on meeting the needs of students by providing quality, differentiated teaching and learning programs that educate the whole child. Information and communication technologies are integrated contextually in all classrooms. Student wellbeing is a priority and the school is involved in both Positive Behaviour for Learning and KidsMatter programs.

Our strong professional learning community includes a cohesive mix of early career and experienced teachers and targeted professional learning focuses on improving teacher quality and best practice in teaching.

The school has a strong sense of community and is supported by parents and the wider community who work together to enhance school programs and resources. The school has extensive extracurricular and enrichment programs including choir, band, strings, dance, drama, coding, public speaking and debating. Students have the opportunity to participate in the Primary School Sports Association (PSSA) competitions with local schools and various other sporting activities.

## 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.

Staff discussed and reflected on the school's progress against the high level expectations outlined in the Framework. Our self assessment judged that, on balance, we were sustaining and growing across the three domains.

### Learning

There is a clear commitment within the school community to strengthen and deliver on school learning priorities. Current programs and processes identify, address and monitor student learning needs and teaching and learning programs demonstrate evidence of differentiation and adjustments to address the needs of individual students. The Learning and Support Teacher collaboratively works with class teachers to develop specific learning goals for individual students. A wide range of co-curricular and extra-curricular activities are available to students to support their development.

The school consistently implements a whole-school approach to wellbeing through our Positive Behaviour for Learning (PBL) program. The program has clearly defined expectations and a common language which assists in creating a positive teaching and learning environment for students. Mindfulness lessons for students across all grades are delivered by Life Skills and teachers implement mindfulness strategies in their own classrooms to support student wellbeing.

### Teaching

All teachers are committed to their ongoing professional learning as members of the teaching profession. The school also identifies expertise within its staff and draws on this to further develop its professional community. Teachers work collaboratively in stage teams to plan and develop teaching and learning programs and regularly use student performance data and feedback to evaluate the effectiveness of their own teaching practices. Through 2018 there has been a focus on quality teaching practices including the use of learning intentions and success criteria and the provision of specific and timely feedback. All teachers are supported to both attain and maintain their accreditation. The strategic directions of the school plan inform the stage, grade and individual goals of teachers' Professional Development Plans. Their goals are also aligned to the national professional standards.

## Leading

The school is committed to the development of leadership skills in both staff and students. All staff have been given opportunities to lead programs, initiatives and teams whilst supported by a more experienced colleague. Executive and aspiring leaders participated in the Lead4Success program, working on Action Research projects in teams which included staff from neighbouring schools. Participants found this a challenging but rewarding program which advanced their leadership skills. The areas researched reflected common themes in each school's strategic directions. Student leaders are involved in the School Representative Council which plans whole school events and the school prefects and captains attended the Young Leaders Conference in March. Communication practices have been refined to enable the effective dissemination of information and resources. The school regularly seeks feedback from the school community through surveys and focus groups.

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

### Quality Teaching and Learning

#### Purpose

To further develop explicit and effective teaching and learning practices which are underpinned by high expectations, so that students are stimulated, engaged, critical and creative thinkers who are confident to extend and challenge themselves in their learning.

#### Overall summary of progress

Staff have collaborated in stage teams to develop literacy programs that focus on explicit teaching of literacy skills. Two executive staff attended training for the Seven Steps to Writing Success and the Literacy progressions, ready to deliver professional learning to all staff in 2019. The Stage 1 team trialed a differentiated, explicit phonics program, analysing pre-assessment data to group students and explicitly teach required skills. This has resulted in students in Years 1 and 2 demonstrating significant gains in their phonics knowledge.

The QuickSmart numeracy program was rolled out in Stage 3, providing a targeted intervention for students in Years 5 and 6 to develop fluency in number skills. Teachers involved in the program have effectively collected and analysed data to inform decisions on which students will participate in the program. Initial results show that students are developing greater speed and accuracy in number skills.

Technology has been utilised in classrooms across Years K–6 to enhance future focused learning programs across the school. All teachers engaged in professional learning around the use of robotics and gained an understanding of how robotics resources could be used to enhance teaching and learning programs. The K–2 teachers engaged in professional learning around the implementation of iPads and updated programs to integrate iPads into literacy and numeracy learning. As a result, students have access to a range of resources to support their learning in coding and digital technologies and teachers have a better knowledge base from which to develop new programs when implementing the new Science and Technology K–6 syllabus and digital technologies outcomes in 2019.

