Croydon Park Public School
Annual School Report 2014
School context statement

Croydon Park Public School (CPPS) is a multicultural community with a magnificent history dating back to late 1800s. It is a medium sized school located within the central business district of Croydon Park. 68% of the community has a language background other than English with over 40 different languages represented, Italian, Greek, Hindi 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 more experienced staff members. Our great staff provide learning programs which cater for individual needs, establish sound basic skills and harness individual talents. Our teachers are committed to helping students achieve their personal best each day. Our school grounds offer a safe and attractive learning environment for our students and wider community.

Core values of Respect, Responsibility, Cooperation, Caring and Fairness underpin all that happens at CPPS and are promoted at every opportunity as we Do It Right.

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

Principal’s Message

This year was one of great change with new initiatives, updated processes and some new faces; including my own. Throughout the year, Croydon Park Public School has remained resilient, working collaboratively with our partners to achieve the best possible educational outcomes for our students.

Croydon Park Public School continues to be a place where diversity and individuality are celebrated and embraced. In 2014 our programs ensured that all students enjoyed opportunities across the academic, sporting and performance arenas. This was a direct result of the commitment not only of the students themselves, but the teaching and non-teaching staff that supported the great programs.

Teaching staff underwent significant professional development this year with a focus on data informed practice. This has meant that our efforts to continually understand our learners and how we can best meet their needs, has continued.

After many years of service, Mrs Angel moved on from our school at the end of Term 2. The school came together to show their appreciation and it allowed us the opportunity to reflect on what we had achieved under her leadership.

Relieving as Principal through Term 3, Mrs Thomas continued to lead the initiatives already underway and provide the solid leadership that enabled my arrival in Term 4 to be smooth and effective. I’d like to thank both Mrs Angel and Mrs Thomas for their leadership in 2014.

Lastly, I’d like to thank all of the parents and community for your valuable input and support in 2014. It is with the commitment of the entire learning community, that we take on such lofty ambitions and realise the success that drives us forward.

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

Daniel Hurd
Principal

Parents and Citizens’ Message

2014 was a year of change here at Croydon Park Public School. We had a change of school Principal as we bid farewell to Sandra Angel who moved on to another school in need of the same amazing skills she showed during her eight years here, making CPPS the wonderful supportive school it is today. Davida Thomas took the reins and kept us on track while we waited for our new Principal, Daniel Hurd, to arrive and take us on to bigger and better things. The P&C Executive is looking forward to working with Daniel as we navigate the coming changes in 2015.
The Parents and Citizen's Association (P&C) committee was busy building on the success of last year's fund raising and community building activities. Looking back on 2014 I am most proud of the generosity of spirit within the CPPS P&C executive and the school community. We took some risks and tried some different things to raise funds for the school and awareness of what a truly great school we are.

What did we do that was new? In Term 1, working with 2nd Enfield Scout Group, we had a campout on the school grounds. Twenty five adventurous families learnt about what it's like to camp 'Scout style'. The kids took part in activities ranging from knot tying to making their own woggle and scarf. We also took part in the Croydon Park Festival run by the Chamber of Commerce as CPPS played a role as a hub for the event.

In consultation with our dedicated executive and the Fund Raising sub-committee headed up by Natalie Jennings, the P&C worked tirelessly to keep things interesting. In a mammoth effort they ran the following events: Tea & Tissues, the Welcome Disco, School Camp Out, Harmony Day lunch, ran the hugely successful raffle, Mother's Day breakfast, Teacher Appreciation Morning Tea, Halloween Disco, Father's Day breakfast, a Bunnings BBQ, participated in the Experiencing Croydon Park Festival and the BBQ at the 3-6 Concert. All of these events assisted not only in bringing our fantastic school community closer together, but it helped raise over $20,000!

Our Gardening Sub-Committee under the guidance of Rachel King has achieved great things and done the school proud again this year. Working with Mr Grennan and the team we now have an edible garden at the front entrance to the school. Rachel and her team worked incredibly hard on the design and the planting. I think the biggest success of the Gardening sub-committee, thanks to the efforts of Rachel, our GA Glenn and a small team of parents and kids during the Christmas holidays, we now have a healthy grass area for the students to play on.

