School context

Croydon Park Public School (CPPS) is a multicultural community with a magnificent 127 year history. It is a medium sized school located within the central business district of Croydon Park. 71% of the community has a language background other than English with over 40 different languages represented, Italian, Greek, Indian and Chinese being some of the larger groups. At CPPS we strongly believe that this diversity is our greatest strength.

Staff at the school is mixed in terms of experience with a number staff in the early part of their career, some mid-way and a few close to retirement. Staff provides learning programs which cater for individual needs, establish sound basic skills and develop individual talents. Teachers are committed to helping students achieve their personal best. The school grounds offer a safe and attractive learning environment.

Core values of respect, responsibility, cooperation, caring & fairness underpin all that happens at CPPS and are promoted at every opportunity.

The school works together with students, staff and parents creating a community of learners so that the best educational outcomes for students are achieved.

Principal’s message

Throughout 2013 Croydon Park School (CPPS) continued to deliver quality educational programs to maximise the learning opportunities for all students. Core school programs continued to go from strength to strength while a number of new initiatives such as the NIDA Kids Speak Program, the Speech Pathology and Targeted Early Numeracy (TEN) programs added greatly to

the opportunities the school provided to students and staff.

Learning how to acquire knowledge and how to adapt to new situations is central to all curricula. The development of literacy and numeracy skills for all students is our core business, and takes highest priority. We are committed to providing the best learning experiences for our students, with the provision and expansion of technology throughout the school as a tool for quality teaching and learning.

At CPPS, students are strongly encouraged to believe in themselves, to walk tall and value highly their culture and that of others. Differences are acknowledged, shared and celebrated. Leadership is promoted and students are encouraged to speak up and have a voice. Positive relationships are promoted and student wellbeing is a high priority. Alongside this we maintain high expectations of behaviour. At CPPS we have a school culture and practices that respect and respond to every student’s needs, aspirations, culture, gender and learning potential. It is this culture and shared understanding that has created the inclusive school community of which we are all part and proud of today.

As a school we strive to provide a balanced curriculum that caters for and is inclusive of all students, as well as extracurricular activities that provide for a range of interests and talents. I am very proud of the achievements of all students in academic, cultural and sporting domains throughout the year.

The success of CPPS can be attributed to a committed and hard working staff, a very supportive parent community that wants the best possible educational opportunity for the children and a wonderful group of students who are always willing to ‘have a go’ and accept new challenges. In addition, there is an amazing sense of community and closeness at CPPS that is both nurtured and encouraged. Staff is familiar with the families of the school and parent participation whether it is in the classroom, through fund raising or on committees is encouraged and appreciated.

With students at the centre of our world I look forward to another successful year in 2014.

I certify that the information in this report is the result of a rigorous school self-evaluation process
and is a balanced and genuine account of the school’s achievements and areas for development.

Sandra Angel

P & C

2013 was a huge year at Croydon Park Public School. The Parents and Citizen’s (P&C) committee was busy keeping up the momentum from last year’s fund raising and community building activities. In looking back at the year gone by, I think the thing I am most proud of during my second year as President of CPPS P&C is the way we worked together on the various events that were run. With the introduction of the Class Parent Co-ordinator we were also able to reach out to the wider community involving more parents in the very important work of the school which just makes our teachers’ lives a little bit easier which in turn makes the whole school experience a better one for our precious children.

In consultation with our fabulous Executive the Fund Raising Sub-Committee, headed up by Natalie Jennings, worked tirelessly to keep things interesting. In a mammoth effort they ran the following events: Tea & Tissues, the Welcome Disco, Harmony Day lunch, sold Hot Cross Buns for Easter, ran the very successful Chocolate Drive, Mother’s Day breakfast, Fun Food Days, Athletics Carnival BBQ, the hugely successful walkathon, an Election Day BBQ-Cake Stall-Toy Stall, Teacher Appreciation Morning Tea, Halloween Disco, Father’s Day breakfast and a BBQ at the 3-6 Concert. Phew! All of these events assisted not only to bring our lovely school community closer together it helped raise over $20,000! Our focus this year was to help make the school wireless with the installation of Wireless Access Points throughout the school and our goal was achieved through your generosity with time and donations. Thank you!

Our Gardening Sub-Committee under the guidance of Rachel King has achieved great things and done the school proud this year working with Mr Grennan establishing a Stage 1 vegie garden and maintaining the Stage 2 & 3 Veggie garden. They also approached Bunnings and Burwood Council for resources and plants to help with National Tree Planting Day, awesome! The kids worked hard with the team to plant the two magnolia trees and the surrounding garden outside the Block E. Super effort. Their weekend efforts during the year have not gone unnoticed and our school looks wonderful as a result.

We have achieved so much this year and it has been an honour and a pleasure to be part of the P&C and the wonderful Croydon Park Public School. Our success comes down to an excellent Executive Team. A great big thank you goes out to the team: Treasurer Tania Mitchell; Secretary Cathy Hudson; Vice Presidents Natalie Jennings and Patrick Elliot-Brennan; ever talented Natalie Jennings and her team who so effortlessly managed the fundraising.

Finally a huge thank you to Mrs Angel, Ms Phillips and Mrs Thomas, our school representatives, who were always positive, available and willing to give our ideas a go and to our amazing dedicated teaching and administrative staff of Croydon Park Public School, who day in-day out, care for, encourage and educate our children.

Here’s to another year of great successes!

Denise Broadhead

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Student representative’s message

Croydon Park Public School Student Representative Council (SRC) consisted of 24 students from each Year 1 to 6 classes. These 24 students were elected by their classmates. The SRC represented all students across the school and organised ways for students to participate in school life. The SRC is designed to help promote school spirit and leadership among students. Students that participated in the Student Representative Council maintained a high standard of personal conduct. Council members showed leadership qualities by demonstrating good examples of behaviour through their words and actions.

Students worked alongside Miss Michos and met every fortnight to discuss issues, organise events
and touch base. The SRC aimed to represent the views of their peers and provide a forum for student expression but also participated in community and fundraising projects. Last year the SRC co-ordinated and organised a Crazy Hair and Pyjama Day for students at the school to raise funds for Diabetes awareness and for a student in the school with diabetes. Mufti days also took place throughout the year. In addition the students participated in special ceremonies such as the Anzac Day Memorial Service.