More staff have utilised flexible learning spaces to increase student engagement in the classroom. Classroom teachers have undertaken observations of existing flexible learning environments within the school and gained a greater understanding of the benefits of flexible spaces through professional dialogue. Students have been consulted in the process, to identify furniture and resources that would best support them in their learning. Staff have collaborated to design flexible learning spaces in co-teaching classrooms, with three new co-teaching classrooms operating effectively across the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal and external data demonstrates expected growth in numeracy and literacy.	\$15,000 (QuickSmart training for 3 teachers and an SLSO plus resources to effectively implement the program)  \$2,800 (Phonics training for Stage 1 teachers)  \$1,000 (Phonics resources for classrooms)	<ul style="list-style-type: none"><li>• OZCASS data demonstrates that all students participating in the QuickSmart program have increased speed and accuracy in number facts.</li><li>• Qualitative data from the Stage 1 phonics program demonstrates all students achieving expected or better than expected growth.</li></ul>
Teachers explicitly using Learning Intentions/ Success Criteria (LISC), effective feedback and differentiation strategies as evidenced by teacher programs and observations.	No cost required for Teacher Quality Advisor to deliver professional learning.	<ul style="list-style-type: none"><li>• All staff attended professional learning with Joel Davies, Teacher Quality Advisor, on formative assessment, including learning intentions/success criteria and effective feedback.</li><li>• Majority of programs across the school reflect use of learning intentions and success criteria.</li><li>• Teachers' PDP goals and evidence demonstrate improved understanding and use of effective feedback.</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of teachers co-teaching and effectively using flexible learning spaces.	\$2,400 (Future focused learning professional development for teachers)  \$15,000 (Furniture to create flexible learning spaces)	<ul style="list-style-type: none"><li>• Six additional co-teaching classes have been established and are operating effectively across the school.</li><li>• 80% of classroom teachers incorporated aspects of flexible furniture into the classroom and trialled resources to inform future purchasing decisions.</li></ul>

## Next Steps

- Delivery of professional learning on the literacy progressions to upskill staff in using the progressions as a feedback tool to students.
- Implement Seven Steps for Writing Success tool throughout the school to improve student outcomes in writing.
- Ongoing analysis of QuickSmart data to evaluate effectiveness of program.
- Authentically integrate coding and robotics resources across a range of learning areas to support future focused pedagogy.



## Strategic Direction 2

### Leadership and Professional Learning

#### Purpose

To develop the capacity of current and aspiring leaders and provide targeted professional learning to all staff that is relevant, shared and sustainable in driving whole-school change.

#### Overall summary of progress

Four members of the school leadership team participated in the Lead4Success initiative. Participants collaborated with a team of leaders from other schools to formulate and carry out action research on interest projects relating to school strategic directions. The projects included refining the Performance and Development Framework, increasing student engagement, effective utilisation of the science syllabus and increasing critical and creative thinking. The four participants were mentored by a critical friend, Dr Marie Murphy, and at the end of the project, presented their findings to the network of schools involved in the Lead4Success initiative.

In addition to the mentoring received in the Lead4Success initiative, the leadership team at CPS received ongoing coaching and mentoring from Dr Marie Murphy throughout the 2018 school year. All members of the leadership team reported that this mentoring was positive and beneficial in achieving personal leadership goals.

Through engagement in professional learning and current educational pedagogy and an on-balance judgement of time constraints and teacher workload, the leadership team decided that Learning Sprints will be introduced in 2019 to improve teaching and learning practices and programs instead of conducting action research projects.

The staff Performance and Development Plan (PDP) process was refined and improved by the leadership team. The leadership team created a PDP Package to ensure PDPs were of a consistent standard across the school. 100% of PDPs contained goals that were iSMART (inspiring, specific, measurable, achievable, relevant and timely); aligned with the School Plan and were underpinned by the Australian Professional Standards for Teachers. Through this process, staff engaged in internal and external targeted, differentiated professional learning to ensure that stage, grade and personal PDP goals were achieved.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff confidently implementing professional learning into daily practice and capably utilising action learning projects to inform teaching and learning plans and programs.	\$22,000 (External professional learning – course costs and casuals)	<ul style="list-style-type: none"><li>• Most teachers are confidently implementing skills and knowledge gained from participating in internal and external professional learning.</li><li>• Learning sprints will be implemented in 2019 to inform teaching and learning programs.</li></ul>
Staff given opportunities to demonstrate leadership capacity across whole school.	\$4,000 (Lead4Success program) \$1,700 (Executive coaching and mentoring program)	<ul style="list-style-type: none"><li>• Staff participated in opportunities to demonstrate their leadership capacity such as, delivering stage-based and whole school professional learning, presenting at TeachMeets and lead action research projects with a network of schools.</li><li>• Two aspiring leaders held relieving executive positions during 2018.</li><li>• The leadership team expressed interest in participating in Lead4Success in 2019 and are keen to continue the executive coaching and mentoring process.</li></ul>
100% of staff are supported to reach their professional learning goals identified in their Performance and Development Plans (PDP).	\$3,000 (casual staff to allow for observations of teaching practice)	<ul style="list-style-type: none"><li>• 100% of staff created PDPs under the guidance of stage supervisors allowing them to reach their professional learning goals in 2018. Goals were achieved through the provision of professional learning, observation of teaching practice and professional reading and dialogue.</li><li>• Professional learning was also made available</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff are supported to reach their professional learning goals identified in their Performance and Development Plans (PDP).		through a learning alliance with a local school. • Majority of PDPs indicated achievement of these goals were as a result of engagement in professional learning.

## Next Steps

- Members of the leadership team will have the opportunity to participate in Lead4Success master classes in 2019. Topics will include current instructional leadership, accreditation at higher levels, difficult conversations, leadership issues, knowledge and skills.
- The leadership team will be given the opportunity to receive ongoing executive coaching and mentoring from Dr Marie Murphy in 2019.
- Learning Sprints will be introduced in 2019.
- The CPS PDP package will be further improved by the addition of information about professional learning and evidence to assist staff in accessing relevant professional learning.