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.

A huge thank you goes to our school representatives, Mrs Angel, Ms Phillips, Mrs Thomas, Mr Costello and Mr Hurd, who were always positive, available and willing to give our ideas a go.

Finally, who can forget wonderful dedicated teaching and administrative staff of Croydon Park Public School. Thank you, for working day in day out to care for, encourage and educate our children.

Here's to another year of great successes!

Denise Broadhead
President, Croydon Park Public P&C

Student Representative Council 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 and showed leadership qualities by demonstrating good behaviour through their words and actions.

Students worked alongside Miss Michos and met every fortnight to discuss issues, organise events and touch base through sharing their experiences. 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. In 2014, the SRC coordinated and organised a Crazy Hair and Pyjama Day for students at the school to raise funds for the school's Wakakirri performance costumes. 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.

SRC Representatives and Miss Michos

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

Attendance rates have continued to improve with the average attendance rate rising in 2014 to 94.1%.

Student attendance profile

Attendance rates have continued to improve with the average attendance rate rising in 2014 to 94.1%.

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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

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<td>Classroom Teacher(s)</td>
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<td>Learning and Support Teacher(s)</td>
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<td>Teacher of ESL</td>
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<td>School Counsellor</td>
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<td>School Administrative &amp; Support Staff</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014, 1 member of staff identified as Aboriginal

Teacher qualifications

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

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<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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Professional learning and teacher accreditation

Supporting and endorsing teacher and school leader professional learning is essential to promote equity, excellence and improved learning outcomes for all students.

At Croydon Park PS we highly value an active professional learning environment and strongly believe that we are all life-long learners. This year professional learning has taken on many forms including electronic learning (e-learning), short courses, conferences, mentoring and coaching sessions. At CPPS, all full time teachers are required to complete a minimum of fifty hours of professional learning a year. As part of this commitment, all teachers updated their training in anaphylaxis, CPR, emergency care and Child Protection knowledge and skill.

All our professional learning contributes towards developing teacher knowledge and
understanding. With the continued introduction of new syllabuses including English, Mathematics and Science, teachers participated in workshops on programming for the new curriculum, assessing and reporting, as well as Mathematical reasoning.

Staff were presented with learning opportunities that built upon their personal knowledge, skills and capacities. In accordance with the Australian Professional Standards for Teachers, each teacher set goals for the year in order to clearly articulate their current and developing capabilities, professional aspirations and achievements. Through this goal setting, teachers were able to recognise their own particular needs. As a result, teachers attended courses on accreditation, using iPads to support K-6 English and coaching athletics.

Staff actively engaged in lesson studies throughout 2014. Lesson study is a model of professional development designed to assist teachers to produce quality lesson plans and gain a better understanding of student learning. The process involves teachers regularly meeting to plan, design, implement, evaluate and refine their teaching. Teachers mentor and coach each other through thoughtful reflection of current practices.

**Beginning Teachers**

The department has increased support for all permanent beginning teachers in their first two years of teaching. At Croydon Park Public School beginning teachers were supported by:

- Timetabled periods with supervisor. Both beginning teacher and supervisor expanded their understanding of accreditation requirements and teacher development.
- Time with mentor leading to improved skills of mentor and mentored in ways to better support and motivate early career teachers.
- Professional learning in curriculum implementation
- Professional learning in classroom management
- Professional learning in collaborative practices with the support of colleagues through committees and lesson study.
- Engaging beginning teachers in leadership roles under the guidance of executive mentors.
- Various DEC Beginning teacher courses.

