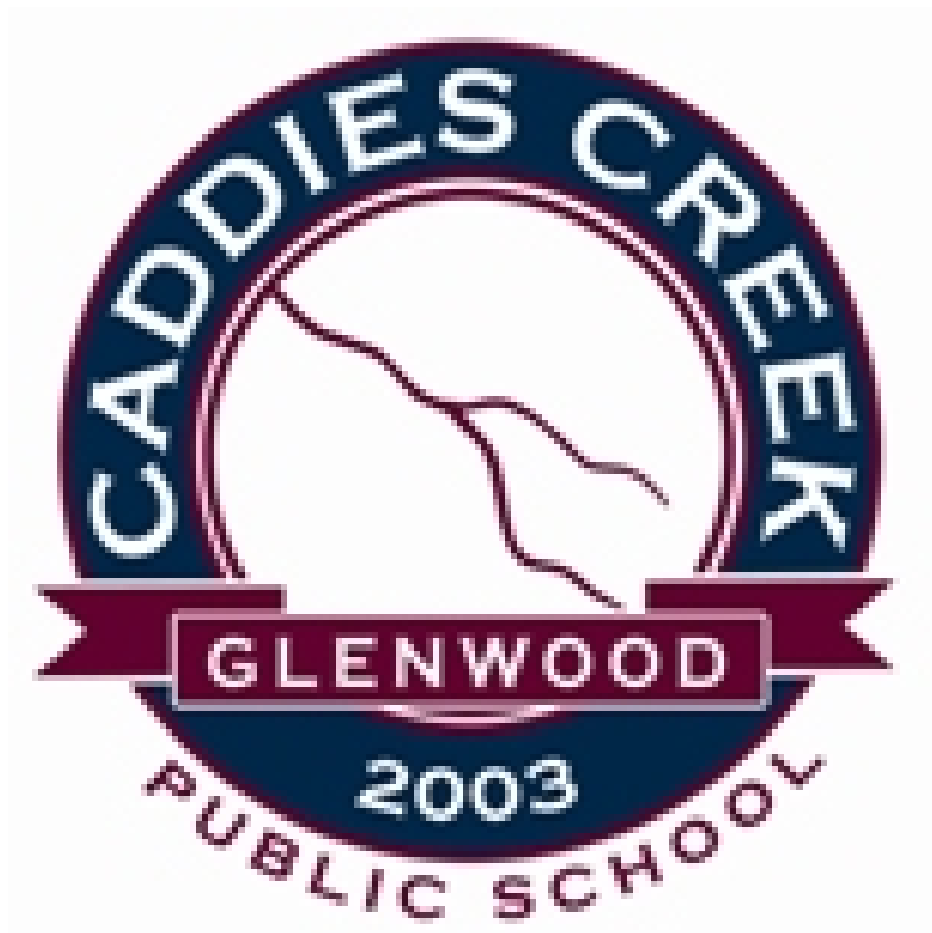


2020 Annual Report

Caddies Creek Public School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

I know the word "unprecedented" has been used way too much in the last twelve months, but it is pretty accurate when you are describing 2020. We have never had a year quite like this one, and hopefully we won't again. While we have had to postpone or cancel a large number of events or activities, we have also done a lot of great things - and we need to keep that at the forefront of our minds. We all got a little better with technology. We all have developed far more extensive and sophisticated hygiene practices. We have all appreciated the little things like we never have before - simple pleasures like being with our friends and family.

I would like to thank our sensational staff for the way they have worked throughout 2020. They learned many new skills, often in a quick space of time, and have never worked so closely together as teams. Their continued support, initiative and innovation was wonderful to see. It certainly made us sit back and examine our processes and procedures with increased scrutiny, and many of our modified practices will now continue in coming years as it was found to be more efficient, so that has been a definite positive.

Our parent community has been incredibly supportive and appreciative of the work that has been done for their children through this difficult time. I don't think I have been in a school where more positive comments and emails have flowed to the school, which was really heartening. The few events that could be conducted by our fabulous P&C were done so with extensive support from the wider community.

Finally, the most important people - the students. You will tell your own children in many years to come what the year 2020 was like, and they probably won't believe you! The biggest positive has been the independence, initiative and self-reliance that students have developed throughout the year in so many areas, and this will hold them in good stead for years to come.

A final thank you to everyone who has made 2020 a memorable one for all the right reasons.

David Beggs

Principal

School vision

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 1050 students at the commencement of 2020. It is expected the school numbers may drop slightly over the next few years.. The school's current population is the highest in its 17 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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>

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.

