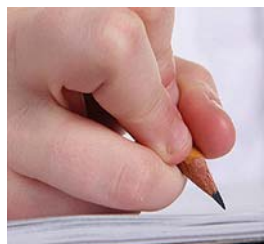
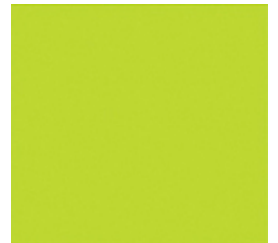
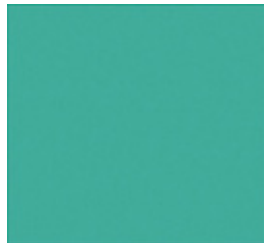
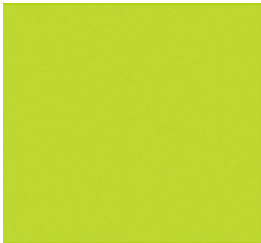


2008 Annual School Report Caddies Creek Public School

NSW Public Schools – Leading the way



Our school at a glance



Students

The school's enrolment at the end of 2007 was 751 including 398 boys and 353 girls.

In 2008 Caddies Creek Public School had 29 mainstream and three support classes. This was an increase in two mainstream classes from 2007. Average class sizes were:

- Kindergarten 20
- Year 1 22
- Year 2 24
- Year 3 29
- Year 4 29
- Year 5 29
- Year 6 29
- Support 6

95% of students attended school on average each day. This was slightly less than 2007 but still above both the regional and state averages.

Staff

In 2008 we had a staffing entitlement of 38 staff. This included two Deputy Principals, five Assistant Principals, twenty-four teachers, four teachers' aides and three administration staff. The staff average attendance rate was 97.1

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

Significant programs and initiatives

In 2008, a number of highly successful programs and initiatives operated within the school. These included:

- Regional literacy award;
- Regional numeracy award;
- Installation of rainwater tanks;
- New covered outdoor learning area,
- Debating and Public Speaking Competition;
- Premier's Spelling Bee and Reading Challenge;
- Student Representative Council;
- Cooperative Planning and Teaching in the Library;
- Illustrator visits; and
- The continued implementation of the THRASS program (*Teaching Handwriting, Reading and Spelling Skills*).

Student achievement in 2008

Literacy – NAPLAN Year 3

- Overall students were slightly above the state average
- 54% of students were in the top two bands, compared with 49% of the state
- There were no students in Band 1
- There were less students in Band 2 than the state average
- Boys performed better than girls

Numeracy – NAPLAN Year 3

- Overall students were slightly below the state average
- There were more students in the middle bands than the state average
- Boys performed better than girls

Literacy – NAPLAN Year 5

- Overall students were well above the state average
- 80% of students were in the top three bands, compared with 63% of the state
- There was no student in Band 3 and less students in Band 4 compared with the state average
- Girls performed better than boys

- Students with a language background other than English performed well above the state average

Numeracy – NAPLAN Year 5

- Overall students were well above the state average
- 71% of students were in the top two bands, compared with 52% of the state
- There was no student in Band 3 and less students in Band 4 compared with the state average
- As with literacy, girls performed better than boys
- Students with a language background other than English performed well above the state average

Messages

Principal's message

2008 has been another outstanding year at Caddies Creek. We have continued to establish ourselves as a centre of excellence in providing effective, caring and dynamic learning programs, which build capacity in each individual student to achieve their personal best, whilst they develop strong relationships with their peers.

Our motto “Care, Challenge, Persist, Succeed” reflects our collective actions as a learning community, we do care, we do insist that our students persist, we do challenge them and we have certainly ensured that students succeed.

There have been many highlights and achievements in 2008, the most notable and measurable, was being presented with the Western Sydney Regional Awards for excellence in both Literacy and Numeracy. The latter pages of this report contain many other specific examples of the achievements and highlights of our students in 2008, in many different fields of endeavour.

2008 is our 6th year as a learning institution. We look back fondly to our first days, with very few resources, 165 students and eight teachers. We could have hardly imagined or predicted the rapid and positive development of our school and its establishment as a school with such an excellent reputation in the community. Very regularly, we receive communication from parents eager to enrol their children at our school, because they have heard from within the community how good our school is. We have had to employ stringent rules and only allow families clearly within our drawing boundaries to enrol. Two brief examples

of our strong reputation, have been an enquiry from parents of an 18 month old wishing to put their child’s name on the waiting list. And the overseas emails or phone calls from parents checking out our boundaries so that they can ensure they secure a house within our drawing area. This shows how reputations can go far and wide.

We are very proud of the reputation our school has been able to secure in the community. This brings us to ponder the question, what is a good reputation and how did we obtain one. Following are some reflections on the word “**reputation**” which help explain how and why we have a strong reputation here at Caddies Creek. I will use each letter of the word reputation to introduce the reasons for our strong reputation:

R is FOR RIGOUR-

Our culture of high expectations and our emphasis on rigour in the curriculum have created a learning climate wherein all are expected to do their best. Our students are indeed eager to achieve

E is for ENERGY

Our school is a busy, bustling dynamic place, where high levels of energy are expended, not only by our students but our very professional staff.

P is for PARTICIPATION

Everyone is expected to contribute to the school community. Everyday in positive ways we all share responsibility for doing our best to make our school an even better place to be

U is for UNRELENTING FOCUS ON IMPROVEMENT

We do not just tick off jobs, we evaluate, reflect, monitor, change and adjust and refine. We question and strive to improve our capacity to provide rewarding learning experiences.

T is for TEAM and TOGETHERNESS

Heading together in the same direction, means that we support each other and utilise our diverse talents and experiences for the common good.

A is for ACCOMPLISHMENTS

Amazing success in just a few short years, we receive awards for improving our students results as they advance through our school.

T is also for TONE & TOLERANCE

A warm and friendly tone welcomes visitors to our school. Students are engaged and happy to be involved with each other in all school activities.

I is for INITIATIVE All our staff use their initiative to plan and improve and make a positive difference in the lives of our students. People do not wait to be instructed what to do, they create the improvements to our school, themselves.