The benefits of being involved in the student council include: opportunity to improve reading and writing skills, gain experience in public speaking, and learn how to make a positive impact on the school and community environment. In addition, student council serves as a chance to meet new friends and work with a wide variety of people.

The SRC aims to improve every year and work on bigger and better projects.

CPPS SRC

Student information
It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile
2013 saw stable enrolment numbers, with 15 classes formed. The number of boys attending the school has continued to increase over the past few years.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td>Male</td>
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<td>164</td>
<td>161</td>
<td>158</td>
<td>164</td>
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<tr>
<td>Female</td>
<td>198</td>
<td>203</td>
<td>208</td>
<td>196</td>
<td>189</td>
<td>184</td>
<td>179</td>
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</table>

Student attendance profile
Attendance rates have continued to be sound with the average attendance rate calculated at 93.7%. A high incidence of illness was experienced by students across all grades. Sixteen families took an extended holiday during school terms. Punctual attendance to school has improved but continues to be an area in need of further improvement.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tr>
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<td>92.9</td>
<td>94.4</td>
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<td>93.5</td>
<td>94.4</td>
<td>94.4</td>
<td>93.5</td>
<td>93.7</td>
</tr>
</tbody>
</table>

Management of non-attendance
Student non-attendance was monitored by staff, the Learning Support Team and the Home School Liaison Officer.

Workforce information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>12</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
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</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.63</td>
</tr>
<tr>
<td>Primary Part Time Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.6</td>
</tr>
</tbody>
</table>
Primary District School Counsellor 1
Primary General Assistant 0.35
Primary General Assistant (Reserve) 0.05
Primary School Administrative Officer 1.422
Primary School Administrative Manager 1
Total 24.572

Note: 0.2 is equivalent to one day
One staff member was of indigenous heritage.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>38</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
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<tbody>
<tr>
<td>Income</td>
<td>$</td>
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<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>108177.22</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>247524.30</td>
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<tr>
<td>Interest</td>
<td>7126.39</td>
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<tr>
<td>Trust receipts</td>
<td>60658.60</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>803077.10</td>
</tr>
</tbody>
</table>

Expenditure
Teaching & learning
- Key learning areas 41633.47
- Excursions 42622.32
- Extracurricular dissections 128237.57
Library 8574.65
Training & development 26419.62
Tied funds 107108.05
Casual relief teachers 70703.77
Administration & office 57209.16
School-operated canteen 0.00
Utilities 48128.65
Maintenance 19396.74
Trust accounts 46908.91
Capital programs 0.00
Total expenditure 596942.91
Balance carried forward 206134.19

School performance 2013

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

NAPLAN Year 3 - Literacy
48 students completed the NAPLAN tests (26 boys and 22 girls), 1 student was withdrawn by his/her parents from all tests and another student was exempted from all tests. Two students were absent during the writing test.

A full copy of the school’s 2013 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.
### NAPLAN Year 3 - Numeracy

<table>
<thead>
<tr>
<th>Average score, 2013</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>422.6</td>
<td>424.6</td>
<td>418.7</td>
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#### Skill Band Distribution

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<td>Number in Bands</td>
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<tr>
<td>Percentage in Bands</td>
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<td>41.7</td>
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</tr>
<tr>
<td>School Average 2009-2013</td>
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<td>7.8</td>
<td>16.3</td>
<td>27.5</td>
<td>18.6</td>
<td>28.3</td>
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<tr>
<td>SSG % in Bands 2013</td>
<td>1.9</td>
<td>8.6</td>
<td>16.4</td>
<td>27.4</td>
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<td>3.5</td>
<td>11.2</td>
<td>17.3</td>
<td>24.3</td>
<td>17.7</td>
<td>26.0</td>
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</table>

### NAPLAN Year 5 - Literacy

52 students completed the NAPLAN tests (30 boys and 22 girls), 1 student was absent from all tests and another student was exempted from all tests.

#### Reading

<table>
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<tr>
<th>Average score, 2013</th>
<th>School</th>
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<th>State DEC</th>
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<tbody>
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#### Skill Band Distribution

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<td>15</td>
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<tr>
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<td>2.8</td>
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<td>22.0</td>
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<td>22.7</td>
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### Reading

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<tr>
<th>Average score, 2013</th>
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<tr>
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### Reading

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<td>2</td>
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<td>9</td>
<td>4</td>
</tr>
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<td>Percentage in Bands</td>
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### Writing

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<td>Percentage in Bands</td>
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<td>SSG % in Bands 2013</td>
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### Writing

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#### Skill Band Distribution

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<tbody>
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<tr>
<td>Percentage in Bands</td>
<td>1.9</td>
<td>9.6</td>
<td>15.4</td>
<td>28.8</td>
<td>30.8</td>
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<td>28.4</td>
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<td>3.7</td>
<td>9.2</td>
<td>19.8</td>
<td>26.2</td>
<td>27.3</td>
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<td>State DEC % in Bands 2013</td>
<td>6.9</td>
<td>9.2</td>
<td>21.7</td>
<td>26.2</td>
<td>23.1</td>
<td>12.9</td>
</tr>
</tbody>
</table>
Grammar and punctuation

NAPLAN Year 5 - Numeracy

Average progress in Reading between Year 3 and 5

Progress in literacy

Average progress data represents matched students within the school. That is, students who completed NAPLAN tests in 2011 and 2013 at CPPS. 48 students were matched in both literacy and numeracy components.