Improvement Measures

100% of teaching staff have formative assessment practices embedded in their teaching and learning programs.

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

Progress towards achieving improvement measures

Process 1: 1. Focus on consistent, high standard practices using quality teaching programs, learning support and curriculum implementation.

Evaluation	Funds Expended (Resources)
<p>The school was initially set up to participate in the Seven Steps to Writing Success program this year; however, this training was cancelled due to the Covid19 pandemic restrictions. An online version of the course will be considered.</p> <p>Teachers spent many hours of consultation at school and via online platforms such as Zoom in professional dialogue regarding the adaptation of their programs to online learning. Firstly platforms for online communication with students and parents had to be decided upon. Kindergarten largely used Class Dojo and years 1-6 went with Google classrooms. Several parents requested a hard copy package which again required organisational skills as teachers were at school on some days and working from home on others. A Covid safe pick up and drop off system for the hard copy packages was also devised.</p> <p>Many teachers completed online learning courses throughout the year as it has been difficult to engage in face to face training with a staff of over 55 teaching staff.</p> <p>Teachers worked diligently in their grade teams, identifying individual needs and designing strategies and programs that would address these needs in the most efficient and effective way within our extraordinary 2020 environment.</p> <p>Student welfare was given special consideration and teachers were proactive in contacting parents regularly for those students and parents experiencing extra difficulties due to Covid19.</p>	\$19,706

Process 2: 2. Provide ongoing professional learning and support to teachers, focussing on improved teaching practices using embedded formative assessment and quality teaching programs..

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Based on positive feedback in 2019, staff were eager to continue developing their understanding and skills in Assessment for Learning. The second year of professional development was focused on reviewing Assessment for Learning practices and determining their impact on the quality of student learning.

\$5,890

The Assessment for Learning project team met at the beginning of the year to develop an action plan for 2020. Soon after, the Covid19 pandemic hit. Social distancing restrictions meant that whole school staff meetings were no longer able to occur. As a result, grade teams collaboratively worked through the next phase of professional learning on success criteria and peer assessment.

Once students returned to school from the period of home learning, it was critical to quickly assess their learning needs. Teachers were in agreeance that formative assessment techniques were widely employed to efficiently monitor student understanding and provide meaningful feedback.

Assessment for Learning will continue to be prioritised for another year as staff work through the remainder of Dylan Wiliam's professional learning package as a teacher learning community.

Process 3:

Evaluation	Funds Expended (Resources)
Completed in 2018.	

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.

Improvement Measures

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.

An increase in professional dialogue in grade and stage meetings

Teachers engage in ongoing formal and informal conversations about pedagogy and teaching practice.

Playground litter will be minimal with students and staff correctly managing their own waste disposal habits.

Progress towards achieving improvement measures

Process 1: Provide ongoing professional learning and support to teachers using TEN processes (K-2) and a lesson study approach to implementing SENA 3 and 4, as well as TOWN strategies (3-6).

Evaluation	Funds Expended (Resources)
<p>The school was ready to train a new group of teachers (K-2) starting in Term 1. However, due to the Covid19 Pandemic restrictions, this training was put on hold until teachers returned to school in a full time manner in mid Term 2. As well as training teachers, support was also given to classroom teachers to continue to develop lesson plans to meet current curriculum requirements across K-3. Teachers in K-3 will continue to work on developing and modifying lessons to ensure all mathematical learning outcomes are met.</p> <p>During home learning teachers spent many hours of professional dialogue both at school and via online platforms to adapt their TEN lessons so they were suitable for online and home learning. Teachers also created videos to inform parents of the TEN pedagogy and to upskill parents in the specific language and methodology used to teach TEN. Some videos were created as demonstration lessons, allowing parents to see how to 'play' the activities in a manner similar to how they would be played at school. To further assist parents, teachers worked to create a mathematical resource pack (including dice, playing cards, counters, a ten/twenty frame, hundreds chart), to support the elements of a TEN lesson while students were learning from home. These resource packs were differentiated to meet the individual needs of students. During the home learning phase and using the online communication methods available, parents were able to speak with teachers if they had any questions or concerns regarding TEN.</p>	\$21,350

Process 2: Implement Teacher professional learning for collective ownership of collaborative practices.