O is for OPPORTUNITIES

Learning is enhanced by the provision of varied experiences. Our students have access to an impressive array of opportunities for academic, social, sporting and cultural activities, in addition to their education in the classroom. And finally

N is for NEVER RESTING ON OUR LAURELS

As I have often said to students, a good reputation is difficult to achieve and very easy to lose and conversely a bad reputation is easy to get and very hard to lose.

This is our reminder, we will only keep our positive reputation if we strive continually for excellence and provide positive ongoing role models for our current and future students. Our aim in 2009 and beyond, is to protect and further develop, our fine reputation.

Thank you to all of our stakeholders that make up our community and have, and continue to, forge our positive reputation. To our colossal kids who continue to excel, our tremendously committed staff and our wonderful supportive community. Thank you. The strength of any school is always determined by the strength of its personnel. And we have so many wonderful people determined to make a difference!

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.

Phil Nash - Principal



The Olympathon was Caddies Creek's major fundraiser for the year. We raised \$15 000!

P&C and/or School Council message

The Parents and Citizens Association (P&C) have once again enjoyed fostering positive relationships between the school community and the staff at Caddies Creek.

Our major activities revolve around providing additional resources for our children and our two school discos, Easter, Mothers Day and Fathers Day raffles, Entertainment Book sales, Family Portraits and Parents Shopping Trip, Ryan's Toys and our Trivia Night were once again very popular and successful. For the first time, we held a Halloween disco and a family car rally.

None of these events would have been as successful without the support of our Caddies Creek community and for that we thank you. All of the hard earned money has gone towards purchasing many items for the use of the students in the school, including library books, author visit books, OzTag jerseys, supporting State Representative students, a balance beam, teaching units, and Reading Recovery materials.

The P&C was involved in some local community concerns during the year. With the help of our local elected representatives, Blacktown Councillor, Len Robinson and our local Federal Member of Parliament, Louise Markus, we were able to lobby Blacktown Council on several issues. This included the commencement of work on the facilities at Glenwood Park Reserve across the road, the commencement of planning Cornucopia Reserve, a request for a crossing on Glenwood Park Drive near Woolworths and greater awareness of the safety concerns of Currawong Street. Many of these issues have been resolved or are under review by council.

We also liaised with the RTA late in the year to resolve the Crossing Supervisor issue to ensure that we had a Crossing Supervisor for the rest of the year. All of these projects have not only benefited the school community, but also benefited the wider Glenwood community.

We look forward to another successful year in 2009 and will continue to enhance the relationship between our parent community and the staff of the school. Our combined efforts will ensure that the students of Caddies Creek Public School have the additional resources required to assist them to receive the best education possible.

Thank you for your support this past year.

Martine Balcombe – Caddies Creek P&C President

Student representative's message

The focus for the SRC in 2008 was the school recycling program and the talent quest each semester.

Recycling has continued to go from strength to strength. The number of bins has increased to cater for Caddies Creek's growing population. Another role undertaken by the SRC was the promotion, organisation and running of the two talent quests. We had our largest number of students audition and both talent quests were a huge success. This was due largely to the varied and talented acts that performed.

Year 6 Representatives – Sarah McCauley, Regan Cawood and Ricky Lin

School context

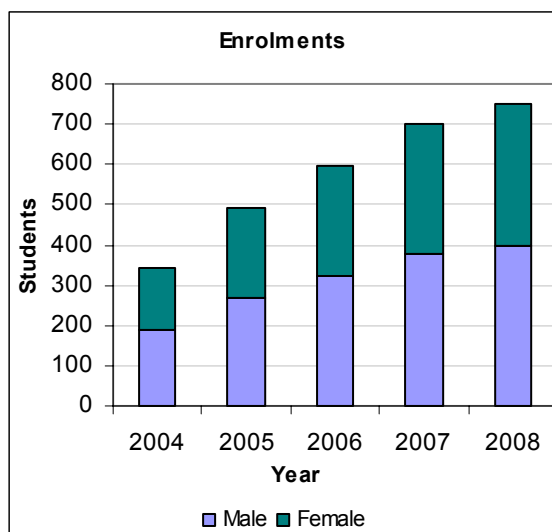
Student information

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

Student enrolment profile

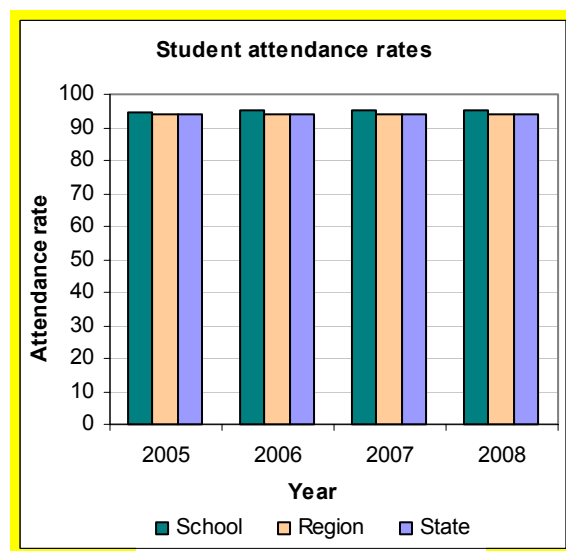
Enrolments have continued to increase with our student enrolments reaching 751 in 2008. Being a school in a relatively new and expanding area, it still may take another couple of years where Year 6 students leaving the school to go to Year 7 are approximately equal with the number of new enrolments.