Reading

Writing

Spelling

Average progress in Spelling between Year 3 and 5

Progress in numeracy

Average progress in Numeracy between Year 3 and 5

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)

Reading 100.0
Writing 97.8
Spelling 100.0
Grammar & Punctuation 100.0
Numeracy 100.0
Arts

In 2013 the school took advantage of many opportunities to enable students to participate in performance. These included:

- The in-class recorder program continued from Years 1 to 4 under the guidance of Miss Alicia Crossley;

- The recorder ensemble took part in the Festival of Instrumental Music at the Opera House in August. The ensemble also played at the Performing Arts Night;

- The school held its second Performing Arts Night at the start of term 4 to give musical ensembles within the school an opportunity to showcase their talents;

- Education Week provided another performance opportunity at Ashfield Mall. This included our dance group and 4/5I; Education Week was celebrated at school with a variety performance afternoon involving all students across the school;

- The Mothers’ Day breakfast provided further opportunities for performance, including recorder performances and the school band;

- The annual K-2 Concert was a huge success, as always, with all students involved in items involving dance, song and mime linked to class themes;

- The inaugural 3-6 Concert was equally as successful, with classes presenting a variety of items including drama, dance and singing;

- The Croydon Park Talent Quest was another highlight for aspiring singers and dancers; and

- Twenty students from our school choir had the opportunity to take part in the musical, ‘The Wizard of Oz’ with Strathfield Music Society.

Music Count Us In

In November 600 000+ students from around the country, including CPPS, took part in the Music Count Us In Performance. This event was a Music Council of Australia initiative designed to celebrate the value and benefits of music education to students’ development, whoever they are, wherever they are. The initiative required schools to learn, rehearse then perform the same song, ‘Keep On’, on the same day, at the same time. It was indeed a moving experience.

Band

The band program underwent a transformation this year, with a record 35 students participating for the duration of the year. Students ranged from Year 3-6 and demonstrated commitment and great dedication to the program. The band performed during Education Week, the Performing Arts Night and the Inner West Band Festival and received glowing feedback after each performance.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
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<tbody>
<tr>
<td>Reading</td>
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<tr>
<td>Writing</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Sport

School sport

School sport gave students from Years 3-6 the opportunity to further develop their gross motor skills through activities such as soccer, basketball, cricket, t-ball and hockey. It also gave students the chance to interact with their peers from other classes and to work cooperatively as a team, thus encouraging social/emotional skills. The groups rotated each week allowing each and every student to participate in the range of sporting opportunities provided. Tabloid activities were included as part of school sport. These activities mainly focused on FMS (Fundamental Movement Skill), for example: catching, throwing, kicking, balancing etc. Students also explored movement through dance. They were given the opportunity to move to the rhythm of music in a fun and interactive way.

Swimming carnival

The swimming carnival was held on the 8th February in glorious sunny weather. The event was extremely well attended and the participation rate in races was high. Nelson was the champion school for the day and there were two new records set. Twenty five swimmers represented the school at the zone carnival, held at Auburn in March. Croydon Park finished 15th out of 18 schools participating. Three students went on to represent Western Suburbs at the Sydney East Carnival.

Cross country

The school cross country carnival was held at Croydon Park Park in first term. The races proved to be highly competitive. Quong Tart was the champion school for the carnival. Thirty two children represented the school at the zone carnival. Croydon Park finished 7th out of the eighteen participating schools. Three children represented Western Suburbs at the Sydney East Regional carnival.

Athletics Carnival

The athletics carnival was held in July at Campbell Athletics Field. A most successful day was enjoyed by all with ten new records being set. The champion house was Downing. Fifty five students went on to represent the school at the Western Suburbs Zone Carnival where they performed in an outstanding manner. Croydon Park finished 3rd overall out of the 18 schools attending and finished second on percentages. One boy was awarded the champion junior boy of the zone. Eleven children progressed to represent Western Suburbs at the Sydney East Carnival.

Sport representatives

Besides the representatives from the major carnivals, we also had children represent the zone in other sports. Two children represented the zone in girls’ softball, two represented in tennis, one represented in boys’ cricket and one represented in girls’ cricket. One girl went on to represent Sydney East in tennis at the state carnival. She combined with another student to win the NSW girls schools tennis doubles title. In addition, one girl won a national ice skating competition. Two girls have been selected in the Sydney East Regional Girls Cricket team to compete at the state carnival in 2014.

PSSA summer sports

Softball

The senior girls’ softball team had a fantastic competition year, finishing 3rd overall. By training hard and working together the girls demonstrated perseverance and determination despite some heart breaking decisions towards
the end of the season. Unfortunately the weather did not help, as the last 2 games were rained out. Despite the disappointing finish the girls did their best and had a lot of fun growing as a team. Two students were selected for the zone softball team and competed at the regional championships.

The senior boys’ softball team had a great season building friendships and learning new skills. Although starting off slowly, they began to improve and build momentum towards the end of the season, finishing with a convincing win. They played sensibly, respectfully, showed great team spirit and were excellent representatives for our school.

The junior softball teams consisted of many players who were new to softball. These students, showed great persistence as their skills developed and by the end of the season were improving their understanding of strategic play. All team members can be very proud of the manner in which they worked together as a team and represented our school. Unfortunately the junior girls didn’t make the semifinals, but can be very proud of finishing 7th. Congratulations to the junior boys, who had a fantastic season and finished 3rd in the competition.

Cricket
The junior cricket team had a very successful season, finishing in 4th position. Unfortunately, wet weather denied them the opportunity of playing in semi finals, as we were confident of beating the sides above us as we had only lost narrowly to the top side when we had a number of key players away during the round games.

After a slow start to the season the senior team finished strongly to just miss the semifinals, finishing in 5th position. At the end of the season one victory was against the previously unbeaten leaders.

Soccer
The young and inexperienced junior soccer team displayed great improvement during the year and finished in the middle of the table. The highlight of the season was defeating the team that won the competition in the last round, a side that hadn’t lost a game until then.

The senior team played consistent soccer all season and finished third in their pool. The side played with great commitment in each game and displayed excellent sportsmanship.

Gymnastics
2013 saw the continuation of the very popular gym program provided by the Flip Sport Co. This 10 week program was offered to all children in term 2 (with catch up lessons in term 4) at a cost of 50 dollars per child. This year the gym program was timetabled to run from after recess to the end of the day to maximise learning time in the morning for literacy and numeracy activities. The gym programs were designed for different age groups and progressed systematically introducing and developing a range of skills increasing flexibility, strength and co-ordination whilst simultaneously enhancing team work skills. The program provided a wide range of stimulating equipment that our school does not possess and two trained gym coaches to teach the skills with the assistance of the class teacher. Weekly gym lessons were always a highlight of each classes’ weekly learning programs.