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**Financial summary**

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

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<td><strong>Total income</strong></td>
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| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | 42277.76   |
| Excursions                 | 41888.53   |
| Extracurricular dissections| 199430.99  |
| Library                    | 8222.49    |
| Training & development     | 30632.47   |
| Tied funds                 | 165430.42  |
| Casual relief teachers     | 69947.79   |
| Administration & office    | 67986.07   |
| School-operated canteen    | 0.00       |
| Utilities                  | 52346.18   |
| Maintenance                | 34433.34   |
| Trust accounts             | 28537.74   |
| Capital programs           | 10053.78   |
| **Total expenditure**      | 751187.56  |
| **Balance carried forward**| 212711.61  |

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

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**School performance 2014**

**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 and enter the school name in the Find a school and select GO to access the school data.

**Other achievements**

**Arts**

The school again used the Relief from Face to Face (RFF) Program to deliver experiences in Dance, Drama and Music from Years 1 to 6. In 2014 the school took advantage of many avenues to enable students to participate in performance. These included:

- The violin program, which now extends from Year 1 to 6 and shows increasing interest each year.
- The band program, though numbers were small, included the Junior and Senior Bands. Both bands performed well at our Open Day Concert in Term 3 and again at our Preforming Arts night in Term 4.
- The Recorder Ensemble, which was part of the Festival of Instrumental Music at the Opera House in August. The ensemble also played at our Performing Arts Night.
- Education Week, which was celebrated at school with a variety performance afternoon involving all students across the school;
- The Croydon Park Talent Quest which was another highlight for aspiring singers and dancers. Students learning music outside of school showed off their talents in the Croydon Park Eisteddfod.
- Education Week again provided another performance opportunity at Ashfield Mall. This included our school choir, 4/5R garbage drum ensemble and 5C performing a native American song accompanied by their own choreography;
- The annual K-2 Concert, which was a huge success, as always, with all students in K-2 involved in items linked to class themes;
- The Mothers' Day breakfast provided further opportunities for performance, including the School Choir and a percussion performance by Year 1.

**Sport**

**Swimming Carnival**

The 2014 swimming carnival was held on the 7th February in beautiful sunny weather. The event was extremely well attended and the participation rate in races was high. Nelson was the champion house for the day and there were nine new records set! Twenty seven swimmers represented the school at the zone carnival, held at Auburn in March. Croydon Park finished 13th overall out of 18 schools participating, placing 8th in the girl's division and 17th in the boy's division. Four students went on to represent Western Suburbs Zone 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. Nelson was the champion house for the carnival. Thirty two children represented the school at the zone carnival. Croydon Park finished overall 15th out of the eighteen participating schools, placing 12th in the girl's division and 13th in the boy's division. One child 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 seven new records being set. The champion house was Downing. Fifty four students went on to represent the school at the Western Suburbs Zone Carnival where they performed in an outstanding manner. Croydon Park finished 1st overall out of the 18 schools attending and also finished first on percentages. Croydon Park was placed 1st in both the boy's and girl's divisions. Jordan was awarded the champion 11 year old boy of the zone and Martina was the champion 11 year old girl. Nineteen children progressed to represent Western Suburbs at the Sydney East Carnival. Jordan went on to represent Sydney East at the state PSSA carnival.

Besides the representatives from the major carnivals, we also had children represent the zone in other sports. Two children represented the zone in boys' touch football, three represented in tennis, one represented in girls' touch football,
one represented in boys’ soccer, three represented in AFL and two represented in girls’ cricket. Two of the girls went on to represent Sydney East in tennis at the state carnival. The same two girls combined to win the NSW All Schools tennis team title. One of our girls won the under 10 girls singles event and also combined with a friend to win the under 10 doubles event. Two female students also were runners up in the Year 7 and under doubles titles and made semifinals and finals in singles events.

The Seniors played consistent soccer all season, with a high number of draws, and finished sixth in their pool out of 9 teams. The side played with great commitment in each game and displayed excellent sportsmanship.

Netball
Both the Junior A and Junior B teams had great seasons. The Junior A team played exceptionally well, but had some tough competition in their pool. The Junior B team reached the quarter finals in their pool and for many of the girls it was their first season of playing netball. It was really encouraging to see the improvement in the girls’ ability over the season. Both teams are to be congratulated for their efforts.

