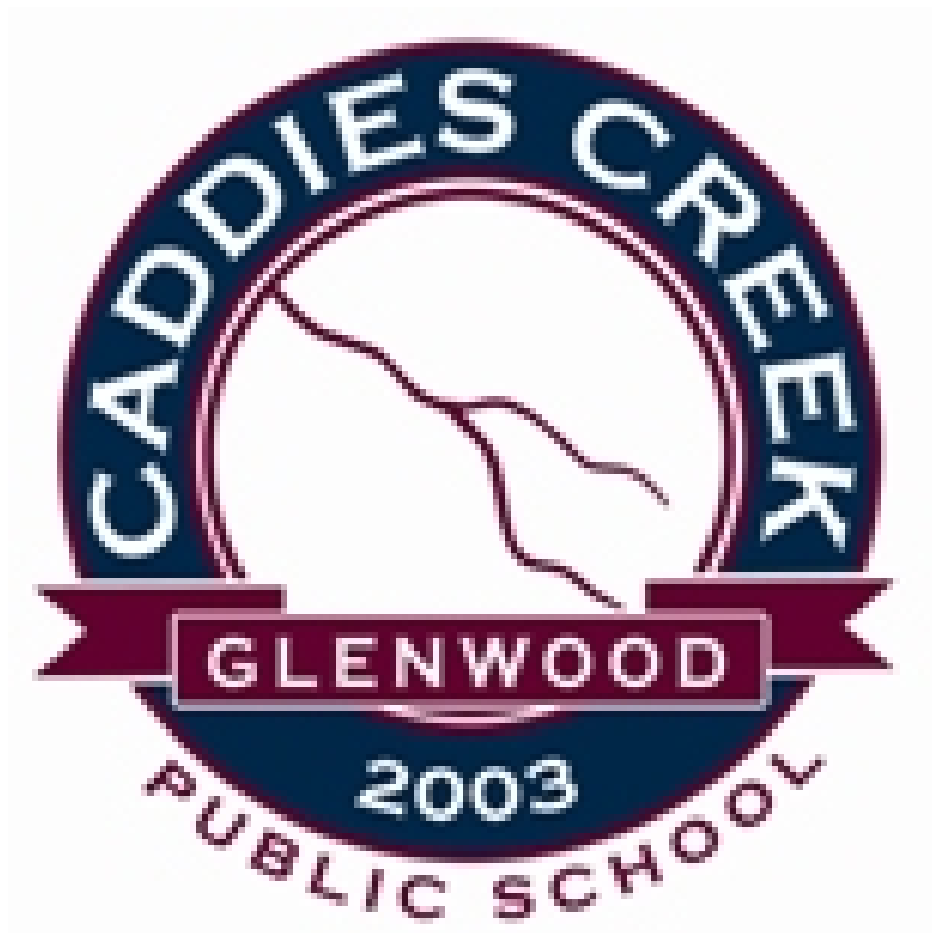


2021 Annual Report

Caddies Creek Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

At Caddies Creek Public School, we celebrate the collaborative success of each class and the individual success and growth of our students. This year more than ever we are learning about the meaning of collaboration and the importance of working together to keep us all safe. Across the world, COVID-19 has forced more than one billion students out of school. An experience not seen in our generation. While life has changed for us all, life here at school for students has continued, with great learning occurring. It is always a pleasure to be a principal of such a remarkable school community and celebrate our school's success over the year.

This year teachers have engaged with students and focused on literacy and numeracy. The students have displayed a wonderful resilience to the changes that they faced as we learnt to do things 'differently'. The staff during the unprecedented closure of schools this year came together to ensure the very best learning opportunities remained for students and supported families and essential workers by attending work during the 14 weeks of home learning.

While many school initiatives were placed on hold throughout 2021, staff professional development and our school priority of developing student growth in literacy and numeracy continued. Teacher's engaged in on-line professional development with a commitment to professional learning and the continued analysis of student data to meet the needs of all students.