	2004	2005	2006	2007	2008
Male	188	267	325	377	396
Female	156	225	269	323	354



Student attendance profile

	2005	2006	2007	2008
School	94.5	94.9	95.2	95.0
Region	93.7	93.8	93.9	94.1
State	93.8	94.0	94.0	94.1



Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

Roll Class	Year	Total per Year	Total in Class
12L	1	10	24
12L	2	14	24
1H	1	22	22
1M	1	20	20
1S	1	22	22
1T	1	23	23
1W	1	22	22
2A	2	25	25
2D	2	25	25
2M	2	25	25
2P	2	25	25
2T	2	24	24
34N	3	22	30
34N	4	8	30

3C	3	28	28
3G	3	28	28
3M	3	29	29
4M	4	28	28
4R	4	30	30
4S	4	30	30
56L	6	23	32
56L	5	9	32
5O	5	28	28
5Q	5	27	27
5R	5	28	28
6J	6	30	30
6S	6	31	31
KA	K	21	21
KC	K	21	21
KD	K	20	20
KJ	K	20	20
KS	K	20	20

Structure of Classes

In 2008 Students at Caddies Creek Public School were organised into year classes with three classes being of a composite nature.

Staff information

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

Staff establishment

The school had 31 teaching positions allocated in 2008. This included 5 executive staff, and 26 classroom teachers. The range of experience of staff is extensive, with some teachers in their early career and others with 25 or more years of experience.

The teaching staff was supported by a School Administrative Manager, two School Administrative Officers, a General Assistant and six teachers' aides.

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teachers	24
Teacher of Autism	2
Teacher of Reading Recovery	1
Teachers Aides	6
Support Teacher Learning Assistance	0.5
Teacher Librarian	1.2
Teacher of ESL	1.6
Counsellor	0.4
Total	

Staff retention

The proportion of staff retained from 2007 was 100%.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.5%.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	25%

Financial summary

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

Date of financial summary:	30/11/2008
Income	\$
Balance brought forward	211 519.00
Global funds	307 514.00
Tied funds	161 177.00
School & community sources	283 432.00
Interest	20 844.00
Trust receipts	18 365.00
Canteen	0.00
Total income	1 002 854.00
Expenditure	
Teaching & learning	
Key learning areas	39 876.00
Excursions	59 982.00
Extracurricular dissections	127 510.00
Library	10 311.00
Training & development	564.00
Tied funds	179 446.00
Casual relief teachers	123 832.00
Administration & office	72 833.00
School-operated canteen	0.00
Utilities	42 515.00
Maintenance	45 357.00
Trust accounts	16 581.00
Capital programs	9 772.00
Total expenditure	728 579.00
Balance carried forward	274 275.00

Funds yet to be expended will be committed to the payment of 2008 accounts yet to be received, such as casual staff salaries and ongoing maintenance of the school.

A full copy of the school's 2008 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.

School performance 2008

Achievements

Arts

2008 saw the continuation of the Caddies Creek School Band. Students have been tutored, in a variety of instruments, after school. These students have improved markedly since the commencement of the band in 2007. Their performance at the school's 3 – 6 Presentation Day was well received.

Our school continued to have ongoing success in singing. Students in the Primary Proms performed at the Hills Centre and the senior Choral Group performed in the Primary Schools Choral Festival at the Sydney Opera House.

In Visual Arts, all entries were successful in Operation Art. One artwork was selected in the top fifty, to tour regional galleries and become a part of the permanent collection to be on display in The Children's Hospital at Westmead. Another was selected in the Nagoya-Sydney Sister City Art Exchange in Japan and two others were chosen for inclusion on the instructional CD for teachers.

Students also showcased their talents in two talent quests run by the Student Representative Council. Students have also participated in dance and drama groups during their lunch times.



Dr Deane Hutton was fascinating in his science presentation to the school

Sport

At Caddies Creek we are proud of the numerous programs we provide for children at our school and the area of sport, fitness and physical education is just one of these. In an era where children are spending increasing amounts of time in front computer and television screens, it is obviously important for a school such as ours to be providing all students with the opportunity to be active each week.

In 2008, students from Kindergarten to Year 6 have been involved in regular sport. All students are encouraged to participate fully and improve their fundamental sporting competencies. It has been particularly pleasing to see Kindergarten to Year 2 students developing their skills and playing games that are preparing them for Primary Sport.

This year Caddies Creek continued to establish its reputation within our Zone and Region, with excellent participation from both students and staff in a variety of sports. We hope to see this reputation, of being a strong and fair sporting school, continue in the future as more of our students and staff are involved in interschool sport.

Swimming has again been a focus this year and we were able to provide students with the opportunity to attend the Department of Education and Training 'Swim School' program. Over 100 children attended, helping to improve our school swimming results, but most importantly, increasing the life skills of participants to ensure greater safety around water.

In 2008, we revisited the NSW Sport and Recreation camp at Broken Bay for Year 5. The camp's program certainly focused on physical activity, with our students and teachers thoroughly enjoying the four challenging days. This camp is now a permanent and integral part of our school's PDHPE program.

2008 also saw:

- continued strong participation in our three major sporting carnivals,
- twenty-eight sporting teams taking part in Seven Hills PSSA competitions (quite a number compared to our humble beginnings in 2003),
- seven of our PSSA teams ending their seasons as premiers,
- an increased number of students, twenty-four in all, representing our Zone in team sports and the major carnivals,
- Mr Roberts coaching the Sydney West Rugby League team at the State Championships,

- Tiana Jaber representing the Sydney West Region at the NSWPSA Athletics Championships,
- Charlotte Light, Ashlee Lakeman, Tiana Ryland and Emily Shephard representing the Sydney West Region at the NSWPSA Swimming Championships.
- Our Principal, Mr Nash, was recognised with a Centenary of Rugby League Medal for services to rugby league. This was presented to him at the opening ceremony of the 2008 Rugby League World Cup.

With the continued support of parents and staff, as well as the marvellous fervour of our Caddies Creek students, I'm sure we will continue to see more of these exciting achievements next year.



Caddies Creek students had the wonderful opportunity to meet and train with the Australian Rugby League Team during the World Cup. Australian captain Darren Lockyer is pictured here with some of our students.

