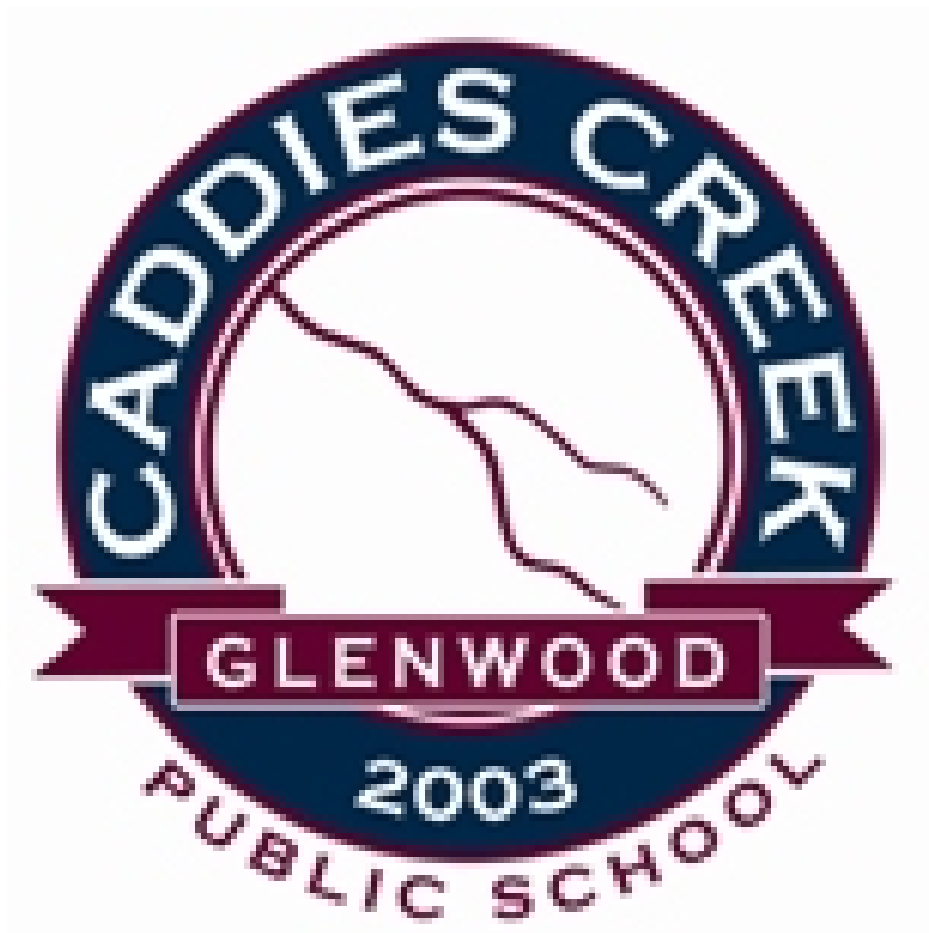


2022 Annual Report

Caddies Creek Public School



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Introduction

The Annual Report for 2022 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.

School contact details

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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. It has been my honour and privilege to lead the school over the past 18 months through some difficult times. I have learnt and witnessed the strength of the Caddies Creek community to come together and unite with a continued tradition of excellence in education.

In a year that saw us begin in cohorts we ended the year with numerous highlights for Caddies Creek in 2022. Our continued focus on literacy and numeracy saw students in our senior years performing well above state averages in Check-in assessments and NAPLAN. We had good results in both Selective High Schools and OC placements. Our students led many wonderful events throughout the year including SRC mufti days, world ocean day, the amazing Caddies Carnival run by Year 6 and peer support, where every student mixed across the school to build resilience and friendships. In the area of creative arts we witnessed outstanding performances by our dance groups who performed proudly at Open Day, Hills Performing Arts Festival, Synergy Dance Festival and Schools Spectacular. Our singing groups performed magnificently at Town Hall with our proms group and the Opera House with our choral group. *Caddies in Concert* was held this year at school to showcase the talents of our performance groups and classroom talents. In 2022 we saw the return of camps and excursions which have complemented the work done in classrooms. All year groups returned to enjoying special days out such as the farm, zoo, Old School House, boccia, Girls Stem Education and Multisport Days. We have celebrated as a school during Kindy Fairytale Day, Harmony Day, Naidoc Week, Diwali and events such as Walk Safely to school, K-2 Fun Day, Open Day, Book Week and K-5 end of year celebration day as well as our wonderful Year 6 farewell.