All student achievements are the result of the tremendous team effort of students, staff and parents. I am proud to lead an extremely professional staff whose enthusiasm for improved student outcomes knows no bounds. I acknowledge their continued support of students and families and their hard work throughout the year. I would like to recognise our hard-working parent body, the P & C executive for their enormous efforts in such a changing year. Maintaining school community through events such as the online disco was incredible.

Our celebration of continued student achievement ended the year on a wonderful note through the modified school presentation days, led by our wonderful student leadership team and the year 6 farewell that was enjoyed by all.

Gae Bromwich

R/Principal

School vision

Caddies Creek Public School is committed to preparing students for the future through caring and dynamic learning programs. We strive to develop each child to their full potential through quality learning environments, high expectations, self-worth, acknowledging and valuing diversity, collaboration, and upholding core values. As a community we are committed to continual improvement ensuring every student is known, valued and cared for as they develop into independent and responsible citizens.

School context

Caddies Creek Public School is situated within the Blacktown Local Government area and the Quakers Hill school education group. The school had a population of 1050 students at the commencement of 2020. It is expected that numbers may begin to decline slightly over the next 4 years. The school has an NESB proportion of 78%. The school operates with 39 mainstream classes and three support classes. The school has a strong relationship with an energetic P&C. The school enjoys a positive reputation within the community, providing an environment where every student is known, valued and cared for.

The school has completed a situational analysis that has identified three areas of focus for this school improvement plan. This plan builds upon work undertaken in the previous school planning cycle.

1. Student Growth and Attainment

When analysis was conducted against student outcome measures it was evident that we have historically high student achievement but expected growth in both reading and numeracy is an area for growth. Our focus moving forward will be to increase the percentage of students in the top two NAPLAN bands for reading and numeracy along with an increase in the percentage of students achieving at or above the expected growth.

2. Quality Teaching Practices

The popularity of Quality Teaching Rounds undertaken in the previous planning cycle, where teachers clearly expressed their desire to continue to learn from each other in formalised collegial settings has led to the inclusion of Professional Learning Communities in this new Strategic Improvement Plan. This professional learning will transfer to classroom practice and improved student learning. As a result of our self assessment against the 'What Works Best' (WWB) strategies we will have a whole school focus on the planned collection of data where teachers analyse, interpret and extrapolate this data, collaboratively using this to inform planning, identify interventions, high potential strategies and modify teaching practice.

3 Wellbeing and Engagement

When analysing data from the Tell Them From Me (TTFM) survey it was evident that student sense of belonging is an area of focus. The school will implement strategies and activities that have been proven to support a stronger sense of belonging. In creating personalised learning for students, teachers will use assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated learning experiences enhancing engagement and student achievement.



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Purpose

In order to improve the student learning outcomes in reading and numeracy we will build teacher capacity to use formative assessment to monitor and differentiate learning, ensuring the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and evaluative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit and Effective Teaching of Reading
- Explicit and Effective Teaching of Numeracy