## Strategic Direction 3

### Visible Wellbeing and Community Engagement

#### Purpose

To foster a positive school learning culture that supports community participation and provides optimum conditions for student learning and engagement.

#### Overall summary of progress

Developing strong partnerships and improved modes of communication with the school community continued to be an important focus throughout 2018. With the view to improving access to information about classroom teaching and learning activities for parents and carers, Kindergarten, Year 1 and Year 2 teachers engaged in professional learning around digital communication platforms. In Kindergarten, Seesaw was implemented across all classes so that teachers and students could annotate photographs of work students completed in the classroom, which would then be shared with parents and carers through the Seesaw app. Parents reported that this improved access to the specific activities their child was doing at school, led to a better understanding of the Kindergarten curriculum, how their child was performing at school and how best to support their child at home. Stage 1 teachers developed SMOREs (digital newsletters) to communicate the teaching and learning activities in their classrooms. By using the class parent representative to distribute the digital newsletters, parents have gained a more detailed understanding of school and classroom activities and have indicated that they feel more connected to their child's learning.

Implementing strategies to provide students with skills to regulate their emotions and form positive relationships was also a school priority. The 'Positive Play' program, which is designed to teach specific playground social skills and strategies to a targeted group of students, commenced in Term 1. Using the Learning and Support Teacher and other skilled staff members, the program operated twice per week using both the LIGHTS and Zones of Regulation resources and teaching philosophies. Students from K–6 who were identified by the Learning and Support Team as requiring additional support to regulate their behaviours on the playground attended Positive Play for a period of at least 10 weeks. A number of students felt that after their involvement in the program, they had developed the appropriate skills and felt confident enough to join in playground activities without the need to attend Positive Play. Similarly, a targeted intervention program was designed and implemented by the school counsellor to support Stage 2 girls who needed additional support engaging positively with each other and using appropriate skills and emotional regulation. This program was highly successful and led to a significant decline in playground and classroom issues reported by the students involved in the program.

Staff engaged in a rigorous program of professional learning designed to equip them with the skills to improve student engagement. CPS collaborated with Ashbury Public School and utilised the expertise of the Department of Education's Curriculum Advisor to deliver professional learning sessions on; learning intentions and success criteria, questioning techniques, feedback and peer and self assessment. All staff were highly engaged in these sessions and have applied the principles of these student engagement techniques to their planning and programming. The Student Leadership Policy was also revised, updated and implemented in Term 4. The changes that were made in the policy led to a fairer and more equitable election of student leaders and should lead to students becoming more involved in decision making in the school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Greater levels of wellbeing and engagement reported via the Tell Them From Me surveys and school based data.	\$1,200 (Professional Learning costs)	<ul style="list-style-type: none"><li>• Students report an increase in sense of belonging with the school community from 70% at the beginning of 2018 to 73% at the end of 2018.</li><li>• Students report an increase in positive behaviour at school from 87% at the beginning of 2018 to 89% at the end of 2018.</li><li>• An increase of students who show a high level of perseverance from the beginning of 2018 to the end of 2018.</li></ul>
Increased student engagement in learning areas from 2017 baseline data.	\$1,500 (Professional Learning costs)	<ul style="list-style-type: none"><li>• The Tell Them From Me surveys identify five drivers of student engagement: quality instruction, teacher–student relations, classroom learning climate, teacher expectations for success and</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased student engagement in learning areas from 2017 baseline data.		student advocacy. The 2018 survey results showed an increase in average scores in these areas when compared with 2017 averages.
Increased participation of community members in school activities.	\$3,500 (organisational costs) \$1,500 (Walk safely to school breakfast) \$2,500 (casual relief costs)	Increases in community members attending the following events: <ul style="list-style-type: none"> <li>• Meet the Teacher night</li> <li>• Parent Teacher interviews</li> <li>• Brick Fair</li> <li>• Education Week (Art Trail)</li> <li>• K-2 Book Week Parade</li> <li>• Walk safely to school breakfast</li> </ul>

## Next Steps

- Implementation of a multi-faceted communications platform which has the ability to translate notifications, newsletters and notes into a range of languages so that communications reach all language groups within our community.
- Transform the roles of the student leadership team and SRC so that they actively participate in the decision-making processes for student led events and hold more responsibility for conducting these activities.
- Investigate a program which can be used to deliver a 'social and emotional learning' curriculum across the school.
- Continue with a program of high quality professional learning for staff around student engagement teaching pedagogies, including feedback, questioning and peer/self assessment.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$950	Personal Learning Pathways were developed for all students in consultation with parents. Aboriginal students were supported in their learning through intervention programs and assistance was provided to participate in incursions, excursions and other school activities.
<b>English language proficiency</b>	\$41,935	EAL/D teachers attended professional learning, conferences and network meetings to improve their practice. A variety of resources were purchased to support EAL/D students in their learning. EAL/D students also received in-classroom support from School Learning and Support Officers (SLSO).
<b>Low level adjustment for disability</b>	\$47,537	<p>Students were identified through the Learning and Support Team processes to receive support. This included SLSO support in the classroom and on the playground as well as specific intervention programs to develop both academic and social skills. Equipment and furniture was also purchased to make adjustments for students in the classroom.</p> <p>Individual Education Plans (IEP) were developed by classroom teachers and the Learning and Support Teacher (LaST) to address the adjustments required for students with low level disabilities. Ongoing review meetings with parents allowed for consultation and modifications to be made to IEPs.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$122,229	A teacher was employed to oversee and deliver the MultiLit and Quicksmart programs. Students in Years 3 to 6 who were identified as needing intervention in either literacy or numeracy were able to access these programs. All targeted students demonstrated growth in both their skills and confidence.
<b>Socio-economic background</b>	\$11,393	<p>The MultiLit, MiniLit, Quicksmart and Spelling Mastery programs were successfully run for students from Years 1 to 6 to support their learning in reading, comprehension, mathematics and spelling.</p> <p>Students and families could access funding support for excursions, extra-curricular activities and school uniforms ensuring inclusion for all students.</p>
<b>Support for beginning teachers</b>	\$27,572	Four beginning teachers received additional release from face to face (RFF) time to support them to complete their professional responsibilities including planning, programming and report writing. They were also able to observe best practice by visiting classrooms within the school and at other schools depending on their needs.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	335	336	351	338
Girls	353	337	345	346