Wonderful changes we have seen throughout this year are the use of SENTRAL for greater ease of communication with our families, a school FaceBook Page to celebrate student success and a new student leadership position of the media team. We have celebrated student success in chess, public speaking, writing, art and sustainability practices. We continue to celebrate our sporting achievements of both individuals and teams.

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 and their members for their enormous efforts throughout the year with book covering, clothing pool sales, Easter raffle, loose change challenge, lego competition, movie awards, Mother's Day and Father's Day stalls, P&C Trivia Night, Colour Explosion and the Market Day events.

Our hard working students have been capably lead by our student leadership teams consisting of School Leaders, House Leaders, SRC, Eco Crusaders and our Media Team. As Relieving Principal of Caddies Creek I am proud of the achievements of all students, staff and our community during 2022.

Kind regards

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. The school numbers will decline over the coming years. The school has an NESB proportion of approx 78%. The school currently operates with 38 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 for opportunities for 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	2022 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 Numeracy
- Explicit and Effective Teaching of Reading

Resources allocated to this strategic direction

Per capita: \$130,931.05
QTSS release: \$100,556.00
AP Curriculum & Instruction: \$105,399.70
English language proficiency: \$275,667.64
Professional learning: \$14,231.20

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.

Throughout 2022, a focus on developing guided reading programs that show the role that synthetic phonics has in guided reading lessons and the reading process has been the focus. The explicit teaching of phonics and reading has become more consistent within grades and within the developmental levels as a result of shared programs. Through Sound Waves spelling program, all students K-6 are engaging in explicit teaching lessons. Through the use of decodable readers, explicit programs for the teaching of reading and writing with a focus on phonics is being established. Designing the longitudinal data set for the tracking of decodable reading progress is a next step.

The APC&I has worked with staff to design a consistent resource which will be used to support the explicit teaching of the Department's Reading Comprehension Strategies. Within teaching and learning programs, in most classes in years 3-6, the comprehension strategies have now been embedded. As a result, the explicit teaching of reading comprehension strategies has become more consistent across grades 3-6. Teachers now have a deeper understanding of each of the reading comprehension strategies. Executive staff have engaged in training to keep updated in order to lead curriculum implementation across the school. Our APC&I will continue to develop a similar resource for use in Year 2 and possibly Year 1. APC&I will continue to work with Stage 2 teachers (in particular those teacher who are new to the stage) to build their capacity in teaching and programming for the Reading Comprehension Strategies.

K-2 teachers have engaged in extensive professional learning to gain a deeper understanding of the evidence base which underpins the new Mathematics syllabus. K-2 teaching and learning programs now reflect the new syllabus outcomes and content. Executive staff have engaged in the training to keep updated in order to lead curriculum implementation across the school.

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"> • A minimum of 66.2% of Year 3 and 5 students achieve in the top two bands in National Assessment Plan - Literacy and Numeracy (NAPLAN) reading. 	<ul style="list-style-type: none"> • 66.25% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target. Results for Year 3 show 72.03% of students in the top two bands and for Year 5, 60.47% of students in the top two bands in reading.

<ul style="list-style-type: none"> • A minimum of 62.4% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. 	<ul style="list-style-type: none"> • 54.52% of students achieved in the top two bands in NAPLAN numeracy indicating working towards the lower-bound target. Results for Year 3 show 50.36% of students in the top two bands and for Year 5, 58.68% of students in the top two bands in numeracy.
<ul style="list-style-type: none"> • a minimum of 63.9% of students achieve expected growth in NAPLAN reading (lower band system target). 	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<ul style="list-style-type: none"> • A minimum of 64.8% of Year 5 students achieve expected growth in NAPLAN numeracy. 	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<ul style="list-style-type: none"> • School based Comprehensive Assessment of Reading Strategies (CARS) data effect size shows that the 60% 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 2021 baseline. 	<ul style="list-style-type: none"> • 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 (2022) in effect size. • Check In Assessment data shows that Reading and Numeracy progress has declined from the 2021 baseline in Y3, Y4 and Y5.