Resources allocated to this strategic direction

QTSS release: \$146,898.00

English language proficiency: \$45,000.00

Low level adjustment for disability: \$45,000.00

Literacy and numeracy: \$58,508.85

Summary of progress

Within Strategic Direction 1: Student Growth and Attainment we have prioritised building teaching capacity In order to improve student learning outcomes in reading and numeracy. The use of an instructional leader has been used to monitor and differentiate learning, ensuring the implementation of appropriate curriculum provision for every student within selected rooms. Teacher knowledge of the literacy and numeracy guides has been built in order to use evidenced based effective reading strategies to improve outcomes for all students. The focus in K-2 has been around embedded explicit instruction around Phonological Awareness through the implementation of the Phonological Awareness Diagnostic Assessment and the use of the Heggerty Phonological Awareness program to explicitly teach each skill. Years 3-6 have focused on embedding the 16 reading strategies represented in the *Improving Comprehension Years 3 to 8* document into literacy programs throughout the home learning period to explicitly teach and support reading skills. Teachers were able to adapt to the home learning period and offer comprehensive Zoom lessons and Google slides to continue to support reading development. The CARS and STARS intervention that ran during Semester 1 was successfully implemented to target students at risk. The intervention for Semester 2 were modified for zoom sessions. Specialist support teachers and student learning support officers worked with identified students to target reading comprehension strategies. Numerous reading resources have been purchased to meet the needs of all students across the school including but not limited to; guided readers, decodable texts, novels, comprehension kits and benchmark assessment kits. These resources are supporting the effective teaching of reading within the school. In 2022 staff will begin to unpack the new K-2 English syllabus and align current practices. The Assistant Principal Curriculum and Instruction will support the continued implementation of the literacy guides into classroom practice. Additional professional learning will support teachers to engage with the EALD progressions and target high potential and gifted students within classrooms.

Throughout his year 2 teams of teachers have engaged in the state wide training Starting Strong K-2 and Working with the Big Ideas 3-6 focusing on building teacher pedagogy in the teaching of number skills. This learning has been via Zoom and walk throughs to determine the practices of focus has been delayed. In 2022 these projects will be shared amongst all staff members and collaborative professional learning community groups will be formed. Staff will begin to unpack the new K-2 Mathematics syllabus and align these current practices.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• More than 59.3% (system negotiated baseline) of students perform in the top two NAPLAN bands in reading	NAPLAN data shows we have exceeded the system negotiated target of 59.3% of students in the top two bands of reading. Our results see Year 3 with 71.43% and Year 5 with 59.51% of students in the top two bands with a combined average of 65.47% of students in the top 2 bands. A further focus on the explicit teaching of reading strategies that are embedded in

<ul style="list-style-type: none"> • More than 59.3% (system negotiated baseline) of students perform in the top two NAPLAN bands in reading 	classroom programs will support student development of learning outcomes in 2022.
<ul style="list-style-type: none"> • More than 56.6% (system negotiated baseline) of students in Year 3 and 5 perform in the top two NAPLAN bands in numeracy. 	NAPLAN data shows that our students almost met the annual progress measure with 56.48% of students performing in the top two bands. This saw 62.29% of year 3 students and 49.67% of students within the top 2 bands. A clear focus will be the consideration of stage 2 and 3 programs to ensure concepts and skills are mastered through problem solving tasks.
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated baseline of 65.8%. 	Our NAPLAN data shows that we have clearly exceeded the baseline expected growth of 65.8%. Our students expected growth in reading shows that 71.2% of students have reached or exceeded expected growth in year 5. Through a deep analysis we can see a future direction for the school to have a clear understanding of our high performing students and allow ample opportunity for them to be challenged in their learning through differentiated and targeted programs to meet their needs.
<ul style="list-style-type: none"> • A minimum of 58.6% of Year 5 students achieve expected growth in NAPLAN numeracy. 	Our NAPLAN data shows that we have clearly exceeded the baseline expected growth of 58.6%. Our students expected growth in reading shows that 710.7% of students have reached or exceeded the expected growth in year 5 numeracy. Through a deep analysis we can see a future direction for the school to have a clear understanding of our high performing students and allow ample opportunity for them to be challenged in their learning through differentiated and targeted programs to meet their needs.
<ul style="list-style-type: none"> • School based Comprehensive Assessment of Reading Strategies (CARS) data effect size shows that the 50% of students in Years 2-6, are 0.4 or above (minimum of one year's progress for one year of learning) • Check in assessments show an upward trend from the 2020 baseline. 	Our school based data for comprehensive assessment of reading strategies identifies that 45.4% of students in grades 2-6 have made a 0.4 or above growth in effect size..