Other

The garden area outside the library was at best described as an eyesore. With the remaining Investing in Our Schools funding the area underwent a major facelift, with a new covered area with seating for over 80 students installed. This initiative was organised by Mr Lehner. The area, and the Support Unit playground, were officially opened by Louise Markus, the Federal member for Greenway, on 30th July 2008. This area is now well used by students and the community alike and is a stylish addition to our beautiful school. (See following picture)



Academic

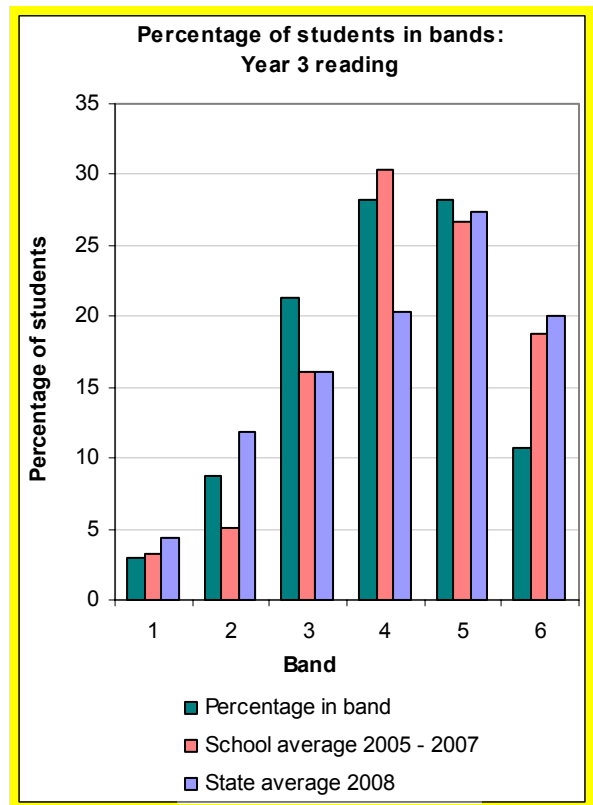
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

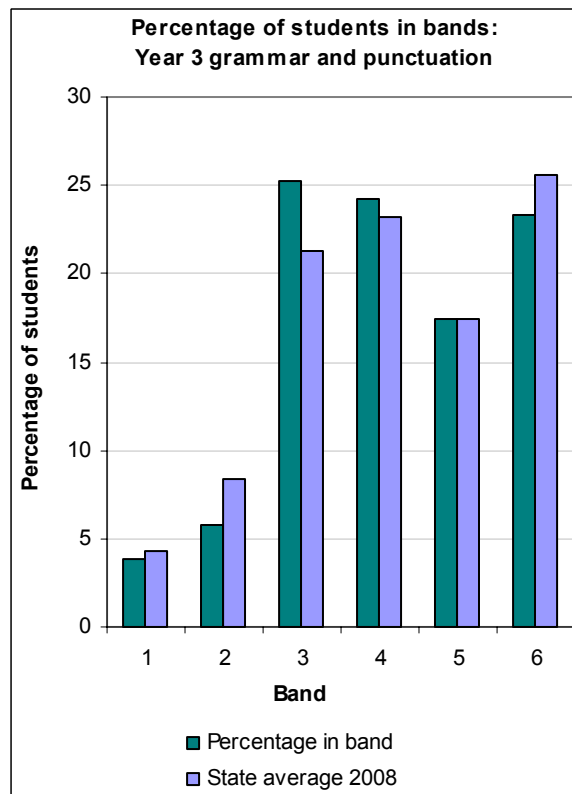
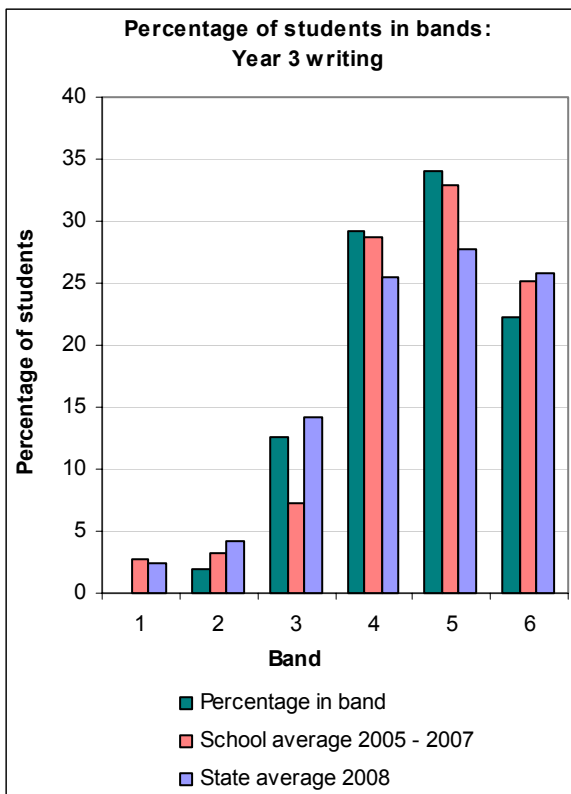
The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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