Student Leaders

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

AP Curriculum & Instruction: \$105,399.10

Per capita: \$130,931.05

English language proficiency: \$192,924.64

QTSS release: \$100,556.00

Professional learning: \$50,000.00

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.

2022 saw the preparation for the implementation of the new English Syllabus K-2 in 2023. All current K-2 staff and executive have engaged in curriculum reform and completed training modules from DoE and NESA. Programs have been reshaped using the new syllabus requirements. As a self-select school Year 1 have utilised the DoE programs and they have been implemented within all Year 1 rooms. Kindergarten have implemented the use of decodable texts within guided reading groups as per the new curriculum requirements. Years 3-6 will engage in the new curriculum during 2023 for full implementation in 2024.

Through the Leading EALD professional learning, specialist support staff have successfully upskilled grade teams to plot students using the EALD progressions across all domains. Staff have been supported by the EALD specialist and completed the training presenting the journey with an evidence set across DoE schools. Caddies Creek PS will continue EALD data talks. The fundamental principles of the EALD data talks can be applied to other groups of learners. More professional learning on the explicit teaching of vocabulary and figurative language is required during 2023.

Through the Curiosity and Powerful Learning workshops, school executive reflected on the contextual setting of the school and their teams focus of learning. Through instructional rounds we developed a common language about teaching and learning. We will continue to use the Theories of Action as a basis for planning ongoing professional development and the rubrics accompanied to the different Theories of Action to ensure we extend and deepen every teacher's professional expertise.

Data talks on Mathematics was trialled in Year 4. Analysis assisted teachers to re-direct explicit teaching strategies in a defined way to meet student needs. Through this practise a deep analysis of multiplication data was taken on and explicit lessons taught for multiplication across the stage. Programs were adjusted and lessons refined. Warm-up mathematical techniques were implemented to revise taught concepts.

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
• Executive Professional Learning (PL) evaluations show an improvement in	• Analysis of internal school data shows 100% of the executive team have built their capacity and confidence to lead the use of data to guide reading

<p>their ability and confidence to lead the use of data to guide reading programs.</p> <ul style="list-style-type: none"> • Tell Them From Me (TTFM) teacher survey scores 'Data informs Practice " above the baseline of 6.8 • Teacher programs include reflections and evaluations that are responsive to data analysis in Reading • School Data team create a consistent K-6 assessment schedule 	<p>programs.</p> <ul style="list-style-type: none"> • The Tell Them From Me (TTFM) teacher survey scores 'Data informs Practice " above the baseline of 6.8 with a score of 8.1 • All Team planning days, through collegial dialogue, reflects a focus on data analysis by reviewing teaching programs. • The executive team have not yet finished creating and refining a consistent K-6 assessment schedule.
<ul style="list-style-type: none"> • Executives partake in learning walks across the school reflective of SD1. Teacher observations demonstrate improved practice of PLCs • Tell Them From Me teacher survey scores 'Collaboration' above the baseline of 6.5. 	<ul style="list-style-type: none"> • Executive staff are in learning walks across their teams with observations showing demonstrated improved practice. • Tell Them From Me teacher survey scores 'Collaboration' above the baseline of 6.5 with a score of 7.6.



Specialist Support Staff

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

Aboriginal background: \$6,632.19

Socio-economic background: \$25,510.00

Low level adjustment for disability: \$155,312.36

Integration funding support: \$22,236.00

Refugee Student Support: \$305.02

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. Wellbeing practices for students and staff were implemented as well as whole school wellbeing initiatives. Staff survey data from the end of the year will be used to drive further PL in 2023 to cater for the needs of staff to support student learning. Student wellbeing will be a focus on the return to school in 2023 with cyber safety and online practices being a focus..