It was very rewarding to be involved with our Senior Netballers this year. Both our Senior A team and our Senior B team demonstrated exceptional sportsmanship through a very tough season of competition. Congratulations to our A team who made it through to the quarter finals and also to the B team who played hard every week and never gave up. A special mention to those girls who remembered to show up to training each session and to everyone for being fantastic ambassadors for CPPS.

Softball
The Senior girls’ softball team had a fantastic competition year. By training hard and working together the girls demonstrated perseverance and determination throughout the season. Although the girls did not make the finals this year, it was evident they enjoyed learning new skills and cementing friendships.

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. They played sensibly, respectfully, showed great team spirit and were excellent representatives for our school.

Australian Rules Football
Croydon Park Public School started their AFL season with 4 weeks of training, with a member of the Sydney Swans training staff taking them through their paces each week. Juniors and Seniors alike enjoyed the professional input from Liam and were able to play some mock games and learn some valuable skills along the way. Clearly the training had an effect as the boys and girls hit the ground running, winning their opening junior and senior matches. This set the trend for the rest of the season with the seniors going through the season undefeated and the juniors only losing one match on their way to victory in both divisions.
School Sport
School Sport 2014 engaged students in sporting experiences which encouraged and enhanced fundamental movement skills. Students participated in sports such as netball, soccer, tennis, softball and Oz tag. A FMS tabloid activity circuit was included twice a term to enhance these skills further e.g. catching, throwing, kicking, and balance based activities. These sport sessions helped to foster the development of the skills required for all PSSA sports so that students have the opportunity to try out in 2015 with greater success. These sporting opportunities encouraged the development of strong peer relationships and good sportsmanship between students from different classes and stages. The sporting groups rotated weekly allowing each and every student to participate in the range of sports available. It allowed for positive social interactions where students could interact in a fun, safe and interactive way.

Gymnastics
Flip Sport Co. continued their very popular 10 week gymnastics program for children across K-6. 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 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 class’ weekly learning programs.

2014 was certainly another very successful year for all of our athletes, sports men and women. Well done, Croydon Park!

Debating
In 2014 the 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 Schools Debating Competition. The Year 6 team convincingly won their three debates and then won their inter-zone final against Haberfield PS before being knocked out of the competition in a competitive quarter final. They also proved to be great mentors to the Year 5 debaters who came along in leaps and bounds this year.

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

One of our year 5 debaters, Grace Robinson, was also chosen to represent the school at the Sydney Region Talented Debaters selection trials. We look forward to harnessing Grace’s debating skills during the 2015 debating season.

Spelling Bee
In 2014 all students participated in The Premier’s Spelling Bee. 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. Holly, Gabriella, Grace and Sasha represented our 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. Gabriella did exceptionally well, finishing in the top 7 of the Stage 2 competition as well as Sasha who finished in the top 4 of the Stage 3 competition.
UNSW Competitions

2014 was the second year that ICAS offered Year 2 participation in English and Mathematics only. All other papers continued to be offered to Years 3 to 6.

Overall, 31 students participated in the English competition with 3 Distinctions and 7 Credits.
12 students participated in the Computer Skills competition with 3 Distinction and 3 Credits.
13 students participated in the Science competition with 2 Distinctions and 4 Credits.
15 students participated in the Writing competition with 3 Distinctions and 5 Credits.
30 students participated in the Mathematics competition with 6 Distinctions, 9 Credits and 3 merit certificates.

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 2014 participants on their results in these tests.

Wakakirri

Wakakirri is a national festival that celebrates learning. It aims to teach children about themselves and others through the creation and sharing of stories and by this process improve student’s educational outcomes through environmental and community awareness.

80 students and 7 teachers from Croydon Park Public School worked collaboratively in creating an item reflecting the 2014 Wakakirri theme of ‘Sun’. The item addressed issues surrounding anxiety and the impact it has on children both socially and emotionally. The theme ‘Sun’ was incorporated throughout the performance in the music and also as the outcome in the finale. The school community supported the Wakakirri group through their generous contribution to fundraising events and their positive attitude towards the group and their hard work and dedication.