Evaluation	Funds Expended (Resources)
<p>Collaboration Team</p> <p>A dynamic and practice driven team, which aimed to embed collaborative practices in the school, allowing for all staff to contribute to overall improvement and innovation.</p>	\$23,800

Progress towards achieving improvement measures

Community of Practice

In an effort to embed effective professional learning across the school, facilitate professional growth, and foster ownership and uptake of professional learning, the collaboration team have engaged in a pilot community of practice (CoP) professional learning model. This model was contextually situated and supported, embedded in context and based on teacher performance and development goals. The CoP model has had a flow on effect from the pilot group and it is anticipated that we will run four CoP groups in 2020.

Practice Changing Practice

The focus of practice changing practice (a joint initiative by the Blacktown community of schools and Western Sydney University) was to engage in action research and provide leaders within the school to act upon research driven and scholarly supported decisions around future directions for professional learning at Caddies Creek Public School. The process was valuable for the leadership team because in addition to being able to articulate a 'problem' and a 'why', it supported the development of knowledge, skills and structures both at an individual level, a team and whole school.

Executive PDP /Evidence Set

With a view to: building capacity, improving self-assessment practices and developing a shared understanding of the PDP process the collaboration team committed to an executive/aspiring leader PDP and evidence set group. The group met regularly and engaged in collegial dialogue with a focus on evaluative thinking, where they were supported to reflect on their evidence set, build a narrative and engage in continual improvement.

School PDP and lesson Observation Guidelines

The collaboration team created a whole school PDP and Lesson Observation Guidelines document to support ongoing improvement of student outcomes through the continuous development of teachers.

Process 3: Implement a whole school environmental awareness program with a focus on waste management. This program will use a future focused approach through awareness programs to educate the school community on the importance of sustainable waste management for the future health of the planet.

Evaluation	Funds Expended (Resources)
<p>Early in the year, Eco Crusaders environmental club continued to inform the school community of effective measures to manage waste. A whole school clean-up day was organised and implemented in line with and registered with Clean Up Australia to highlight how much litter had made its way into the school environment. We were fortunate to have managed to get this done before Covid-19 closed down all group activities. This clean-up activity was to have been repeated later in the year after the introduction of initiatives to educate and inform the community of the impact of waste in the environment, but Covid-19 effectively suspended all activities for the first semester. Post Covid-19, meeting as a group was not possible for a significant part of the year. All recycling bins were removed from the school playground as sorting them was not an option in light of the threat that transmission of Covid-19 posed. Some work continued through the Google Classroom after hours for a few dedicated students who were able to remain active online. These students continued to post information online and share with their individual classes.</p> <p>As restrictions eased, the Eco-Crusaders were able to meet in small groups within their year group. A very informative video was made by the Eco Leaders to reinforce the message around responsible waste management</p>	\$4,790

Progress towards achieving improvement measures

and living sustainably.

Eco Crusaders teachers applied for and won a grant to research Cumberland Plain and implement a project to inform the wider community of the importance of this ecological area as well as planting native Cumberland Plain plants in the garden to support biodiversity and habitat creation. Due to the lack of ability to meet as a group, this project was implemented by Year 5 classes in project based learning linked to the Living World and Material World strands of the Science Syllabus. This project was successfully completed with information articles in the school newsletter and students selecting and planting native Cumberland Plain flora in the school. As part of this initiative, a frog pond was installed in the school to create habitat for native frog species. Students took an active part in installing and maintaining the frog pond.

Unfortunately Covid-19 curtailed many of the activities planned for 2020. Newly introduced Environmental Leaders were unable to work with their groups which limited their ability to introduce initiatives to the school. We are hoping that 2021 will afford the group opportunities to reignite environmental sustainability initiatives within the school and share their expertise and experiences with other schools. The leading teachers will continue to attend the Sustainable Schools Network meetings to as part of ongoing professional development.

Process 4:

Evaluation	Funds Expended (Resources)
Completed in 2018.	

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.

Improvement Measures

Increase in teachers planning and programming units of work embedded with STEM strategies.

Teachers have increased knowledge and confidence in teaching the new syllabus documents.