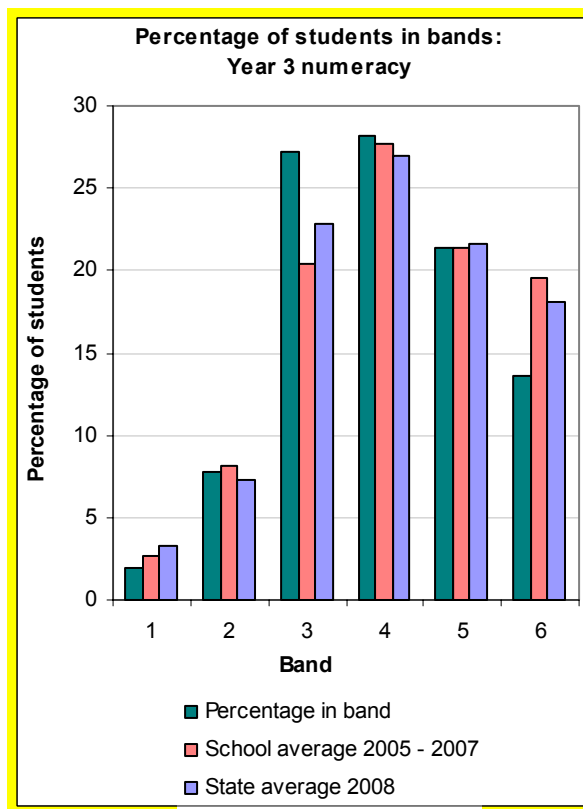
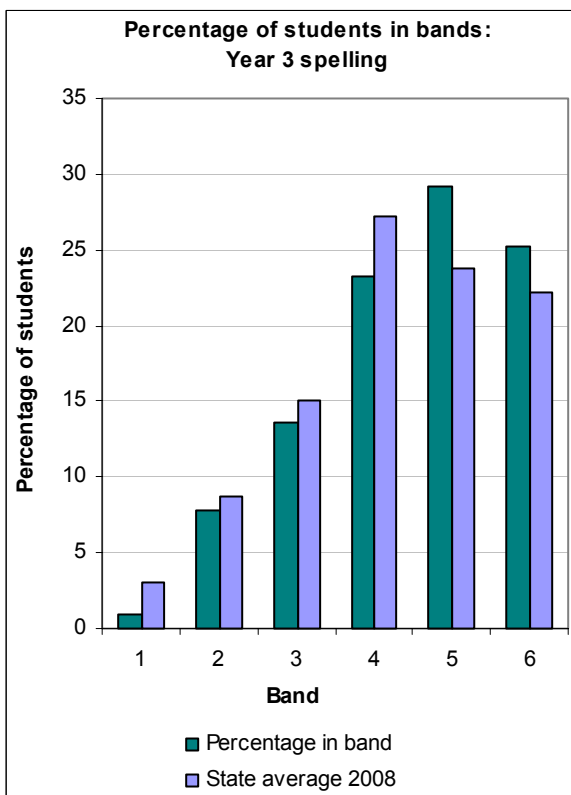
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy – NAPLAN Year 3



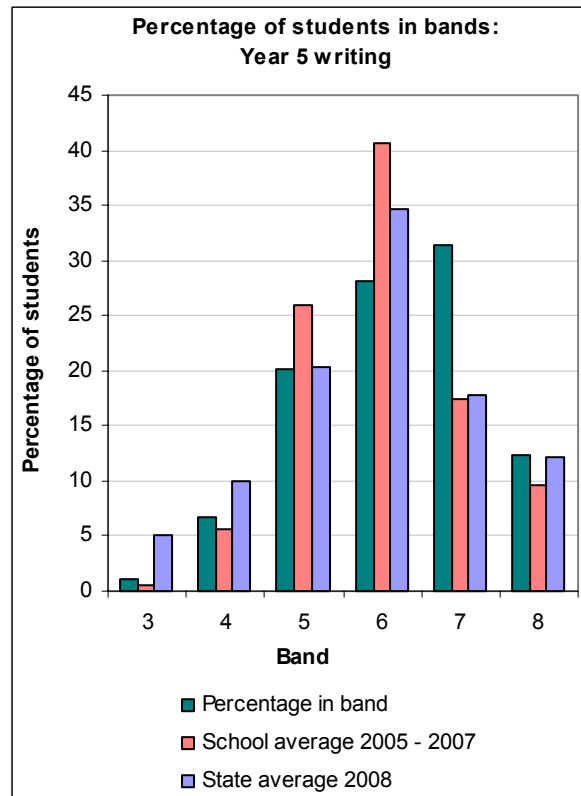


Numeracy – NAPLAN Year 3

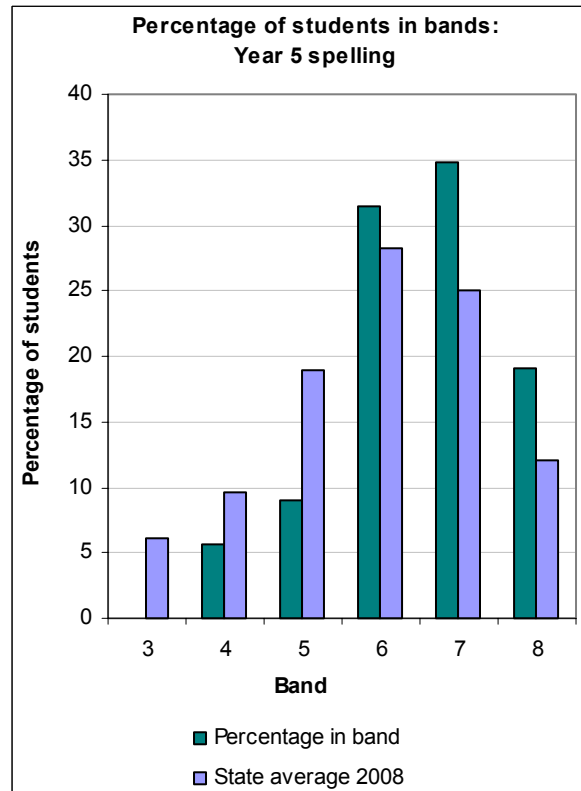
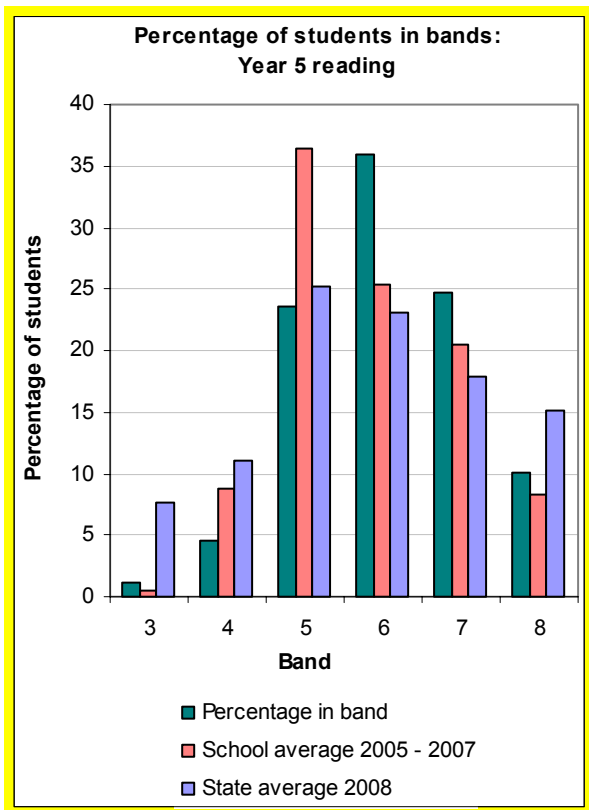