Significant programs and initiatives

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. This year, students from our school participated in the Indigenous Literacy Day at the Opera House. The students listened to talks by Alison Lester and Andy Griffiths, and met Indigenous students from a remote community who worked together to write a book about their community and culture. The day included a “Great Book Swap”, where students could swap books with students from other schools.

One student from 5B 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 her fifth year of schooling. The term ‘deadly’ in Aboriginal English, means doing well, achieving and/or talented.

This year all DEC schools have implemented 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 and Anti-Racism

Multicultural Education at Croydon Park Public School is highly valued with a dynamic and diverse multicultural community representing more than 40 language and cultural backgrounds. Our school community takes great pride in its atmosphere of harmony and respect for multicultural diversity. Students celebrate and extend their knowledge and understanding of diverse cultural backgrounds through the curriculum and participation in school events.

Harmony Day again proved to be a successful and enjoyable day for the whole school community, with a spectacular variety of dance, song and poetry. The multicultural feast provided by parents and students reflected the many flavours of our cultural diversity and provided us with an delicious epicurean feast.

In Term 4, a select group of student writers with multicultural backgrounds were invited to hear the famous author Kate Forsyth speak about the writing process. They brought back great insights which they shared at The Primary School Assembly.
Presentation Day saw many of our students using iPad technology to create a multicultural greeting for the school community.

Aboriginal background - RAM (Resource Allocation Model) Funding

Funding received through RAM has supported the writing of individual students' learning plans with a focus on additional instruction in Literacy and Numeracy. Aboriginal students were further supported by regular contact and support from Aboriginal members of staff.

Socio-economic background - RAM (Resource Allocation Model) Funding

RAM funding is directly aligned to priorities in the school plan. In 2014 the school used low SES funds to provide targeted professional learning programs in the school and expand the Speech Therapy program to more students. Croydon Park Public School has used funds received through RAM to ensure collaborative planning between teaching and non-teaching members of staff remains consistent with a focus on the Speech Therapy program in K-2.

Other significant initiatives

Gifted and Talented Education

The curriculum and teaching at our school 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 a speaking competition, spelling bee, Number Crunchers, 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.

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. The students were taught, encouraged and guided through a range of activities including working on canvases. The feedback for 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 participation in a local music competition.

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 Mathematics, include principles of environmental and sustainable learning.

School gardens were enhanced to improve our local environment by growing fruit and vegetables across two plots as well as planting out the entrance to the school with native and edible plants. These initiatives were made possible by the hard work of the school community, including weekend gardening days, along with assistance from Burwood Council and a generous Tree Levy Grant awarded to the school from the NSW Teachers Federation.

In 2014, 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 in 2014.

In 2013, we successfully applied for an Eco Schools Environmental Grant from the NSW
Government. In 2014 this formed the school focus to ‘Reduce, Re-use and Recycle’. The grant allowed the school to purchase new recycling bins for every classroom and the administration office as well as yellow ‘wheelie bins’ that were distributed throughout the playground. Senior students took responsibility for collecting and sorting the recycling bins each fortnight. In Terms 1 and 3, the school also took the opportunity to learn about waste reduction courtesy of Burwood and Canterbury City Council’s resource recovery education programs. These environmental initiatives will continue throughout 2015, making Croydon Park PS a ‘sustainability’ focused school.

**Reading Recovery**

Reading Recovery is an individual program where student and teacher work together for half an hour every day, as an extra to the normal classroom literacy program. Students selected were most at risk in literacy learning after 1 year at school. The students were identified in consultation with school teams and through systematic assessment in literacy. Reading Recovery is designed for the idiosyncratic needs of each child at risk and is individually delivered by specially trained teachers. The students in the program read many books and wrote stories each day. This year the Reading Recovery Program helped students to become successful readers and writers within a short time. Students were successfully discontinued and returned to the classroom at the average level of the year cohort. These children can now prosper from classroom instruction, but will continue to be monitored closely by Reading Recovery teachers.