Progress towards achieving improvement measures

Process 1: Develop leadership capacity and staff knowledge of STEM strategies, programs and practices to build teacher confidence in teaching STEM

Evaluation	Funds Expended (Resources)
<p>Covid-19 had an impact on many areas of the STEAM program.</p> <p>This year, Caddies Creek had signed up to participate in the BLC STEM Team project again. Unfortunately due to Covid-19, this project was unable to go ahead. It is due to continue in 2021, Covid-19 restrictions allowing.</p> <p>During Covid-19, many teachers, parents and students were supported in accessing and using online learning through the Google Classroom.</p> <p>This year a focus has been to support teachers in implementing Robotics in their teaching and learning. Team teaching using Lego WeDo, Scratch, Sphero's and Mindstorms allowed teachers to use and experience these tools with their students in a non-threatening, supportive situation. Programs were developed and implemented into classes, resulting in teachers developing a greater understanding of the Digital Technologies aspect of the Science and Technology Syllabus as well as exposing students to coding and robotics.</p> <p>Project based learning effectively incorporated all aspects of STEAM. While Covid-19 had an initial impact on project based learning and STEAM activities, in the latter part of the year, Caddies Creek was able to complete a number of projects which resulted in students using their learning to complete real life, authentic projects. The scope of these projects was limited by Covid-19 restrictions but all projects were completed within this limited scope.</p> <p>Projects were linked to the Living World, Material World and Digital Technology strands of the Science Syllabus as well as linking their project to English outcomes using informative and persuasive texts to inform and persuade the wider community to support their project, Maths outcomes and Visual Art outcomes.</p> <p>These projects included;</p> <p>Projects involved students using problem solving skills to brainstorm ideas and identify areas of concern for living things. Students applied critical and creative thinking to create a project that could contribute to the sustainable future of the earth. Students were also involved in designing and making different items to support their project. All projects used student knowledge and learning of living things and biodiversity to the issue of habitat loss to find create a real life solution that will contribute to the mitigation of this issue.</p>	<p>\$6,240</p>

Progress towards achieving improvement measures

All projects culminated in a showcase where students presented their project to other classes. Unfortunately this had to be limited to classes in the cohort due to Covid-19 restrictions.

All projects resulted in high student engagement, cooperative group work and authentic application to learning through a real life outcome. Teachers reported that student outcomes were significantly improved. Students demonstrated deep understanding and knowledge of the learning. Teachers all indicated that they would definitely use project based learning to support learning outcomes.

Projects completed;

Koala Adoption:

This class used their knowledge of living things and biodiversity as well as the impact of the fires on habitat and food supply to raise money to 'adopt' a koala through the WWF. This class created a persuasive presentation which they presented to the Principal and Vice Principals to gain permission to run their fund raiser. Students researched the cost and impact of supporting organisations such as WWF. Students brainstormed ideas to raise funds and then created pet rocks to sell to other Year 2 students. This project resulted in raising over \$500 which was donated to WWF as part of their Koalas forever program.

Native Bees

This project looked at the plight of our native bees with a link to living things and biodiversity. Students researched native bees and their needs. Students planted a garden using native plants to create habitat and food to support native bees. Students also build 'Bee Hotels' to create habitat for native bees. Students wrote a letter to Bunnings, asking for materials to build 'Bee Hotels'.

Schoolyard Birds

This project looked at the impact of habitat loss on native birds. Students researched native birds and how they could support the survival of these animals. Students researched the needs of different birds and created a bird feeder to hang in a tree to help support native birds. They also planted a garden with native plants that support native bird habitat.

Feral Cats

This project looked at the impact of feral animals on the native animal population. Students designed a humane trap to catch and relocate stray cats. Students also wrote an article for the school newsletter to inform the wider community of the impact of domestic and stray cats on the environment and how each person can help to mitigate the impact of stray and domestic cats.

Cumberland Plain

This project involved looking at the impact of human activity on Cumberland Plain environments. This project was supported by a Grant to research to create corridors to support the various fauna and flora impacted by land clearing and loss of biodiversity in the Cumberland Plain. Students created posters, articles and presentations and published informative articles in the school newsletter to inform the wider community. Students researched and ordered native plants to plant in a designated area of the school. Students were actively involved in the design and planting of the plants as well as the installation of a frog pond to create a habitat to support endangered native frogs.

Growing kitchen gardens

Progress towards achieving improvement measures

Curriculum links: Science and Tech - Living World and Material World, English - Informative texts, Maths - Measurement and Number

This project involved looking at the impact of agriculture on biodiversity. Students looked at the production and delivery of food and its impact on various aspects of the environment. Students then created possible solutions which included growing our own food in small spaces. Students designed and build small gardens and planted and harvested a range of herbs and vegetables to show how gardens can be created even in very small living spaces.

All projects were completed successfully resulting in professional development for teachers and the rich tasks in the form of projects to support and enhance student learning and outcomes.

Process 2: Increase knowledge and understanding of the new PDHPE syllabus and develop quality units of work .