Strategic Direction 2: Quality Teaching Practice

Purpose

In order to maximise student learning outcomes we will further develop and refine the collection and use of data to drive learning. Improvement in teacher performance and practice will be based on the implementation and reflection of research and evidence-based best practice pedagogies.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Driven Practices
- Building teacher and leader capability

Resources allocated to this strategic direction

Literacy and numeracy: \$2,000.00

Socio-economic background: \$26,733.44

Summary of progress

Strategic Direction 2: Quality Teaching Practice has seen two school initiative areas- Data to Inform Practice and Building Teacher and Leader Capability. The initiatives focus on the ongoing improvement of teachers and school leaders to create and sustain a culture of effective, evidence-based practices, so that every student makes measurable learning progress.

The strategic direction leadership team specifically used the four themes under 'Data Skills and Use' from the School Excellence Framework to survey teachers and build baseline data about current understanding and use of data across the school. The focus in 2022, will be to build capability in middle school leadership through a professional learning community (PLC) to engage in regular and explicit data talks within grade teams. This will be supported with the specialist teachers who analyse whole school data regularly and the newly appointed Assistant Principal Curriculum and Instruction. Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use. The specialist support teachers triangulated Scout, PLAN2, NAPLAN and school contextual data to determine future directions, supports and interventions. A further focus on grade team analysis and interpretation of data will further support student development of learning outcomes in 2022.

The PDP process involved grade goal setting conversations, aligned to school priorities. Mid cycle reflections identified that grade goals were adjusted across all school teams. These goals included the use of digital platforms, collaborating with students and families, establishing clear lines of communication and instructional videos to support authentic and explicit learning experiences during the learning from home period. Teachers implemented a range of collaborative practices and shared their experiences within and beyond their teams. Key transition points such as the home learning period showed multiple teams engaging collaboratively to meet the needs of students and families, further building teacher efficacy.

Teachers implement formative and summative assessment tools and practices to monitor, plan and report on student learning. Criteria and feedback are embedded in teacher pedagogy and assessment tasks and work samples are moderated for consistency in teacher judgement.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Pre-Data survey demonstrates <70% of teachers are highly confident in their ability and confidence to use data to monitor and assess student learning• Tell Them From Me (TTFM) teacher survey scores 'Data informs Practice ' above the baseline of 6	Teacher survey data indicated that 80% of teachers are confident in their ability to analyse and interpret student progress data and use this data to inform their teaching and learning. This was further supported with the Tell Them From Me (TTFM) teacher survey scores for 'Data informs Practice ' where teachers were above the baseline of 6, at 7.9. The school has developed a consistent assessment schedule K-6, designed to ensure that the learning of all students is systematically monitored.

- A consistent assessment schedule is created for K-6. 100% of teaching staff receive PL on the effective use of the schedule.

- >90% of grade teams have achieved grade goals for PDPs aligned to the strategic improvement plan.
- 1 in 5 staff members are involved in a Professional Learning Community
- Tell Them From Me teacher survey scores 'Collaboration' above the baseline of 6

PDP goals were adjusted due to home learning and reflected new pedagogical practices necessary for digital learning platforms. All staff met their adjusted team goals for 2021.

Professional learning communities (PLC) postponed to 2022.

Tell Them From Me teacher survey scores 'Collaboration' above the baseline of 6 at 7.4 for 2021.



Strategic Direction 3: Engagement and Wellbeing

Purpose

In order to maximise student learning outcomes the school will further develop and refine a planned approach for the implementation of evidence based strategies that are strength based, preventative, protective and focus on early intervention. This includes the strengthening of cognitive, physical, social, emotional and spiritual development.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Personalised Learning & Differentiation
- Every Student Known, Valued and Cared For

Resources allocated to this strategic direction

Professional learning: \$4,000.00

Summary of progress

Strategic Direction 3: Engagement and Wellbeing has seen 2 school initiative areas - Personalised Learning and Differentiation and Every Student Known, Valued and Cared For. The initiatives are underpinned by a culture of high expectations that focus on the development of students and staff to successfully build a nurturing school, catering for all student learning needs. The strategic direction leadership team has surveyed staff to build baseline data of staff knowledge, skill sets and understandings around catering for student learning. Developing a culture of evidence based teaching and wellbeing practices to improve student academic and social development has been at the core of the work. The learning from home period meant teachers were required to pivot and translate teacher practices into an online platform. Wellbeing practices for students and staff were implemented as well as differentiated learning packs, differentiated Zoom groups and whole school wellbeing initiatives. Staff survey data from the end of the year will be used to drive further PL in 2022 to cater for the needs of staff to support student learning. Student wellbeing will be a focus on the return to school in 2022..