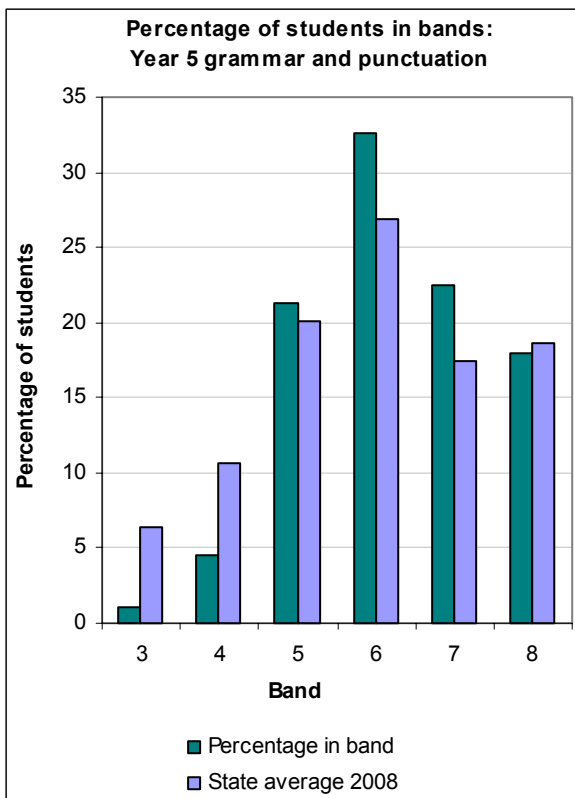


Illustrator Kim Gamble and author Lisa Shanahan (pictured) visited the school during Book Week. Students and adults were captivated and inspired by their presentations.



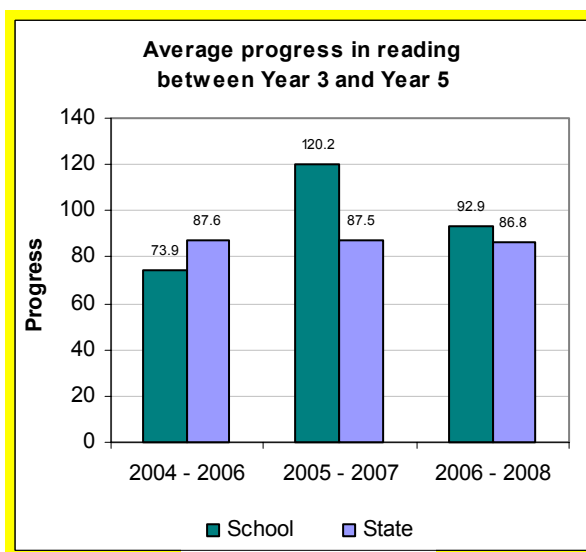
Literacy – NAPLAN Year 5



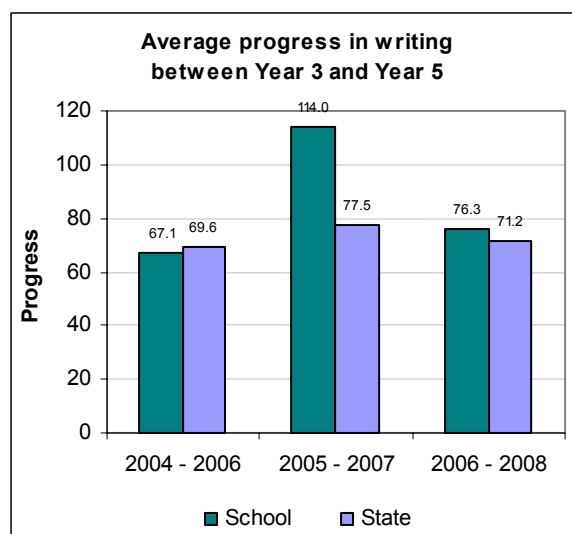
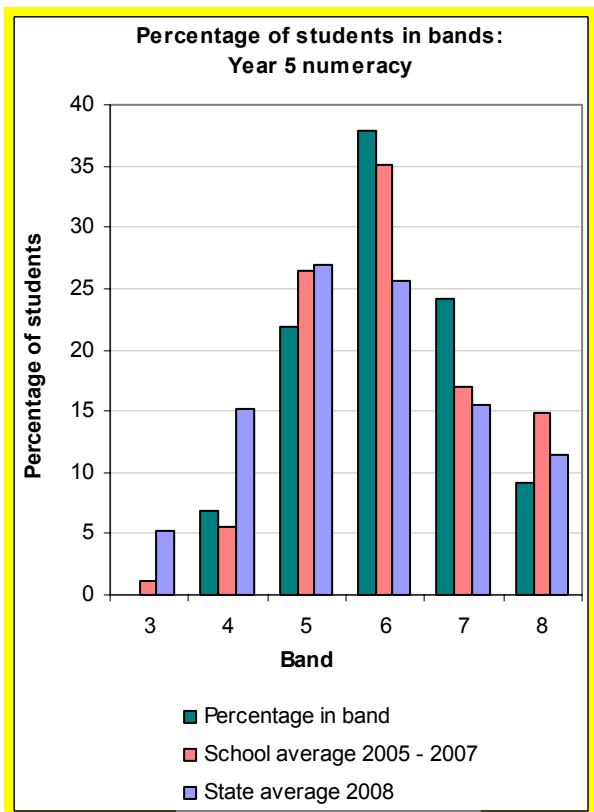


Our Science Fun Day was a great opportunity for students to explore, investigate, design and make.