**Technology**

Croydon Park Public School continued to expand and reinforce its technology to improve the support for both teaching and learning, as well as administration.

Key successes achieved in 2014, included:

- Implementation of mobile devices strategy
  - 16 notebooks (1 storage/charging trolley)
  - 30 iPads (3 storage/charging trolleys)
- Ongoing maintenance of interactive monitor in staffroom
- New microphones purchased for iPads
- Provision of printing services via the school’s network
- Implementation of student internet user agreements
- ICT scope and sequence updated to reflect new syllabuses
- K-6 digital citizenship program
- Video conferences in Connected Classroom
- Cyber bullying seminar by ACMA for students, teachers and parents
- Ongoing professional learning for staff:
  - formal PL sessions
  - regular updates via email
  - informal workshops
  - assistance when called for
  - staying up-to-date via professional networks
  - introducing the ‘SAMR’ model
  - using Adobe Connect for PL

**Learning and Support**

In 2014, CPPS continued to support our students through the Learning and Support team (LST). This team is made up of the Principal, school counsellor, stage leaders, Learning and Support teacher (LaST) and Sarah Barton (speech therapist). The LST meets every third week to discuss and determine a course of action for students who have additional learning, mobility, behaviour or emotional needs.

This year, the LaST worked with students throughout the school, focusing on supporting students in the classroom. During Term 1, students in Years 3-5 were supported in their classroom through explicit teaching of comprehension and writing strategies. A small group of Year 6 students received small group assistance in the areas of number and reading. These groups also focused on building individual students confidence in learning and asking for help when tasks are difficult.

In Term 2, the focus of our Learning and Support Teacher moved to focus predominately on number and sentence structure across a variety of grades. The speech therapist and the Learning and Support teacher worked together to build writing skills in Year 2 classes.
In Term 3, we were lucky to be included again in a partnership Program between Sydney Region schools and the University of Sydney. Thirty fourth-year education students who were studying a course on teaching reading took part in a practicum experience at our school for two mornings each week. Thirty four of our years 1-6 students spent two sessions each week with a university student individually or in pairs, working on improving their reading skills. The results were pleasing as many CPPS students progressed in their reading skills, engagement and confidence in reading.

Term 4 brought a school wide focus on spelling strategies. Every class in the school spent time with the learning and support teacher to focus on some of the more complicated aspects of spelling. The student and teacher feedback from this support was positive, as students learnt and attempted new strategies to support their spelling skills.

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:

School priority 1

Literacy and Numeracy

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.

Outcomes from 2012–2014

62% of students achieved expected growth in all aspects of literacy in NAPLAN tests.

The number of boys achieving in the top 2 bands of NAPLAN increases by 12% from the previous year.

Evidence of achievement of outcomes in 2014:

<table>
<thead>
<tr>
<th>% of students who achieved expected growth in NAPLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>69.2</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>71.4</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>63.3</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
</tr>
<tr>
<td>65.3</td>
</tr>
<tr>
<td>Average Literacy growth</td>
</tr>
<tr>
<td>67.3</td>
</tr>
</tbody>
</table>

In Reading 39.4% of boys achieved in the top 2 bands of NAPLAN as compared to 20% in 2013.

In Writing 29.8% of boys achieved in the top 2 bands of NAPLAN as compared to 16.6% in 2013.

In Spelling 48.5% of boys achieved in the top 2 bands of NAPLAN as compared to 43.4% in 2013.

In Grammar and Punctuation 46.9% of boys achieved in the top 2 bands of NAPLAN as compared to 36.7% in 2013.

In Numeracy 40.6% of boys achieved in the top 2 bands of NAPLAN as compared to 43.4% in 2013.

Strategies to achieve these outcomes in 2014

- In working towards the outcomes for 2014, all staff attended planning days for literacy and numeracy programming with a focus on explicit teaching and learning sequences.
- The continued development of the six comprehension skills (making connections, predicting, visualising, summarising, monitoring and questioning) remained a key development area as an explicit part of reading and viewing programs across all stages. The use of word walls of meta-language for class topics focuses on developing vocabulary and the use of higher order language for speaking and writing.
- The Kids Speak Program continued to be a success in encouraging purposeful speaking and writing integrated with drama. Student responses to the program were very positive.
- More materials have been made available in classrooms to engage boys in literacy. The Dads Read Too initiative promoted positive images for boys.
- The Croydon Park community continued its participation in National
Simultaneous Story Time with other educational institutions around Australia.