Other
Public speaking
In 2013 all students from Year 2 to Year 6 were involved in the ‘Multicultural Speaking Competition’. Students delivered speeches on topics such as “Everyone belongs”, “It’s cool to be different” and “Asylum seekers”. From class finals to stage finals and eventually regional finals our students proved themselves to be expert speakers. Our regional finalists, Niamh, Sasha, Dan and Grace, performed very well with their prepared speech and did well to tackle the more challenging impromptu speeches. Grace earned herself a highly commended award at the regional final.

In 2014 CPPS will be entering another competition; the ‘Sydney Schools Public Speaking Competition’ to expose students to different experiences and further incorporate public speaking into our everyday learning.

Debating
CPPS debaters continued to develop a strong debating culture within the school. The school had two debating teams, one from Year 5 and one from Year 6. Both teams had three debates against local schools in the Sydney Region Debating Competition. The Year 6 team convincingly won two of their three debates with the other debate being a very close finish. They won their interzone final against Croydon PS
before being knocked out of the competition in a competitive quarter final. The Year 6 team also proved to be great mentors to their more inexperienced Year 5 debaters.

During the tournament both teams developed their own arguments and speeches and learnt to quickly work as a team to write strong rebuttals. Both teams became strong and confident debaters throughout the season.

Earlier in the year all of the debaters attended a very worthwhile and entertaining debating workshop run by Sydney University debaters where the students learnt the fundamentals of good debating.

One of our Year 5 debaters, Sasha was also chosen to represent the school at the region’s ‘talented debaters’ selection trials’. We look forward to harnessing Sasha’s debating skills during the 2014 season.

Australian schools competitions

2013 was the first year that ICAS offered Year 2 participation in English and Mathematics only. All other papers continued to be offered to students in Years 3 to 6.

Overall, 32 students participated in the English competition with 10 credits awarded.

23 students participated in the Computer Skills competition with 4 distinctions and 10 credits awarded.

14 students participated in the Science competition with 3 distinctions and 3 credits awarded.

15 students participated in the Writing competition with 3 distinctions and 5 credits awarded.

33 students participated in the Mathematics competition with 4 distinctions and 8 credits awarded.

All students received a participation certificate and a detailed individual report allowing students and parents to monitor their progress from year to year and identify individual strengths and areas for development.

We congratulate all 2013 participants on their results in these tests.

Spelling bee

All students participated in The Premier’s Spelling Bee K-6. The program included activities to encourage all students to engage with spelling and to promote improved literacy. From the school finals, the best two spellers from each stage went on to represent the school in the regional finals. Allanah, Takoda, Hao-Rong and Niamh went on to represent the school and worked very hard to learn as many words as they could. All our finalists did well in tackling challenging words on the day.

Significant programs and initiatives

Targeting early numeracy

This year Croydon Park participated in the Targeted Early Numeracy (TEN) program. This involved the K-2 staff, the English as a Second Language (ESL) staff and the reading recovery teacher.

Staff participated in several whole days of professional learning about the teaching of maths in short sharp lesson breaks. The consultants also came into the rooms for the purpose of demonstrating and team teaching with the staff. They provided practical resources for these lessons, which are now found on the school server.

A target group of children, experiencing difficulty in number were tracked every 5 weeks. Their progress was monitored and recorded by imputing data which was sent to the consultants. Lessons were based on assessing where children were at and moving them on from there.
Technology

Information and Communication Technology (ICT) is transforming at Croydon Park Public School and 21st century learning is being embraced. Technology is an underpinning tool in our teaching/learning cycle. We are harnessing new technology to support our teaching and learning.

This year saw the installation of wireless access points across the school resulting in all classes having access to the wireless network. This will allow teachers to use mobile devices such as notebooks and tablets to engage student learning. This wireless network will be put to full use in 2014 when we expand our range of hardware with netbooks and tablets.

A new school ICT scope and sequence of content has been developed and is based on the new NSW syllabuses.

The Department of Education and Communities has provided new desktop computers to replace older ones. These have been installed in classrooms around the school.

A new touchscreen panel has been installed in the staffroom. All staff now have access to improved facilities to aid their professional development.

The computer lab has been accessed by every class on a weekly basis. Teachers integrated ICT across all Key Learning Areas. Programs such as Movie Maker and online animation tools were used by teachers to create movies, comic strips and present student work. Our e-readers were used to improve literacy outcomes.

Teachers and students continue to display increased confidence and competence in the use of interactive whiteboards which are installed in every classroom.

Students are developing better skills and confidence in Mathematics through the use of Mathletics. The program was once again purchased for all students to use by the P&C. Teachers used the tools available to set tasks to support and enhance the classroom program.

Our school website provides comprehensive information for parents, students and the school community and is updated on a regular basis. Content available on the website covers school events and achievements. The website now contains up to date media, such as digital photos and video.

The library

The library at Croydon Park Public School is always a busy and vibrant place. The space is admired by many visitors to our school. Used by all students every week, the library offers many services and facilities. As well as coming to the library with their class each week, students have the opportunity to use the library before school and at lunchtimes. Computers are available for anyone who needs to complete homework, send an email, work on a blog or further mathematic skills with Mathletics. A major emphasis is placed on developing a love of reading, reading for pleasure. For those also interested in learning about the world, the library’s extensive non fiction collection aims to match their interests.

The library program starts by showing Kindergarten students how to select, hold, read and borrow a book and goes right through to Stage 3 students deepening their understandings of cybersafety and use the of the Internet. Students access the library database from within the library, in classrooms and at home.

On 11 March 2013 CPPS library hosted a teacher librarian network meeting. This was attended by 40 teacher librarians from local schools and offered sessions covering technology and our new curriculum.

On 20 March 2013 author/illustrator Aaron Blabey came to the school. 327 students
attended in three sessions with all attending really delighting in Aaron’s presentation of his thoughtful books.

The library offers a student leadership role to those students from Years 5 and 6 who volunteer to work as library monitors during lunchtime. These students provide an excellent service and make a difference for everyone else.

Literature is always celebrated within the library program and this year saw the reading of The Wrong Book by Nick Bland as part of National Simultaneous Storytime. The books shortlisted for the Children’s Book Council of Australia’s annual awards were read, studied and discussed during Term 3.