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.8	95.9	95.9	95.3
1	95.9	95.4	95.9	96.6
2	94.7	95.9	95.7	94.6
3	94.7	94.7	96.6	95.8
4	95.1	95.6	95.3	96.1
5	94.6	96.7	95.2	95.4
6	94.2	94.7	94.6	93.9
All Years	94.9	95.6	95.6	95.5
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

Croydon Public School attendance figures are above state averages. Student attendance is monitored on a daily basis by classroom teachers and weekly by the Deputy Principal. Classroom teachers contact parents regarding any attendance concerns they have and ongoing issues are flagged with the Home School Liaison Officer (HSLO). The HSLO, where necessary will arrange a meeting with parents and develop an attendance plan. Attendance issues are also monitored through the Learning and Support Team.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	26.49
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher ESL	2.2
School Administration and Support Staff	4.26

\*Full Time Equivalent

Croydon Public School has one Aboriginal teacher.

### 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	30

### Professional learning and teacher accreditation

In 2018 all teachers had the opportunity to participate in a range of professional learning to support the achievement of the school's strategic directions and the goals of their Professional Development Plans. Staff attended courses and conferences on mathematics, coding, integrating technology, robotics, leadership practices, differentiation, writing, visible learning and pedagogical change. All staff participated in five professional learning days (School Development Days) and each fortnight teachers were involved in at least one hour of professional learning covering a range of topics. Four current leaders or aspiring leaders were involved in the Lead4Success program. Four teachers completed the New South Wales Education Standards Authority (NESAs) requirements to be accredited at Proficient level. One permanent and three temporary beginning teachers were support in their first year of teaching.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	404,260
<b>Revenue</b>	5,990,777
Appropriation	5,532,761
Sale of Goods and Services	3,761
Grants and Contributions	445,833
Gain and Loss	0
Other Revenue	3,000
Investment Income	5,423
<b>Expenses</b>	-5,710,043
Recurrent Expenses	-5,710,043
Employee Related	-5,045,084
Operating Expenses	-664,959
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	280,734
<b>Balance Carried Forward</b>	684,993

The management of the school's finances is overseen by the Principal, School Administration Manager (SAM) and the executive leadership team. The school's strategic directions and operational needs are considered and inform the setting of the school's budgets. The SAM and principal regularly monitor the school's income and expenditures. Funds carried over into the 2018 school year will be utilised to meet the strategic directions of the current School Plan.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	4,493,857
Base Per Capita	134,585
Base Location	0
Other Base	4,359,272
<b>Equity Total</b>	403,743
Equity Aboriginal	950
Equity Socio economic	11,393
Equity Language	270,984
Equity Disability	120,416
<b>Targeted Total</b>	97,242
<b>Other Total</b>	128,207
<b>Grand Total</b>	5,123,049

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.

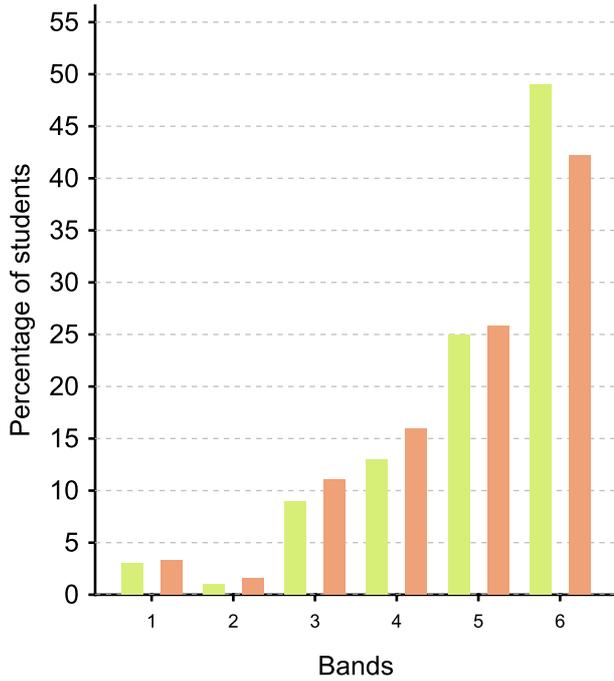
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