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Teacher survey data used as baseline to address teacher needs in order to provide individualised, explicit differentiated and responsive learning opportunities.	Baseline data showed staff dedicated to wanting to build a culture of shared responsibility of high quality teaching and learning programs that meet the needs of students through differentiation. Learning from home saw teachers re-visiting current research and teaching practices to cater for student learning in a virtual world. PL is allowing us to build high performing teachers that use best practice to effectively cater for all students through individualised, differentiated and targeted programs.
<ul style="list-style-type: none">• TTFM shows an upward trend for students with a positive wellbeing from the baseline school mean of 87%	The school mean for positive relationships and wellbeing show that the school is at 86% while state has an 85% mean. We need to consider the effects of students not being onsite together during the learning from home period.
<ul style="list-style-type: none">• Survey data demonstrates >80% of students can identify a staff member to whom they can confidently turn to for advice and assistance at school• Parent surveys demonstrate >70% of parents believe teachers are catering for student individual need	<p>Our Tell Them From Me data shows that 77% of students can identify a staff member to whom they can confidently turn to for advice and assistance at school. This result will be closely monitored as we move out of cohorting restrictions in the school setting and students are able to access all staff more freely.</p> <p>Teacher's are working with parents using Individual Education plans and learner profiles to cater for student's needs within each room. The COVID pandemic led to parents and teachers checking in via phone, email or DoJo platforms throughout semester 2 of 2021. Further development of support</p>

<ul style="list-style-type: none"> • Survey data demonstrates >80% of students can identify a staff member to whom they can confidently turn to for advice and assistance at school • Parent surveys demonstrate >70% of parents believe teachers are catering for student individual need 	<p>groups under COVID-19 guidelines allowed for targeted interventions to occur. Future work with communication processes between teachers and parents will occur.</p>
<ul style="list-style-type: none"> • Student attendance is >85% 	<p>Staff worked extremely hard during semester 2 to maintain a continuity of learning throughout the learning from home period. School processes ensured students where limited or no learning was submitted received regular check-ins via phone and emails. The school ended the year with a >90% attendance rate.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$22,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Caddies Creek Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Employment of SLSOs to cater for student's physical, wellbeing and academic needs. Students with integration funding support are being catered for to access the curriculum and accommodations being made to scaffold their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of employment of SLSO to support students on integration funding will occur. Teachers and SLSOs will work together to ensure the social, emotional and academic needs of students are met.</p>
<p>Socio-economic background</p> <p>\$26,733.44</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Caddies Creek Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Building teacher and leader capability <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement beginning teacher training to support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through ECT to support student learning <p>The allocation of this funding has resulted in: Early career teachers have had the opportunity to receive individualised training, targetting effective and positive classroom management. ECT have worked with mentors and executive to individual programs to cater for students. ECT have been supported to identify the needs of students due to socio-economic background and how best to meet the needs of the students as well as resources required.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, programs to support students focusing on high potential and gifted students will occur.</p>
<p>Aboriginal background</p> <p>\$5,717.72</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Caddies Creek Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader</p>