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
• Teachers write ILPs and/or show differentiation within mathematics to cater for all students across the progressions.	• Teachers have been supported to integrate smart goals into their differentiated teaching and learning programs.
• TTFM shows an upward trend for students with a positive wellbeing from the baseline school mean of 87%	• The TTFM data shows an upward trend for students with a positive wellbeing school mean of 89%.
• Survey data demonstrates >85% of students can identify a staff member to whom they can confidently turn to for advice and assistance at school • Parent surveys demonstrate >75% of parents believe teachers are catering for student individual need	• Tell Them From Me data shows that 86% of students can identify a staff member to whom they can confidently turn to for advice and assistance at school. • Teachers are working with parents using Individual Education Plans and learner profiles to cater for student's needs within each room.
• Student attendance is >88.6 (System negotiated target)	• The percentage of students attending 90% of the time or greater is 56.55%.

Funding sources	Impact achieved this year
Refugee Student Support \$305.02	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Personalised Learning & Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Professional learning for EALD staff. <p>The allocation of this funding has resulted in the following impact: An EAL/D staff member engaged in professional learning to support staff in meeting the needs of refugee students.</p> <p>After evaluation, the next steps to support our students will be: Continued training will be given to staff.</p>
Integration funding support \$22,236.00	<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"> • Personalised Learning & Differentiation <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 Individual Education Plans (IEPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Students with additional needs/disability have been supported through SLSO intervention support.</p> <p>After evaluation, the next steps to support our students will be: Continued strategic resourcing for students with disability and additional learning needs.</p>
Socio-economic background \$25,510.00	<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"> • Personalised Learning & Differentiation • Every Student Known, Valued and Cared For <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Funding source has been used to subsidise student resources e.g online resources.</p>

<p>Socio-economic background</p> <p>\$25,510.00</p>	<p>After evaluation, the next steps to support our students will be: Funding will be used strategically to support families in meeting the needs of students.</p>
<p>Aboriginal background</p> <p>\$6,632.19</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 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"> • Personalised Learning & Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: A Caddies Creek Public School website has been created for staff to access required policies and documents to support the teaching of Aboriginal Histories and Culture within classrooms. PLP plans are formulated in consultation with families to support student learning and acknowledgement of their histories and culture.</p> <p>After evaluation, the next steps to support our students will be: Continued professional learning for staff to support implementation of pedagogies that support students to access curriculum and improve learning outcomes.</p>
<p>English language proficiency</p> <p>\$468,592.28</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 • Explicit and Effective Teaching of Numeracy • Data Driven Practices • 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"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: 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. In 2022, the focus has been on tracking our EAL/D learners and close monitoring of student growth based on the EAL/D progressions as well as the literacy and numeracy progressions. Staff have been supported by EAL/D specialist staff to assess students against the EAL/D progressions.</p>

<p>English language proficiency</p> <p>\$468,592.28</p>	<p>After evaluation, the next steps to support our students will be: Continuation of professional learning on the progressions to embed them into classroom programs in literacy units.</p>
<p>Low level adjustment for disability</p> <p>\$155,312.36</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>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"> • Personalised Learning & Differentiation • Every Student Known, Valued and Cared For <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 • development of a needs-based learning and support programs in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: 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. The combination of co-teaching and small group intervention is allowing individual needs of students to be met. Early intervention in Year K-2 for reading interventions and language development in the form of Hour of Power (HOP) has occurred.</p> <p>After evaluation, the next steps to support our students will be: Continued intervention and strategic in class supports to support student learning will occur. Review of Individual Learning Plans will occur.</p>
<p>Professional learning</p> <p>\$64,231.20</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 • Building teacher and leader capability <p>Overview of activities partially or fully funded with this initiative funding include:</p> <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in an increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results. K-2 have focused on incorporating decodable texts to improve decoding skills in the reading process. Years 3-6 have focused on improved comprehension skills to specifically target explicit teaching of comprehension strategies.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be targeted professional learning in the form of mentoring and co-teaching to meet school and system priorities.</p>