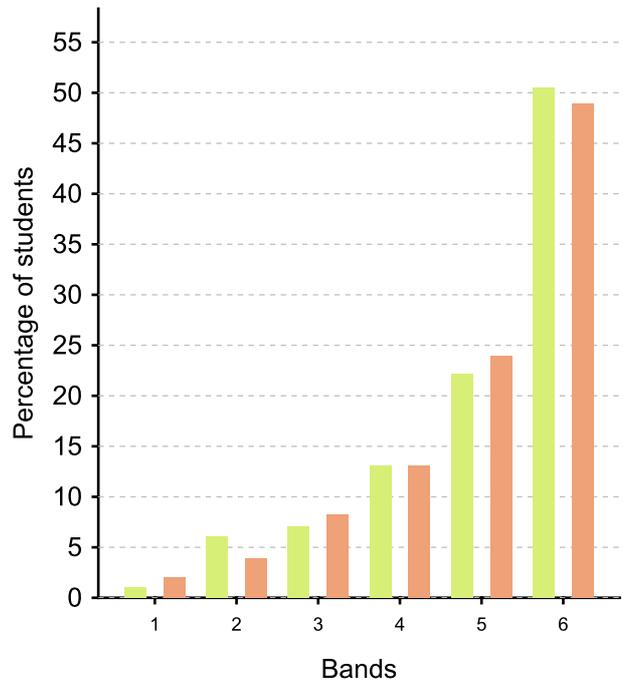
In Year 3 the school's average scores in reading,

spelling and punctuation and grammar were significantly above State averages and above statistically similar school groups (SSSG) averages. While writing average scores were significantly above State but below SSSG scores. In Year 5 the school's average scores in reading, spelling and writing were significantly above State averages and above SSSG averages. While grammar and punctuation average scores were significantly above State averages and on par with SSSG scores. Year 3 to 5 growth data in reading showed that 68.2% of students were at or above expected growth. In spelling and writing 69% of students were at or above expected growth.

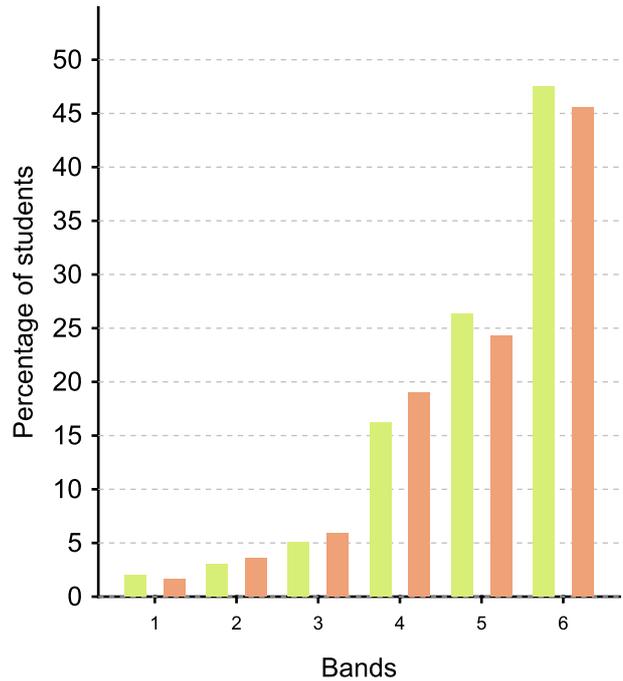
**Percentage in bands:**  
Year 3 Reading



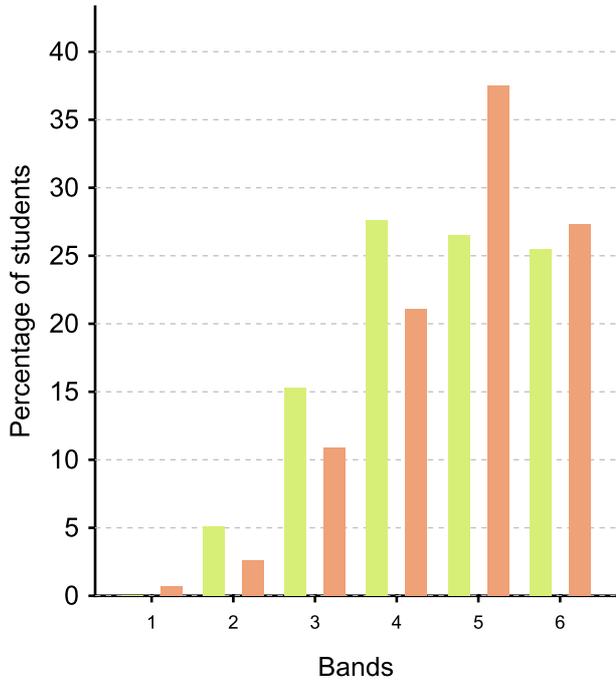
**Percentage in bands:**  
Year 3 Grammar & Punctuation