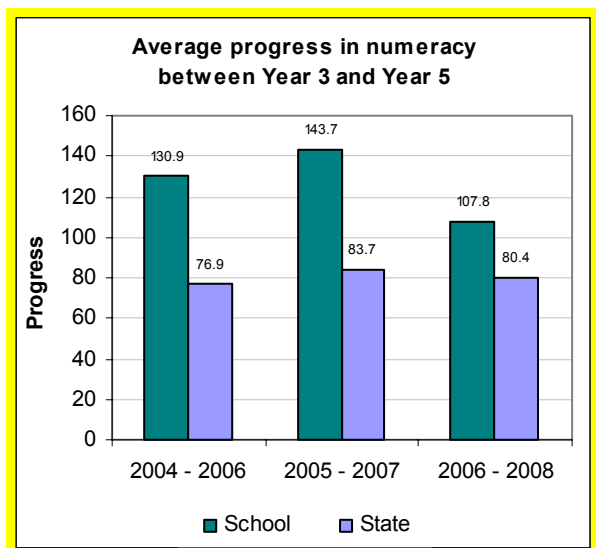
Progress in literacy



Numeracy – NAPLAN Year 5



Progress in numeracy



Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students achieving at and above minimum standard in 2008	
Reading	97
Writing	100
Spelling	98
Punctuation and grammar	95
Numeracy	98

Percentage of Year 5 students achieving at and above minimum standard	
Reading	98
Writing	98
Spelling	99
Punctuation and grammar	98
Numeracy	99

Significant programs and initiatives

Aboriginal education

Aboriginal Education still continues to form an integral part of the school's curriculum, not only through the Human Society and its Environment program but through other Key Learning Areas such as Creative Arts.

In 2008, the school:

- provided all students K-6 with programs focusing on Aboriginal history, social, artistic and sporting achievements;
- promoted discussion with students regarding the National Apology; and
- continued our involvement in a network of schools in the Hills area who will be involved in developing individualised learning plans for indigenous students.

Multicultural education

Caddies Creek maintains focus on multicultural education across the curriculum by providing programs and activities that develop knowledge, skills, values and attitudes required by Australia's culturally diverse society.

In 2008:

- students examined the cultural diversity of different countries and different religious beliefs as part of their study in HSIE;
- guest speakers from the "Together for Humanity" Foundation came to the school and spoke with students about tolerance and stereotyping individuals based on looks, religion etc;
- the school provided interpreter services during parent/teacher meetings;
- the English as a Second Language (ESL) teacher developed and implemented programs to cater for the specific needs of students from non-English speaking backgrounds; and
- the ESL teacher conducted a parent information forum.

Note: In 2009 Caddies Creek has been informed it will have two fulltime ESL teacher positions due to the increasing number of students from a non – English speaking background.

Respect and responsibility

In 2008 Caddies Creek Public School continued to implement measures to promote respect and responsibility such as community and student citizenship awards, the peer support program, the work of the Student Representative Council and our Student Conduct Code.

In September Steve "The Puppet Man" Chard visited the school to give a performance targeted at the learning areas of anti-bullying, respect and responsibility.



Steve Chard was a big hit with the children and adults!

Environmental Education

2008 saw the addition of a significant piece of infrastructure within the school - The installation of rainwater tanks. In light of the rising cost of recycled water, the school took advantage of the Green Vouchers for Schools program and organised for rainwater tanks at various sites around the school to assist mainly with irrigation. This not only has helped the environment, but also provided a good role model for the school community. (See picture below)



Progress on 2008 targets

Target 1

To increase literacy performance for students K-6

Our achievements include:

- Achievement of growth well above the state average in NAPLAN,
- In Years 3 and 5, less students in the lower bands than the state average,
- Teachers K-6 implementing an uninterrupted daily literacy block,
- Staff professional learning has occurred, with staff embedding the Quality Teaching elements into their literacy programs,
- Opportunities have been given for staff to collaboratively plan and program quality units of work in literacy, while engaging in professional dialogue centred around the Quality Teaching elements
- Participation in the inaugural Blacktown Learning Community Oral Reading and Public Speaking Competition. Caddies Creek's Yr 6 representative, Mia Bates, won her section of the competition.

Target 2

To improve student outcomes in numeracy K-6.

Our achievements include:

- Teacher professional learning in Mathematics in 2008 involved embedding Quality Teaching (QT) elements into teaching strategies and teachers' programs. Teachers worked in teams to share programming and teaching strategies, incorporating at least one element of QT as part of their programming.
- Fortnightly stage meetings have had a focus on consistency of teacher judgement. Increased use of mathematical terminology has led to a greater shared knowledge of strategies and assessment criteria.
- Teachers have indicated that they would like further resources for senior gifted and talented students, and also support for K-2 students in the absence of text books in K-2 have been highlighted by staff as necessary for 2009.

- 2007 – Percentage of Year 3 students in Bands 3 and above – 89%
- 2008 – Percentage of Year 3 students in Bands 3 and above – 90%
- 2007 – Percentage of Year 5 students in Bands 4,5,6 and above – 95%
- 2008 – Percentage of Year 5 students in Bands 5 and above – 93%

Target 3

To improve student knowledge and understanding of HSIE mandatory content relevant to their stage of knowledge.

Our achievements include:

- A revised scope and sequence reflecting outcomes and mandatory content is completed and ready to be trialled by teachers in 2009
- A variety of outcomes based units of work has been compiled and made available to teachers
- Resources in the Library have been updated allowing easier access for teachers
- Work samples, from the new scope and sequence, to be used for moderation and as exemplars will be collected in 2009
- Teachers have increased knowledge of syllabus and mandatory content as a result of professional learning and dialogue.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Leadership and Creative and Practical Arts.

Educational and management practice

Leadership

Background

The school decided to evaluate teaching across Caddies Creek and determine the satisfaction of our school community with practices within the school. Parents, teachers and Stage 3 students were surveyed about teaching utilising the Schoolmap management surveys.