<p>QTSS release \$201,112.00</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>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 • Building teacher and leader capability <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The employment of Assistant Principals to every year group to improve staff confidence, teaching practice and methodology when programming.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of additional Assistant Principals to lead instructional leadership initiatives to build staff capacity to improve student learning outcomes.</p>
<p>COVID ILSP \$31,152.00</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 2022.</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 the following impact: The allocation of this funding has resulted in the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students within classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>Per capita \$261,862.10</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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 • Explicit and Effective Teaching of Numeracy • Data Driven Practices • Building teacher and leader capability <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Per capita</p> <p>\$261,862.10</p>	<ul style="list-style-type: none"> • subsidising school base initiatives to support families in payment. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in students accessing online digital supports. ·Our Numeracy NAPLAN results are achieving above state and statistically similar school groups (SSSG) and Year 5 NAPLAN Reading results are above both state and SSSG.</p> <p>After evaluation, the next steps to support our students will be: After evaluation, the next steps to support our students with this funding will be to continue to engage the literacy and numeracy digital programs to support our trajectory towards achieving targets.</p>
<p>AP Curriculum & Instruction</p> <p>\$210,798.80</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</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 • Building teacher and leader capability <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Professional Learning for staff on use of data • Professional Learning for staff on embedding explicit comprehension strategies into class programs. • Professional Learning for executive on curriculum reform. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in employing a specialist to lead improvement in teaching pedagogies such as literacy and numeracy support to improve student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of the APC&I to lead professional learning to meet school and system targets.</p>



Media Team

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	546	539	509	505
Girls	520	514	511	501

As enrolment boundaries have been adjusted over the years, CCPS numbers have declined.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	94.4	94.3	88.4
1	93.3	92.5	95.1	88.9
2	94.2	93.3	94.3	89.3
3	93.7	94.9	94.4	89.3
4	94.9	93.2	94.9	89.4
5	93.9	94.6	94.3	88.7
6	91.3	94.4	93.8	87.5
All Years	93.5	93.9	94.4	88.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

CCPS attendance is above state in all grades in 2022.

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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.



Sport Leaders 2022

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	8.4
Classroom Teacher(s)	37.28
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.6
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	8.87

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	2,360,491
Revenue	10,188,389
Appropriation	9,337,713
Sale of Goods and Services	201,778
Grants and contributions	619,611
Investment income	29,287
Expenses	-9,861,365
Employee related	-8,421,569
Operating expenses	-1,439,796
Surplus / deficit for the year	327,024
Closing Balance	2,687,514

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.

	2022 SBAR Adjustments (\$)
Targeted Total	22,541
Equity Total	656,047
Equity - Aboriginal	6,632
Equity - Socio-economic	25,510
Equity - Language	468,592
Equity - Disability	155,312
Base Total	7,204,352
Base - Per Capita	261,862
Base - Location	0
Base - Other	6,942,490
Other Total	828,859
Grand Total	8,711,799

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.



Synergy Dance 2022



Schools Spectacular Dance Team

Parent/caregiver, student, teacher satisfaction

The Tell them From Me 'Student Outcomes and School Climate' Student Survey is designed to provide us with insight to guide our school planning and help us to identify school improvement initiatives. From the 2022 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 provides 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 2022 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; parents are well informed; the school is well maintained, welcoming and easy to access. Our areas for further focus are around activities that parents can be involved in at the school and continued partnerships with learning.

Tell them From Me '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 2022 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. This supports our Middle Leaders establishing Instructional Leadership opportunities in 2023.

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.

Anti-Racism - School statement

Caddies Creek teachers play a critical role in developing intercultural understanding, promoting mutual respect and positive behaviours in the classroom, and in assisting all students to effectively engage with learning. Our teachers reflect on behaviour to ensure that it does not result in anyone - other staff, students and members of the school community - experiencing racism. The Anti-Racism Contact Officer (ARCO) plays an important role in our school, assisting and working collaboratively with the principal to implement three major aspects of the Anti-Racism Policy: promoting anti-racism education, supporting complaint-handling and monitoring incidents of racism. Teachers use the innovative anti-racism education websites such as, Racism No way and Bullying No way as a comprehensive resource to assist our school, teachers and students to understand and counter racism within our school. Our School Expectations also promote inclusive education for students.

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 2022, 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 EAL/D students to develop their English competencies.



Our Story as told by the Nyumbar Aboriginal Education Team