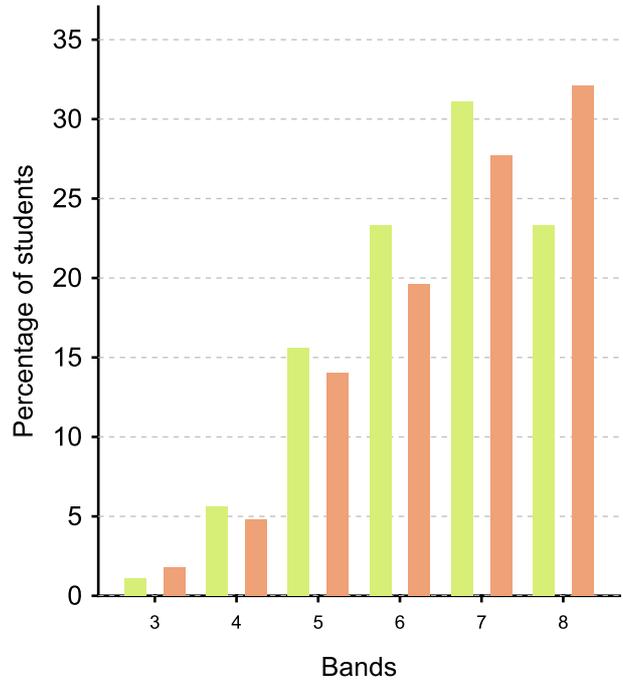
**Percentage in bands:**  
Year 3 Spelling



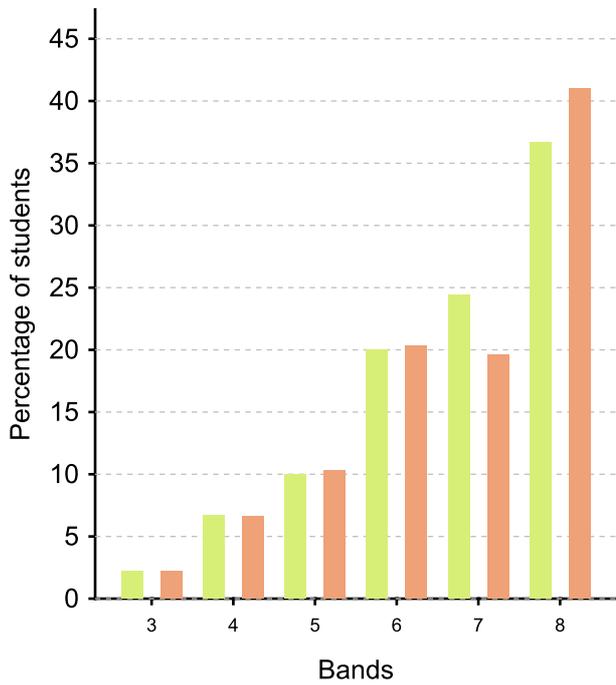
**Percentage in bands:**  
Year 3 Writing



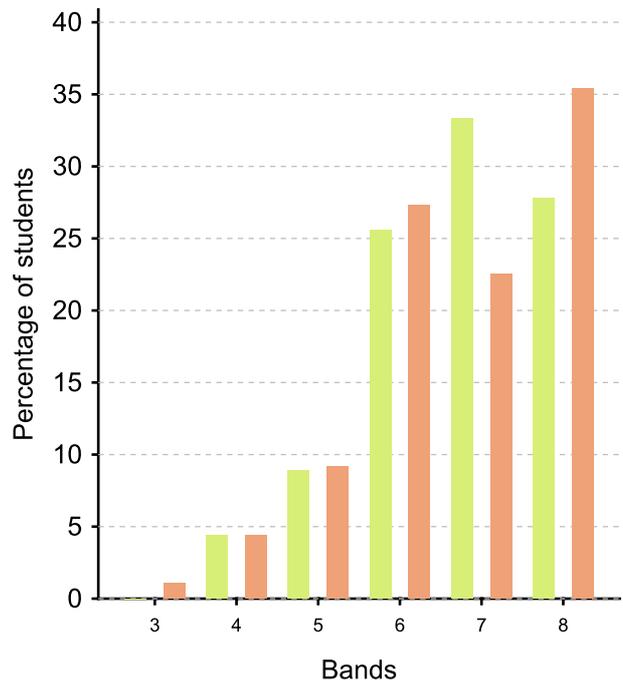
**Percentage in bands:**  
Year 5 Reading



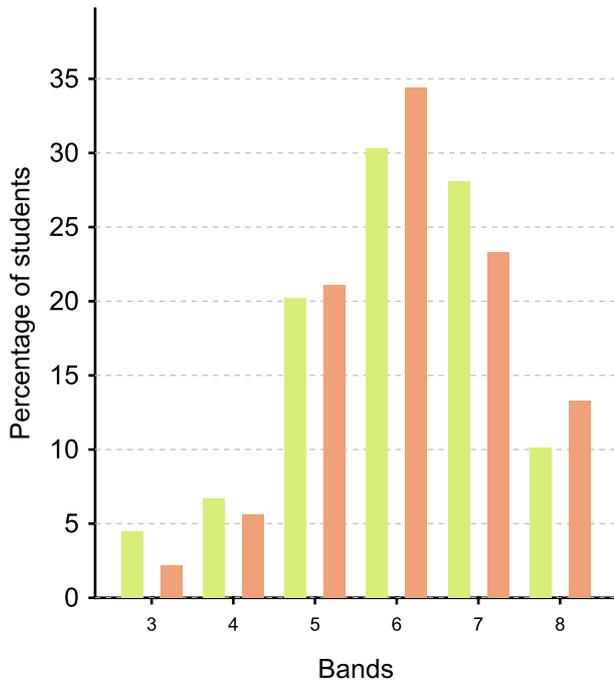
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