<p>Aboriginal background</p> <p>\$5,717.72</p>	<p>student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Aboriginal background funds have been used for teachers, parents, students and specialists support teachers to work in collaboration to devise personalised learning plans to meet the individual needs of our Aboriginal students. These learning plans focus on the social, emotional and academic growth of our students so we are able to ensure all students display improvement each year.</p> <p>After evaluation, the next steps to support our students with this funding will be: Our Aboriginal background funds will continue to be used to liaise with families in building personalised learning plans that meet the needs of students. Review meetings will be held to track the growth of students and to celebrate their learning success.</p>
<p>English language proficiency</p> <p>\$590,288.63</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Caddies Creek Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and Effective Teaching of Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: The employment of 4 EAL/D specialist staff to provide EAL/D support in the classroom and as part of differentiation activities. Staff have worked in co-teaching programs to provide intensive support for all students from EAL/D backgrounds. Additional staffing has supported the targeted interventions for many EAL/D students. Withdrawal lessons for small groups of newly arrived students to support their language acquisition has been provided.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, the focus will be on tracking our EAL/D learners and close monitoring of student growth based on the EALD progressions as well as the literacy and numeracy progressions. Staff will be support by EAL/D specialist staff to assess students against the EALD progressions.</p>
<p>Low level adjustment for disability</p> <p>\$203,101.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Caddies Creek Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$203,101.61</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and Effective Teaching of Reading • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in: Specialist support staff and teaching staff have worked together to collect, analyse, interpret and extrapolate data in collaboration with the Learning and Support Team (LST) and English as an Additional Language or Dialect (EAL/D) to identify targeted students for support. LaST specialist staff have used the 3 tier approach to look at the interventions students throughout the school receive. The combination of co-teaching and small group intervention is allowing individual needs of students to be met.</p> <p>After evaluation, the next steps to support our students with this funding will be: The end of year data shows the need to focus on early intervention in year K&1 for reading interventions and language development. The tier model for intervention will be applied and small group intervention as well as global practices will continue to be a focus within classrooms.</p>
<p>Literacy and numeracy</p> <p>\$60,508.85</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Caddies Creek Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and Effective Teaching of Reading • Explicit and Effective Teaching of Numeracy • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: A team of staff trained in the new numeracy professional learning - Strong Start K-2 and Working with the Big Ideas 3-6. New resources being purchased for literacy development in the early years - decodable readers as well as classroom literature for 3-6. Comprehension kits for all levels throughout the school as well as updated bench marking kits have been purchased to support the tracking of student learning. The additional specialist support staff have supported the implementation of the Heggerty phonological awareness program into K-2 classrooms. Classroom teachers have been supported by specialist staff to track student learning through the phonological awareness diagnostic tool.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, our literacy and numeracy funds will be replaced by an Assistant Principal Curriculum and Instruction.</p>
<p>QTSS release</p> <p>\$202,148.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Caddies Creek Public School.</p>

<p>QTSS release</p> <p>\$202,148.75</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit and Effective Teaching of Reading • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instruction leader to improve student outcomes in reading across the school. <p>The allocation of this funding has resulted in: QTSS funding has resulted in additional time for staff to meet the needs of students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to build teacher capacity.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Caddies Creek Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: Additional specialist staff have been employed to work with students to provide intervention programs targeting student identified needs. Small group interventions and classroom support has seen students continue to display growth. During term 3 & 4 students were provided with the opportunity to work in intervention groups throughout the Learning from Home period. This additional support allowed students 'at risk' of not meeting outcomes to continue to access support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue use of literacy and numeracy intervention funds to employ additional staff to meet the needs of students.</p>
<p>COVID ILSP</p> <p>\$32,420.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in: Teachers implementing STARS and CARS small group tuition. The targeted students have received a minimum 10 week intensive program targeting reading comprehension strategies. The data clearly shows students growth</p>

<div>COVID ILSP</div> <div>\$32,420.00</div>	<div>in applying comprehension strategies. In Semester 2, these groups moved online to cater for home learning. The lessons were delivered 3 times per week for an hour per each session for 9 weeks, run by an SLSO with supervision by a teacher. As a result of Years 1-3 taking part in Corrective Reading online, data has shown student growth in decoding and encoding. One Year 2 group participated in the explicit STARS comprehension program which has led to improvements in the use of reading comprehension strategies and the understanding of these strategies and how to effectively apply them during guided reading.</div> <div>After evaluation, the next steps to support our students with this funding will be:</div> <div>In 2022, professional learning will occur for all staff in how to incorporate the strategies being taught alongside the Super 6 strategies. Specialist staff have been targeted for this implementation.</div>
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Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	540	546	539	509
Girls	509	520	514	511