A number of parents volunteered their time to cover new books. This support is most gratefully appreciated and is invaluable in getting books ready for students to read. The donation of homemade library bags, made by a member of our school community, provided a bank of spare bags that could be loaned out as needed.

**Environmental education**

At CPPS we are committed to environmental and sustainable education with students actively engaged in gardening, recycling and energy monitoring programs at the school. Key learning programs across literacy, science and maths, include principles of environmental and sustainable learning.

In 2013, senior students continued to monitor energy use at school, celebrating classes which were the most diligent in turning off lights, computers and other electrical appliances. Students have developed a deeper commitment to reducing energy use this year and have taken this commitment beyond the classroom into their own homes, completing energy surveys at home and recording and sharing strategies used to reduce energy use, including timing the length of showers!

In sustainable education learning, classes were enthralled to discover a host of Smart Green Projects across the globe by navigating websites such as the ‘City of Sydney 2030 Project’ and ‘The DaNang Green City Project’, in Vietnam where they explored multi-modal texts showing improved public transport, light rail and cycle paths, wind turbines, solar panels and establishing gardens that grow vertically along apartment walls. Students were really excited to discover that Sydney Council is planting 800 trees each year to develop a forest canopy in the heart of our city.

In Term 3, the school applied for an environmental grant for an initiative named ‘Recycling Rocks’ and learnt at the end of 2013 the submission was successful! This initiative will commence in 2014, with the focus on reducing, re-using and recycling and the purchase of new recycling bins for classrooms and the playground, for a range of waste.

CPPS will also continue to recycle paper and cardboard for the fortnightly council collection. Bins are situated around the school with most classes recycling paper weekly. Students rarely need reminders to switch off lights, fans and other electrical appliances when heading out to recess and lunch.

**Kids speak program**

2013 saw the continuation of the Kids Speak program run by NIDA, The National Institute of Dramatic Arts. The program was designed to develop student competency in speaking, writing and confidence in themselves.

The nine week Kids Speak program was offered to all students in Year 4 and Year 5 and was implemented by NIDA tutor Bronwyn Batchelor in collaboration with CPPS teaching staff. All students started the program by attending their first workshop at NIDA. It was here that the students experienced firsthand the institute’s wonderful facilities. The remaining workshops were held at school.

Kids Speak focused on developing each student’s competency in his/her speaking, writing and expressive skills while at the same time developing within themselves a stronger sense of self-worth and wellbeing. Throughout the program there was a focus on team work, collaboration, problem solving and mentoring.
The highlight of the program was the Kids Speak performance, in which our students had the time of their lives when they showcased their creativity, stagecraft and performance skills by scripting and performing their own production in front of their peers, parents and staff.

In evaluating the success of this joint venture students and staff reflected on their learning and that of their peers. Students, staff and parents declared the program a resounding success.

CPPS thanks Macleans, client of the company GlaxoSmithKline for their sponsorship of this initiative.

Premier’s reading challenge

The Premier’s Reading Challenge is an integral part of our school’s literacy program allowing teachers to read quality literature to students in Kindergarten, Year 1 and Year 2 classes, with students in Years 3, 4, 5 and 6 working individually to complete this challenge. The challenge started in Term 1 and ran until mid-August. This challenge involved not only reading a specified number of books, but also managing a reading log and completing the reading task by a set date.

The books read are selected from a set list. These books are easy to find in the library as they have been given a colour-coded spine label. Our library does not have all of the many books on the Reading Challenge list. Students were shown how to access this list on the internet so they could look elsewhere for extra books. Students were also shown how to complete their online reading log.

A change in the way the DEC publish the honour roll newspaper supplement allowed us to omit the need for signed parent permission for all, thus increasing the number able to complete the PRC and be awarded a certificate. This year a number of senior class teachers worked to link the PRC with their class literacy programs, engaging more students in a wide range of books, and really developing a great love of literature in the students.

Statewide 246,000 students completed the PRC, with 243 of those being at our school. Any student who completed the PRC for the fourth year received a gold certificate as an acknowledgement of their special efforts.

Our annual PRC SuperStars celebration (for students from Years 3 to 6 who have completed the challenge) was held in Term 4. Paul McDonald of Children’s Bookshop in Beecroft spoke about current trends in books for children, delighting all in attendance with suggestions for what they might like to read next.

Gifted education

The curriculum and teaching at CPPS reflects the learning needs of all students including the gifted and talented. This year we have aimed to strengthen and increase the learning of these students through a diverse range of means. The school has continued to offer opportunities for all students to excel in and out of the classroom.

The school again participated in a range of activities including the multicultural speaking competition, spelling bee, debating and chess tournaments. These programs allowed our students to compete at a higher level with students from surrounding schools. Students were offered the opportunity to compete in state competitions in writing, mathematics, science, computers and English. Our students achieved some of the best results in years.

In school activities included a photo and short movie competition based on the theme, ‘through my eyes’ that saw over 20 students enter. The level of these entries, were exceptional. All students and parents had the opportunity to view the work during Education Week Open day.
After school art classes ran for most of the year. Under the expert guidance of local artist Heather Hunt, teacher nominated students from Years 4-6 attended classes one afternoon a week, as well as a day in the holidays. The students were taught, encouraged and guided through a range of activities including working on canvases. The feedback from these classes was overwhelmingly positive and the plan is to run these classes again next year with 15 new students.

The band program was extended this year with the highlights being performances during education week open day and first time participation in a local band competition.

Aboriginal education

The goals outlined in the Department of Education and Communities’ (DEC) Aboriginal Education Policy continue to guide and inform teaching and learning programs for both indigenous and non-indigenous students at CPPS. Aboriginal and Torres Strait Islander culture continues to be celebrated by all students.

During the National Aboriginal and Islander Day Observance Committee (NAIDOC) Week celebrations, students watched a performance of Adamriginal by Aboriginal artist Adam Hill. This was greatly enjoyed by all students as they learnt more about Aboriginal culture, stories and growing up in an Aboriginal family. A variety of art and literacy activities occurred in classrooms aimed at increasing the students’ awareness of the Aboriginal heritage and culture.