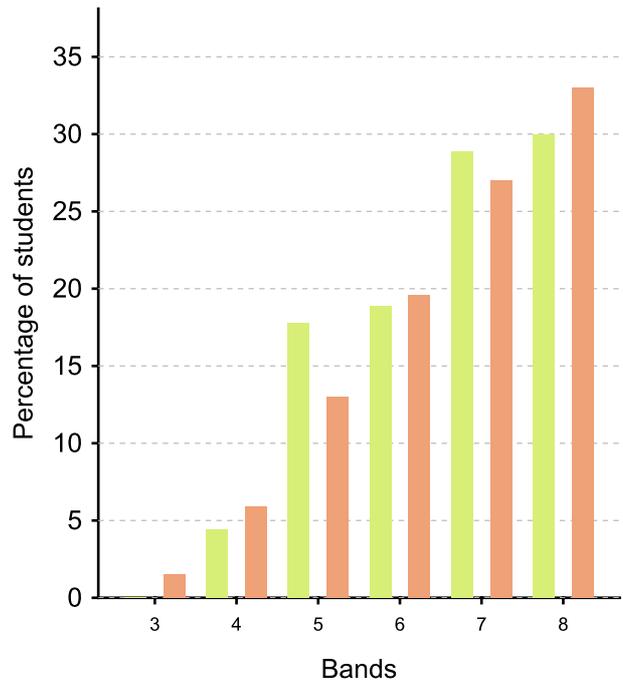


**Percentage in bands:**  
Year 5 Writing



In both Years 3 and 5 the school's average scores in Numeracy were significantly above State averages and above SSSG average scores. Year 3 to 5 growth data in Numeracy showed that 73.5% of students were at or above expected growth.

**Percentage in bands:**  
Year 5 Numeracy



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.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands for reading was 74% and in numeracy 65%.

The percentage of Year 5 students in the top two bands for reading was 55% and in numeracy 59%.

No Aboriginal students participated in the NAPLAN tests in 2018.

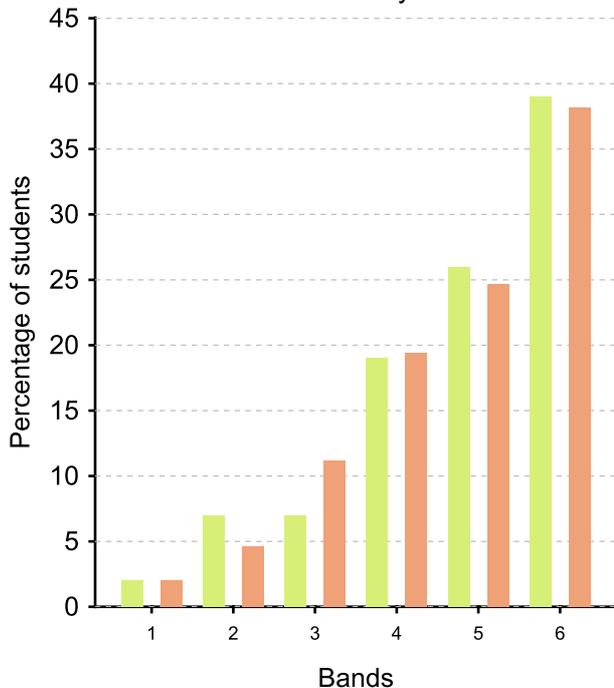
### Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018 the school conducted the Tell Them From Me surveys, forums and focus groups with staff, students and parents. A summary of their responses are presented below.

The students felt;

- they were accepted and valued by their peers and teachers.
- they were interested and motivated in their learning, concepts were taught well and class

**Percentage in bands:**  
Year 3 Numeracy



time was used efficiently.

- that school staff had high expectations for all students to succeed.
- there were many opportunities to participate in extracurricular activities.

The parents felt;

- they were welcome in the school and could speak easily with their child's class teacher.
- reports on their child's progress were written in terms they could understand.
- teachers supported students who needed extra support.
- their child was clear about the school's behaviour expectations and they were encouraged to do their best work.
- their child feels safe at school.
- written communication from the school is in clear, plain language.

The teachers felt they;

- work well with their colleagues to develop teaching and learning programs and discuss strategies that increase student engagement.
- have high expectations for student learning, monitor the progress of individual students and use a variety of teaching strategies.
- support and include students with special learning needs.
- set clear expectations for classroom behaviour.
- utilise technology for students to undertake research and organise and present subject matter.

## Policy requirements

### Aboriginal education

Croydon Public School values and acknowledges the importance of enhancing the knowledge and understanding of all students about Aboriginal and Torres Strait Islander history and culture. Teaching and learning programs across all grades incorporate the cross-curriculum priority area Aboriginal and Torres Strait Islander histories and cultures. As a show of respect to Aboriginal culture and heritage we commence school assemblies and functions with an acknowledgement of country.

Teachers developed Personal Learning Pathways for our Aboriginal students in consultation with parents, with the focus being to improve their educational outcomes and wellbeing.