- The Speech Pathology program in which speech pathologists and tertiary speech pathology students work with small groups of identified students, withdrawing them from class for targeted instruction continued. Data collected on the students involved in the program demonstrated improvement in individual’s use of language. A workshop was held for parents.

School priority 2

Curriculum and Assessment

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 syllabuses

Outcomes from 2012–2014

All teachers use the literacy and numeracy continuums to track, monitor and plan for student progress

Evidence of progress towards outcomes in 2014:

- All teachers discussed student progress/assessment data with their supervisor and trusted colleagues as part of annual review processes
- All teachers used literacy and numeracy continuum data when completing reporting obligation.

Strategies to achieve these outcomes in 2014:

- Increased team meetings to allow for planning of open ended assessment tasks, dialogue around the variety of assessment tools and CTJ
- Re-visit backward mapping to inform planning and assessment with a greater focus on quality assessment tasks
- Staff use EALD progression to match students reflecting literacy and numeracy needs and continuums.
- Revisit and review assessment tools to deepen teacher knowledge, administration, and analysis including : SENA 1 & 2, reading records, number sense, Newman’s Error Analysis

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.

Outcomes from 2012–2014

The percentage of staff leading whole school professional learning to increase from 50% to 65%.

Evidence of progress towards outcomes in 2014:

- The percentage of staff leading whole school professional learning increased to 66%.
- 100% of staff took part in a committee which supported whole school professional learning.

Strategies to achieve these outcomes in 2014:

- Establish an explicit timeline of activities and data collection to share with all staff
- Review/adjust timetables and variation to routine to maximise instructional time as required.
- Identify leaders to become facilitators of new curriculum documents. Staff engage in online professional learning modules that support the implementation of the new curricula. Facilitated by aspiring leaders
- Equity of distribution of in-school Roles and responsibilities

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Our learning community was surveyed in regards to Academic expectation, support measures offered to students and how relationships within the school environment affect learning

Their responses are presented below:

- Whilst high expectations and rigor are important, all members of the learning community valued a balance between academic and extra-curricula success in the pursuit of individual potential.
- All members of the learning community value the role behavior management plays in maintaining an effective, positive classroom, however both teachers and
parents believe that it must be reviewed regularly to ensure fairness and equity.

- All members of the learning community felt an overwhelming sense of peer support was present in the school leading to students feeling supported by their peers, however, students felt this was not emphasised as much as it could be.
- Teachers identified a reliable reward system was in place within the school, however, believed that a revision would benefit all members of the learning community.
- Students felt strongly that different subjects created different demands on them and that teachers and parents were supporting them effectively to deal with this.
- Parents felt strongly that the diverse cultural and linguistic backgrounds of our students has resulted in a high level of trust and respect of the individual within the school community.
- Teachers felt strongly that our classrooms provide a challenging learning environment where student achievement is linked to authentic skills and practices.

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.

Daniel Hurd Principal
Davida Thomas Assistant Principal
Margaret Philips Assistant Principal
Stephen Costello Assistant Principal
Denise Broadhead P&C President
Croydon Park Public School SRC
Staff, students and parents of CPPS

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Throughout 2014, Croydon Park Public undertook a review of our practices, collecting data related to our performance as a learning community. Engaging all partners in this assessment of our strengths and weaknesses we consulted broadly, involving staff, students and parents. As a result, we identified priority areas for the 2015-2017 Plan. Three strategic directions were identified and form the platform for the next phase of the school’s growth and development.

The strategic directions show how Croydon Park Public School will move forward with a collaborative, considered and consistent approach to delivering the curriculum. They show the school’s commitment to academic and social progress as a learning community.