One student from KM was awarded a Deadly Award. This award recognises the great efforts indigenous students put into their school work and acknowledged this student’s great achievements in his first year of schooling. The term ‘deadly’ in Aboriginal English, means doing well, achieving and/or talented. A brilliantly talented student in 4/5I won first prize for her work entered in an indigenous art competition organised by Leichhardt Council. This student was presented with her award by Deborah Lennis Community Development Officer Aboriginal Programs.

Next year all NSW DEC schools will implement the new English Syllabus. The new syllabus documents have identified cross-curriculum priorities which include Aboriginal and Torres Strait Islander histories and culture.

Multicultural education

At CPPS multicultural education is a highly valued perspective of the school’s education program and is integrated throughout the curriculum providing our students with valuable insights into other cultures and religions.

The school community takes great pride in its atmosphere of tolerance and harmony. The students are proud of their cultural backgrounds and show respect for the many and diverse cultural backgrounds of their fellow students and their families.

Presentation Day saw 35 students volunteer to take part in the Multicultural greeting. Parents and students were delighted to see so many languages used.

Harmony Day was a successful display of our cultural diversity. Many students volunteered to perform dances, songs and poems from Australia and overseas. The students enjoyed a multicultural lunch generously provided by our parents.

Students participated in the annual Multicultural Public Speaking competition. They spoke with confidence and success on the great benefits of living in a society that embraces cultural diversity.
Learning and support

In 2013 CPPS continued to support students through the learning support team (LST). This team is made up of the principal, school counsellor, stage leaders, the learning and support teacher (LaST) and the reading recovery teacher. The LST meets every third week to discuss and determine a course of action for students who have learning, physical, behaviour or emotional needs.

The LaST worked with students throughout our school, focusing on supporting students in the classroom. In Term 1 Mrs Walker supported students as they began to get to know their new teachers and to settle Kindergarten students into school. Years 3 and 5 also received support in the areas of comprehension and answering multiple choice questions. In Term 2 Mrs Walker worked in K-2 classrooms, focusing on vocabulary development, social skills and reading.

In Term 3 CPPS was lucky to be included again in a partnership program between Sydney Region schools and the University of Sydney. Thirty, fourth year Teacher Education students who were studying a course on teaching reading took part in a practicum experience at CPPS two mornings each week. They were matched to CPPS students from Years 1-5 and spent two sessions weekly working on improving reading skills. The results were very pleasing as many CPPS students progressed in their reading skills, engagement and confidence in reading.

During Term 4 the focus shifted to maths. All Kindergarten classes, one Year 1 and two Year 2 classes received focused support in the area of number twice each week. This support was provided by Mrs Criss Moore (Assistant Principal Learning and Support) and Mrs Janey Walker, joined by David Evans from The University of Sydney for some instruction sessions. Both Year 2 classes focused on 2D and 3D space, learning more about the names, language and nets of 3D objects. This support has been very successful with students demonstrating improved knowledge in the areas taught. During this process 4-6 students from each class received small group instruction as well as the whole class lessons.

A number of students also received small group support for social skills, learning how to join in play and solve problems on the playground. Along with this, a group of 14 Kindergarten students began to learn simple magic tricks to support their talking, listening and social confidence.

A second LaST was employed ½ day per week and focused on social skills development. The LaST worked with many of our students and teachers to support in class and playground behaviours. She also worked with students who were very shy and experienced difficulties speaking up in the classroom environment.

The annual Silver Award Performance was well attended by 328 students, a significant rise on the numbers attending from 2012. The number of behaviour levels reached by students decreased from 36 in 2012 to 18 in 2013. Nine of the entries were from 3 students. Yellow card entries fell from 402 in 2012 to 288 in 2013. Twelve students had 7 yellow card entries or more. The most significant entries were in K-2, particularly in Year 2 where many children had difficulty in relating to other students. Four students from this grade accounted for more than 25% of the entries for K to 2 and three students from Kindergarten accounted for another 25%. In the primary two students from Year 3 accounted for 20% of all entries.

Language and communication program

2013 saw the introduction of a new language support program to assist children in K-2 with their listening and speaking skills. The program was implemented by Speech-Language Pathologist, Mrs Sarah Barton of Allsalt who was employed by CPPS to run the program 1 day per week.

The speech pathologist screened and assessed children identified by staff and parents as having speech and language problems and worked with teachers and the community to help develop their understanding of communication.
difficulties, normal language development and how to facilitate communication skills in students. Teachers jointly planned and facilitated activities for their students with the speech pathologist and small group interventions occurred for students with more severe language disorders. Workshops for staff and parents were conducted.

The total cost of the program was $20 000. Assistance to pay for the program was obtained via three generous donations. Burwood RSL via a ClubGRANTS submission donated $2 500. $10 000 was received from Canterbury Hurlstone Park RSL via another ClubGRANTS submission and $5 000 was received from Enfield/Croydon Park RSL Sub Branch.

CPPS thanks Macleans, client of the company GlaxoSmithKline for their sponsorship of this initiative.

Reading recovery

Rationale: Keeping the school community fully informed of the successes and continued need for Reading Recovery.

Background: The 2013 student allocation at Croydon Park was 4 students per day. Reading Recovery has been operating here for 20 years. This year 9 children entered the program. At the beginning of the year there were 64 students enrolled in year 1, so 14% of Year 1 accessed the program. Of these 9 students 4 are NESB.

Outcomes: 7 students discontinued from Reading Recovery this year, including 1 student that was carried over from last year’s Year 1.

2 students transferred to another school.

Reading levels in the initial intake ranged from 0-2, and in the second intake they ranged from 2-3. Reading levels achieved by the end of the program were 16 or 17.

Ongoing Monitoring: Eight Year 2 students remain at the school. All students scored above the Reading Recovery minimum level in text reading and above in the BURT word reading test. All students scored above the minimum level in the South Australian Spelling Test. Text reading levels ranged from 16-26.

Fourteen students from Year 3 remain at the school. All Year 3 students scored at least 3 levels above the Reading Recovery minimum for text level reading and all students scored above in the BURT word reading test. All, but one student scored above the minimum level in the South Australian Spelling Test.

It appears from these results that Reading Recovery students continue to make gains in the years following the completion of the program. They are supported by the LaST program on a needs basis.