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.1	93.9	94.4	94.3
1	94.9	93.3	92.5	95.1
2	94.2	94.2	93.3	94.3
3	94.9	93.7	94.9	94.4
4	93.9	94.9	93.2	94.9
5	94.4	93.9	94.6	94.3
6	93	91.3	94.4	93.8
All Years	94.3	93.5	93.9	94.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	38.38
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.6
Teacher ESL	4.4
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	2,691,055
Revenue	9,491,518
Appropriation	8,919,552
Sale of Goods and Services	142,294
Grants and contributions	415,705
Investment income	3,567
Other revenue	10,400
Expenses	-9,822,082
Employee related	-8,334,500
Operating expenses	-1,487,582
Surplus / deficit for the year	-330,564
Closing Balance	2,360,491

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.

	2021 SBAR Adjustments (\$)
Targeted Total	21,695
Equity Total	736,141
Equity - Aboriginal	5,718
Equity - Socio-economic	26,733
Equity - Language	545,289
Equity - Disability	158,402
Base Total	7,225,685
Base - Per Capita	263,610
Base - Location	0
Base - Other	6,962,075
Other Total	663,226
Grand Total	8,646,747

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.

Parent/caregiver, student, teacher satisfaction

The TTFM Student Survey is designed to provide us with insight to guide our school planning and help us to identify school improvement initiatives. From the 2021 student survey we have identified that; most students have friends at Caddies Creek they can trust and who encourage them to make positive choices; the vast majority of students believe that they do not get into trouble at school and that they display good behaviour; most students feel they try hard to succeed in their learning; most students felt that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. Our areas of focus for our students include ensuring all students feel they have access to a desired staff member if required for support and staff providing feedback for students using different mediums.

Tell them From Me 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school. The survey has also provided feedback to our school about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. From the 2021 survey we have found that: parents are very supportive of their child's work at home; their children feel safe and supported at school; our school is inclusive of all students; the school is well maintained, welcoming and easy to access; most families felt very supported with ample work for students during the learning from home period. Our areas for further focus are around activities that parents can be involved in at the school.

TTFM 'Focus on Learning Survey' is a self-evaluation tool for teachers. This survey showed the school the areas of success and areas for growth related to student learning, classroom and school practices. From the 2021 surveys we have identified: staff collaboration and feedback is high; teachers establish a strong learning culture within rooms and set high expectations for student learning; assessment data is used to reflect on practice and plan lessons; a variety of teaching strategies are used to engage learners. Our areas for further focus include executive staff regularly observing teaching practice and providing feedback on practice.



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.

Aboriginal Education - School statement

At Caddies Creek Public School we acknowledge the Traditional Custodians of the lands where we work and the places in which we live. We celebrate the First Peoples' unique cultural and spiritual relationship to Country, and their rich contribution to Australia. We pay respect to Ancestors and Elders past, present and future.

We recognise that by acknowledging our past, we are laying the groundwork for a future that embraces all Australians; a future based on mutual respect and shared responsibility. Walking together, we are building an education system that celebrates diversity and creates a brighter future for all children and young people in our care.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Through literacy and HSIE units, learning opportunities are planned for students to explore and appreciate the rich tradition of texts from and about the people and countries of Asia, including texts written by Asian authors. They develop an understanding of the many languages and diverse Asian cultures and how they have influenced Australian culture. The teaching programs at Caddies Creek Public School are inclusive and implemented within an environment that supports tolerance and equity. Students who are new to Australia receive support language programs, with consideration for individual culture and learning needs. During 2021 Equity funding for English Language Proficiency was utilised for the development of students of Non-English speaking backgrounds identified by the learning and support team. Funding was used for work with EALD students to develop their English competencies.