Evaluation	Funds Expended (Resources)
In 2020, teachers set out to trial the units of work that had been developed in alignment to the new syllabus. During the period of learning from home units were adapted and delivery took on a different look. Those units later implemented at school underwent some tweaking and with positive evaluations these units are now complete.	\$2,500

Process 3:

Evaluation	Funds Expended (Resources)
Completed in 2018.	

Process 4: .

Evaluation	Funds Expended (Resources)
Completed in 2018	

Process 5:

Evaluation	Funds Expended (Resources)
Completed in 2018	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4614	Personalised Learning Plans were developed for all Aboriginal students. Plans are developed to maximise student learning for each student. Funds were used to employ an SLSO to support students one to one or in small groups settings.
English language proficiency	\$35,045	With an NESB population of 79%, this funding was used to employ extra teacher time to support students with their English Language proficiency. Pre and post testing showed improvement for students provided with this extra teaching time.
Low level adjustment for disability	\$68, 707	This funding has been used to employ School Learning Support Officers (SLSOs) to support student learning. This year one SLSO trialed the introduction of individual intervention programs to improve the outcomes of students with high needs. The results showed significant gains for the student, and the SLSO, though training, was upskilled. Next year, all SLSOs will deliver intervention programs for individuals and small groups for around 60% of their time.. Student achievement will be tracked, data will be recorded and analysed to determine directions for 2022.
Quality Teaching, Successful Students (QTSS)	\$198,094	<p>This funding has supported the development of high quality teaching and learning practices, meeting the needs of students. An expert teacher was released off class to support improved outcomes for students through team teaching, mentoring, demonstration teaching, modelling, observing and providing feedback. This teacher also works directly with stage one students, individually and/or small groups, improving literacy (especially reading) outcomes.</p> <p>Assistant Principals have been released to meet with teachers to discuss Performance Development Plans, observe practice and facilitate relevant professional learning.</p>
Socio-economic background	\$31, 020	After a very successful trial in 2019 of Professional Learning Communities (PLC). Two further PLCs were run in 2020. Teachers examined research, engaged in professional learning, shared practice and participated in rigorous professional dialogue. Goals of each PLC were linked back to teacher's Performance Development Plan goals. Teachers reported that this was a very practical form of learning and that the learning was easily implemented into their classroom teaching. Teachers felt the PLC had a significant positive impact on their teaching practice.
Support for beginning teachers	\$72,405	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 to discuss their classroom practice and participate in

Support for beginning teachers	\$72,405	<p>professional learning. An expert teacher was released for one day a week to support and mentor teachers in a variety of ways including observation, team teaching, demonstration lessons, professional dialogue and readings. Beginning teachers also worked with several classroom teachers identified with specific expertise to develop beginning teacher best practice. Next year we aim to set up a Professional Learning Community for Beginning Teachers aligned with the school improvement plan .Beginning teacher feedback shows that the funding provides them with a multitude of opportunities to reflect upon and improve their practice.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	539	540	546	539
Girls	497	509	520	514

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.7	95.1	93.9	94.4
1	93.9	94.9	93.3	92.5
2	95.2	94.2	94.2	93.3
3	94.7	94.9	93.7	94.9
4	95	93.9	94.9	93.2
5	95.1	94.4	93.9	94.6
6	93.7	93	91.3	94.4
All Years	94.6	94.3	93.5	93.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	39.53
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.6
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	9.07

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,600,061
Revenue	9,314,581
Appropriation	8,699,734
Sale of Goods and Services	156,830
Grants and contributions	449,730
Investment income	7,688
Other revenue	600
Expenses	-9,223,587
Employee related	-8,319,867
Operating expenses	-903,720
Surplus / deficit for the year	90,994
Closing Balance	2,691,055

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	620,674
Equity - Aboriginal	4,614
Equity - Socio-economic	31,020
Equity - Language	428,827
Equity - Disability	156,214
Base Total	7,262,703
Base - Per Capita	260,100
Base - Location	0
Base - Other	7,002,602
Other Total	589,687
Grand Total	8,473,064

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.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Parent groups were surveyed about current practices at CCPS. Parents were asked to consider the programs that they saw as beneficial to students and would like to see maintained; those they would like to see decommissioned ;and programs they would like to see added.

The majority of parents were very supportive of the programs in place with PSSA, Dance, Choir, Library, Eco Crusaders and Peer Support programs highly rated.

The majority of parents surveyed did not want to see anything decommissioned. A few parents questioned the value of Scripture classes.

Parents were keen to have current programs in dance, choir and sport extended. There was interest for the establishment of a school band. Parents were also in favour of extending STEM and coding related activities.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.