Recommendations: Target students at risk through the LaST program. Alert class teachers of students’ needs and ensure they are catered for at their level in the Guided Reading program.

The Year 3 student scoring below the minimum in the South Australian Spelling and in the BURT word reading will need to be closely monitored by the LST team and discussions with the class teacher need to be ongoing.

Every year the quality of the Reading Recovery resources should be assessed to ensure different genres and text types are catered for. Replenishing books and culling tatty books is suggested.

Ongoing discussion with teachers to inform and monitor students’ progress throughout their time in Reading Recovery is important to ensure that class work levels support new skills acquired throughout the Reading Recovery program. There is also a need to continue to liaise with class teachers after the students have finished the program to monitor independence and progress in the classroom setting.
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- school based data collection
- external test results e.g. NAPLAN
- surveys
- focus group interviews

School planning 2012—2014: progress in 2013

School priority 1
Maximised, literacy and numeracy outcomes for all students with an emphasis on quality teaching and learning, the differentiated curriculum, engaging boys in literacy and best practice in teaching comprehension skills.

2013 targets to achieve this outcome include:
60% of students achieve expected growth in all aspects of literacy in NAPLAN tests.

The number of boys achieving in the top 2 bands of NAPLAN increases by 10% from the previous year.

Outcomes from 2012—2014

- Staff engaged in online professional learning modules to support the implementation of new curricula.
- explicit teaching of the super 6 comprehension strategies by all staff at all opportunities.
- focus on vocabulary development with metalanguage for topics explicitly taught.
- engagement of boys in literacy through positive male role models and other planned initiatives.
- sustained silent reading was integrated into literacy programs.
- emphasis on developing student’s ability to think and work mathematically.
- staff participated in the TEN and TOWN professional learning programs.

Evidence of progress towards outcomes in 2013

<table>
<thead>
<tr>
<th>% of students who achieved expected growth in NAPLAN</th>
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<tr>
<td>Reading (boys and girls)</td>
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<tr>
<td>Boys</td>
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<td>Numeracy (boys and girls)</td>
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<td>Boys</td>
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Percentage of boys achieving in the top 2 bands of NAPLAN

In reading 20% of boys achieved in the top 2 bands of NAPLAN as compared to 21% in 2012.
In writing 16.6% of boys achieved in the top 2 bands of NAPLAN as compared to 7.1% in 2012.
In spelling 43.4% of boys achieved in the top 2 bands of NAPLAN as compared to 21.4% in 2012.
In grammar and punctuation 36.7% of boys achieved in the top 2 bands of NAPLAN as compared to 21.4% in 2012.
In numeracy 43.4% of boys achieved in the top 2 bands of NAPLAN as compared to 21.4% in 2012.

Strategies to achieve these outcomes in 2014

Continued focus on vocabulary development across all KLAs.
Trial guided maths lessons and use lesson study to support staff development and reflection on practice.
Continue to engage staff in online professional learning modules that support the implementation of new curricula.
School priority 2
To strengthen teacher capacity and confidence to implement best practice in assessing, tracking and monitoring student progress using the continuums in literacy and numeracy and the implementation of the new syllabi.

2013 target to achieve this outcome include:
All teachers develop and use authentic, quality tasks to assess student achievement.

Outcomes from 2012–2014
- All teachers have created, administered and analysed the results of open ended tasks across a range of key learning areas.
- Teachers have developed an understanding of how good assessment leads to improved learning outcomes for students.
- A template was developed to track student achievement across the literacy and numeracy continuums.
- Primary staff used PLAN software to track student achievement.

Evidence of progress towards outcomes in 2013:
- Collaborative planning occurred on 4 planning days that emphasised backward mapping techniques and the creation of authentic assessment tasks across all learning areas especially for the new English syllabus.
- All teachers participated in professional learning in the use and understanding of the numeracy continuum.
- Teachers tracked and monitored student progress using the continuums in literacy and numeracy.
- School targets were reflected in planned learning activities.

Strategies to achieve these outcomes in 2014:
Continue to have additional team meetings to effectively monitor student achievement by moderating work samples, critically reflecting on teaching and learning programs to examine what practices could be improved and share teaching strategies that achieve results.

Continue to develop quality, authentic assessment tasks across all learning areas that link to learning outcomes and reflect the new syllabuses.

Continue to implement the strategies from the TEN and TOWN programs.
Implement the lesson study approach to support the implementation of guided maths.

School priority 3
Leadership and Management
Strengthened leadership capacity through distributed leadership opportunities in the facilitation of the NSW curriculum and revisiting the quality teaching framework.

2013 target to achieve this outcome includes:
The percentage of staff leading whole school professional learning increased from 20% to 40%.

Outcomes from 2012–2014
- Facilitators of the new curricula were identified across stage teams.
- Staff members lead professional learning sessions in stage groups on the quality teaching framework providing opportunities for professional dialogue between staff.
- Worked towards equity of distribution of in-school roles and responsibilities.
- Timetables and variations to routine were reviewed and adjusted to maximise instructional time.

Evidence of progress towards outcomes in 2013:
- 44% of staff led whole school professional learning.
- 52% of staff led professional learning at a stage level.
- 100% of staff set professional learning goals based on the Australian Professional Standards for Teachers and reflecting the school plan. All staff reported on their achievement.
Uninterrupted literacy and numeracy blocks were established from 8:55am – 12:00pm.

Strategies to achieve these outcomes in 2014:
Professional learning for staff on the Australian Institute for Teaching and School Leadership (AITSL) Performance and Development Framework.

Protocols to support the implementation of the Performance and Development Framework are developed collaboratively.

Staff set professional learning goals based on the National Teaching Standards and reflecting the school plan. All staff report on their achievement of goals evidenced by data.

Additional funds are allocated to release assistant principals to provide mentoring and support.

Continue to provide opportunities to aspiring leaders to develop their leadership capacity.

Professional learning

Professional learning is highly valued and recognised as a major contributing factor for improving the learning outcomes of students. All staff has a responsibility to undertake ongoing professional learning that develops skills, knowledge and understandings in support of this goal.