NAIDOC Week was celebrated by each grade through a range of activities. Reconciliation Week and National Sorry Day were recognised and students were supported in their understanding of these events.

### Multicultural and anti-racism education

Croydon Public School has a high percentage of students from a non-English speaking background. These students are supported by our two English as an Additional Language or Dialect (EAL/D) teachers. They

provide daily, small group intensive English classes for newly arrived students. The EAL/D teachers also support students in the classroom and work collaboratively with teachers to plan, teach and assess to effectively meet the needs of EAL/D students.

Multiculturalism is celebrated at Croydon Public School through teaching programs and special events throughout the year such as Harmony Day. To celebrate Harmony Day students in Kindergarten and Stage 1 hosted a lunch where students brought food that reflected their country of origin. All students contributed to a meandering floral mural on the hall glass doors that reflected the Harmony Day theme, Everyone Belongs.

The school has a trained Anti-Racism Contact Officer (ARCO). The ARCO deals with complaints from individuals or groups regarding racism that has been experienced or observed within the school. No complaints were raised in 2018.

### Other school programs

#### Music Programs

The school has a number of extra curricular music programs that involve students from Kindergarten to Year 6. All students in the Band Program have a weekly, small group tutorial and a whole band practice. Each student is a member of either the training, concert or senior band with each band performing regularly at school events. The three school choirs (senior, junior and infants) also regularly perform at school events and the senior and junior choirs have performed at the Sydney Opera House and Town Hall. A Strings Program was introduced in Semester 2, 2018 and has proved to be very popular with students. The students have weekly individual tutorials and are part of the Senior or Junior String Ensembles. Our Senior Recorder Group participates in the *Festival of Instrumental Music* each year at the Sydney Opera House.

The school also has an in-class K-6 Music Program which provides students with learning experiences in performing, organising sound and listening to meet the Music outcomes of the Creative Arts K-6 syllabus.

#### Musical

This year, our Stage 3 students and teachers worked together to produce a high quality musical production of *Aladdin*. Students worked in groups to design and produce all the costumes, props and backdrops for the musical, gaining valuable, real-life experience in stage production. Twenty students worked behind the scenes during the performances, working with teachers and parents to do the makeup, be backstage crew and manage sound and lighting throughout the show. Seventy students showcased their acting, dancing and singing talents, performing as the main actors, supporting actors and ensemble members over our four performances in Week 10 of Term 3.

#### Debating

In 2018 we had 30 students in Years 5 and 6 participating in our debating program. Year 5 students developed their debating skills competing in the Inner West friendly competition against various local schools. Our Year 6 teams participated in two competitions, the Premier's Debating Challenge and the Sydney Primary Schools Debating Competition. One of our Year 6 teams was the zone finalist in the Premier's competition, and this team went on to debate the teachers in our annual Student vs. Teachers debate at the end of the year. All students demonstrated improvement in developing arguments, delivering rebuttals and structuring a debate.

### **Mind Marathon**

This year we sent 12 students from Stage 3 to participate in the East Hills Boys Mind Marathon. This provided an enrichment opportunity for the students to showcase their academic talents across academic, problem solving and critical thinking activities.

### **Scrabble**

Scrabble Club continued to grow this year with 30 students from Years 3–6 participating in our after school program and 20 of these students being involved in the inter-school scrabble tournament. This year saw a third school join in the tournament. Wollongong Public School and Cabramatta Public School students joined us in Term 4 for an exciting day of Scrabble, with Croydon and Cabramatta ultimately tying in the competition.

### **PSSA Sport**

Croydon Public School's PSSA program engages students across K–6 through sports carnivals and Friday sport competitions. In 2018 students from Years 2–6 were given the opportunity to participate in whole school athletics, swimming and cross country carnivals with the potential to participate at higher levels (zone, regional, state and national). All students in Kindergarten – Year 1 participated in whole school athletics and cross country activities.

Over the past year 32 of our students have represented the school at the zone cross country carnival, 40 at the athletics carnival and 28 at the swimming carnival. A further six of our students have represented the Western Suburbs Zone in athletics and swimming.

#### **PSSA Friday Sport**

Students in Years 3–6 are given the opportunity to participate in PSSA Sports on a Friday. In 2018 we had 17 different teams representing the school across six different sports.

### **Sport Participants**

T-Ball (Summer) 26

Softball (Summer) 26

26 Cricket (Summer) 28

Touch Football (Winter) 28

Netball (Winter) 42

Girls Soccer (Winter) 33

Boys Soccer (Winter) 26

Along with the opportunities we make available at a school level, numerous students tried out for a wide variety of representative sports. Over the last year we have had zone representatives for girls soccer, girls and boys softball and rugby league; and regional representatives in softball and girls soccer.

### **Positive Play Club**

The Positive Play Club is a targeted social skills program which aims to improve wellbeing, engagement and inclusivity and help promote relationship building for identified Kindergarten to Year 6 at-risk students. Recommendations are made through the Learning and Support Team for targeted students to attend the program to ensure enhanced/improved student engagement and achievement is attained. The program runs twice a week during lunchtime. Various school personnel such as, Learning and Support teachers, the SLSO team, Speech Therapist, counsellor and classroom teachers interact with the students and help form positive bonds and relationships. In 2018, approximately 41 students attended the Positive Play Club with their chosen buddy.