Findings and conclusions

- 95% of students felt that the school leaders valued the contribution of groups
- 90% of students indicated that they felt school leaders were open to new ideas.
- 98% of parents felt school leaders understand the school and get the best from staff and students
- 86% of parents felt that staff, parents and students are encouraged to take leadership roles at the school.
- 92% of staff felt that the school involves all groups within the school community in deciding what it is aiming to achieve

Future directions

Overall, parents, students and staff are very satisfied with the leadership at Caddies Creek. However, further development of leadership roles within the school and its community will be a focus for 2009.

Curriculum

Creative and Practical Arts

Background

Creative and Practical Arts (CAPA) is a valued Key Learning Area at Caddies Creek. Much has been done in recent years to support the teaching of CAPA and student participation in extra curricular activities. Surveys were conducted to establish where successes were being achieved and where improvement was required in the teaching and learning of this Key Learning Area. All classroom teachers, parents and Stage 3 students received surveys. Of those given, 29 staff, 67 parents and 148 students completed them.

Findings and conclusions

- 99% of parents agree that Creative Arts is an important Key Learning Area for students;
- Of those surveyed, the majority of parents agreed that their child was developing skills in Visual Arts and Music more than Dance and Drama;
- Students indicated that the most popular subject in Creative Arts was Visual Arts (43%), followed by Drama (34%), Music (17%) and Drama (16%);
- 50% of the teaching staff would like more access to Training and Development across all areas of Creative Arts, at school and District level;

- Parents would like to see more performance opportunities for their students – in the form of plays, concerts and visiting performances; and
- Students would like more opportunities to play a wider variety of musical instruments and be exposed to dramatic scripts to perform plays.

Future directions

- Purchasing and providing staff members with greater access to a wider selection of Visual Arts resources in their classrooms;
- Creating more training and development opportunities across all strands in Creative Arts for staff development;
- Utilising staff expertise for team teaching purposes and increasing staff resources and training and development for Music, Drama and Dance; and
- Offering greater feedback to students about how they are progressing in all areas of Creative Arts.

A vacant classroom teacher position has become available at Caddies Creek, and the school will ask that the appointed teacher have experience in dance.

Professional learning

Professional Learning is an integral part of each staff member's professional development. All teachers participated in professional learning activities throughout 2008.

Some of the training activities staff attended in 2008 included:

- the continued training of Kindergarten and Year 1 teachers in the THRASS program;
- staff development days child protection, Quality Teaching and its links with the curriculum,
- Continued training on assessment and reporting in the A to E student reports and consistency of teacher judgement;
- stage planning meetings; and
- Key Learning Area inservices.

In Term 2 staff development day, staff from Caddies Creek, along with other schools in the Blacktown Learning Community, attended a lecture and workshop with John Joseph, known as "The Brain Man". He provided further insight into

how we learn and how we can assist students at all levels of development.

School development 2009 – 2011

The three year plan for 2009-2011 was developed in collaboration with staff and members of the parent community. It defines the steps we will take to improve outcomes for all students.

Detailed analysis of student performance data in combination with information from school based evaluations led to the formation of the following targets for 2009:

Targets for 2009

Target 1 Improved learning outcomes in reading comprehension and the establishment of baseline data.

Strategies to achieve this target include:

- Collection of baseline data using standardised tests, school based assessments, running records and NAPLAN results.
- Analysis of baseline data to ascertain the students' skill levels and appropriate instruction.
- Professional learning to enhance teachers' questioning techniques both oral and written.
- Acquisition of appropriate resources to teach and assess reading comprehension.
- Teaching programs which include challenging literature, explicit reading outcomes and questions that focus on *Bloom's Taxonomy/higher order thinking* e.g. knowledge, comprehension, application, analysis, synthesis and evaluation.

Our success will be measured by:

- Student performance in NAPLAN Literacy skill bands 5-6 in Year 3 to 63% from the 06-08 av of 58%
- NAPLAN results indicate that inferential comprehension questions are at or above state level
- Teacher programs show evidence of quality teaching practices and the inclusion of higher order thinking strategies to address reading comprehension.

Target 2

To improve student outcomes in data, especially in reading graphs, tables and diagrams.

Strategies to achieve this target include:

- Professional learning, based on the Quality Teaching model and embedding the Working Mathematically strand, in the use of appropriate terminology and strategies as set out in the syllabus,
- A whole school focus on Data, and the sharing of strategies teachers use to explicitly teach and program for the compilation and analysis of data,
- The accumulation of a wide range of resources designed to support the teaching of data in line with syllabus outcomes

Our success will be measured by:

- NAPLAN results indicate that students are either at or above the state average in 60% of questions involving data (20% in 2008)
- Increased staff knowledge and confidence in teaching data K-6
- An increase in the percentage of students achieving the top 2 bands in overall numeracy
Year 3: from three year average of 47% (2006, 2007, 2008) to 55%
Year 5: from three year average of 59% (2006, 2007, 2008) to 65%

Target 3

To enhance quality teaching and learning through the effective use of Interactive Whiteboards.

Strategies to achieve this target include:

- Providing increased opportunities for staff and students to use Interactive Whiteboards;
- Facilitating a range of professional learning activities focused on the integration of Interactive Whiteboards into teaching and learning; and
- Effectively providing and maintaining software and hardware resources.

Our success will be measured by:

- Increased effective use of interactive classroom technologies;
- Increased teacher participation in professional learning relating to information and communication technologies; and
- Evidence that students are being offered more interactive opportunities and are more engaged in learning.

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.

Phil Nash - Principal

David Beggs – Deputy Principal

Narelle Sarkozi – Deputy Principal

Martine Balcombe – P&C President

Anthony Moyes – Classroom Teacher

Michelle Lark – Classroom Teacher

Peter Lehner – Assistant Principal

Jill Solaese – Assistant Principal

School Contact Information

Caddies Creek Public School

Currawong St and Glenwood Park Drive,
Glenwood 2768

Ph: 8814 5916

Fax: 8814 5918

Email: caddiescrk-p.school@det.nsw.edu.au

Web: <http://www.caddiescrk-p.schools.nsw.edu.au>

School Code: 4615

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<http://www.schools.nsw.edu.au/asr>