Professional learning refers to all training and development opportunities, formal and informal, individual and shared, that provide opportunities for professional discourse, interaction, practice, reflection and evaluation.

Staff participated in a variety of professional learning activities including regional courses, online training modules, through the community of schools network meetings, conferences and school developed courses aligned to the school plan. Professional learning took place on staff development days in Terms 1-4, during regular fortnightly after school meetings and at team meetings. In 2013 there was an emphasis on learning about new curriculum documents, particularly the new English syllabus. Staff completed online modules on the learner and the new curriculum and teaching for the new curriculum. Additional professional learning areas included the quality teaching framework, assessment for, as and of learning, TEN, TOWN and ICT initiatives. In addition, staff completed mandatory child protection and cardio pulmonary resuscitation training, anaphylaxis training, the code of conduct and work, health and safety training in emergency evacuation and lockdown procedures.

A total of $39 951 was spent on course and consultancy fees and casual teacher salaries with the average expenditure per teacher $1858.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Staff

Six staff were randomly selected to respond to the survey and the following feedback was given.

Majority of staff reported CPPS was a positive place to work, with helpful friendly staff and nice students being the main reasons.

Staff members worked well together and generally their ideas were taken into consideration when whole school decisions were made.

CPPS physical appearance has improved with recent landscaping and maintenance. Further improvements would also be welcomed. (artwork/colour in the playground, new furniture in the staffroom, upgrading of facilities: kitchen, staff toilets, playground facilities) Further resources of their choosing, available to staff members and students, would enhance teaching and learning experiences.

School community was spoken highly of especially the P&C, parents in general and students who mostly showed respect and liked their teachers.
To conclude, staff replied that they worked in a positive, safe and rewarding environment. They looked forward to improving teaching and learning outcomes for staff and students in the year ahead.

Students

10 students in Year 4 were randomly chosen to participate in a focus group to express their views on the quality of school life at CPPS. Overall, all the students thought that Croydon Park Public School was an attractive and well-resourced school with good learning environments. It is well connected with its community and welcomes parental involvement. All students agreed that the school is friendly and is accepting of all students and that the school's main focus is on literacy and numeracy.

All of the students interviewed said that the school is well connected with its community and welcomes parental involvement. Nine out of ten students thought that parents are encouraged to contact the school to discuss concerns relating to their child. Three out of ten students thought that there was a wide range of extracurricular programs available. The other seven said that we need more sports in PSSA such as basketball and hockey. The students wanted goal posts (rugby and soccer) to be in the grass area and for the grass area to be extended.

Nine of the ten students didn’t feel that discipline was fair within the school as yellow cards were given out too much without warnings (by most teachers). The students also commented on the toilets, wanting them cleaned more often, soap refilled more frequently and the locks fixed on the doors. The students also thought that the fig tree should be removed for safety purposes. They want the hand-ball courts near A-Block to be repainted and for the school to have a clean-up every month.

Parents

Twelve parents were randomly chosen to express their views. Six participated in focus groups interviews and six individually. Overall the general feedback was extremely positive.

100% of parents agreed that the school is a friendly school that is tolerant and accepting of all students; the students are the school's main concern; and that the school maintains a focus on literacy and numeracy.

92% of parents felt that CPPS is an attractive and well-resourced school; the school is well connected to its community and welcomes parental involvement; and fair discipline exists within the school.

33% of parents did not believe a wide range of extra-curricular activities were being offered.

Additional comments included:-

Great community spirit in the school (5);
Best school they have ever been to (3);
Very happy with the school and staff and their approachability (11);
Request for a second language to be taught during school time (4);
More communication from teachers to parents (2);
More extra-curricular activities wanted e.g. sport (4), drama, music-choir (4) and more involvement by professional sports clubs (4);
NIDA and JRock were very good programs (2);
Band program was fantastic (3) and could another instrument be offered instead of recorder (2);
Children in composite classes were disadvantaged when voting for leadership positions (2); and

One parent stated their child was bullied and the situation had been dealt with by the school.

Program evaluations

Language and communication program

Background

Language is a recognised fundamental building block to learning. Without the ability to fully understand or verbally express themselves,
children are placed at serious disadvantage in their education and later employment. As the number of children attending CPPS has increased, staff has identified a growing number with language disorders both receptive and expressive.

**Aims**

To provide a sustainable speech pathology service within an educational setting to support the needs of students and provide them with an equal opportunity to learn, express themselves confidently and achieve success.

**Targets and outcomes**

**Kindergarten student’s receptive and expressive language skills will show an improvement of over 50%.**

100% of targeted students demonstrated improvements in the comprehension of prepositional language e.g. location words such as in, on and under. The average pre-test score improved from 39.5% to 77.9%.

100% of targeted students demonstrated improvements in the expression of prepositions. The average pre-test score improved from 40.7% to 75.7%.

100% of targeted students demonstrated improvements in expression of grammar in sentences. The average pre-test score improved from 46.7% to 81.6%.

**Targeted Kindergarten children will improve their reading ability by 70%.**

Targeted student’s ability to detect sounds in words as related to their comprehension of print improved from 45.5% to 92% overall.

**Targeted Year 1 children will improve their sound awareness skills by 70%.**

Targeted students improved their sound awareness skills and specific reading targets from an average score of 37.5% to 85% accuracy.

**Findings and Conclusions**

The program provided the early identification, assessment and management of students with communication difficulties.

Teachers jointly planned and facilitated activities for their students with the speech pathologist, gaining first-hand experience and mentoring in language development from an expert.

Having a speech pathologist working on the school ground ensured the service was more accessible to all families, operating in an environment that was known to the students and the community.

Workshops for staff and parents helped to develop their understanding of communication difficulties, normal language development and how to facilitate communication skills in students.

The program facilitated a collaborative approach to the management and education of students with communication difficulties with all stakeholders through the LST.

**Future Directions**

As a result of the enormous success of the program, it will be extended to operate over two days in 2014. The school will also undertake to form a partnership with Sydney University so as to provide a practicum placement for final year Speech Pathology students (4) under the supervision of the Speech Pathologist at CPPS. This opportunity will provide enormous potential to extend the program throughout the school.

The school will need to continue to seek funding to support the program through the writing of grant submissions to clubs.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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