Croydon Public School
Annual School Report
2012
Messages

Principal’s message

It is with great pleasure that I present the Croydon Public School Annual School Report for 2012, my first as Principal of the school.

The staff at Croydon Public School support and promote excellence in education through providing engaging and enriching learning experiences across all areas of the curriculum. We value the partnerships we have with parents and the community that lead to better learning and social outcomes for all students.

The 2012 school year saw the start of a leadership transition at the school with the departure of Mr Greg Lee, the school’s long serving Deputy Principal and also Relieving Principal for much of 2011/12 and also Mr Greg Weeks who for 11 years served as part of the school’s executive team. The contribution of both these committed staff needs to be acknowledged and on behalf of the school community I would like to thank them for their outstanding service to Croydon Public School.

The coming year will be a busy time at Croydon Public School. Both State and Federal Governments have a significant reform agenda that will be implemented in schools including the Australian Curriculum and Local Schools, Local Decisions. I am looking forward to working with the Croydon Public School community to implement these initiatives and to further build on our strengths so that Croydon’s students have the best opportunities to succeed in their learning.

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.

Mark Barraket
Principal

P & C message

The Croydon Public School P&C Association is a cohesive, dynamic and proactive group of parents. It is overseen by an executive committee and works in direct collaboration with the students, the school principal and executive staff.

The P&C raise approximately $60,000 per year for the school. A large proportion of this money is raised via the P&C operated Canteen and Uniform Shop. There are also designated fundraising and social activities held throughout the year, such as the Mother’s Day stall and the Twilight Christmas Markets. The funds raised supplement classroom resources with a specific focus this year on improving the gardens and grounds of the school. The P&C funded the much needed resurfacing of the netball court and returfed the oval on the upper playground.

The P&C received funding from the NSW Eco Schools for expansion of the vegetable garden in the lower playground. This project had planned to provide a sensory garden and large vegetable garden for the students. Once the gardens were established, our modest aims were quickly revised due to the high level of interest from the children and their teachers. The P&C continued to allocate funds to further expand the gardens as the enthusiasm increased. Currently, there are twelve plots with classes regularly enjoying outdoor lessons - learning about all aspects of gardening and environmental science. Special thanks go to Mr Steven Walker for his leadership and commitment to this project.

The P&C also established the Multililt Reading Program at CPS in 2012. This involves intensive reading sessions for children who need additional help with decoding and learning sight words. The benefits of this program are obvious and the P&C has increased funding for the 2013 school year to enable more participants to join this worthwhile project.

The P&C has also been instrumental in working with local government to improve safety on the streets surrounding the school. We have lobbied for a new pedestrian crossing in Queen Street and an additional pedestrian crossing directly out the front of the school.

Mrs Meredith Fannelli, P&C President
Student representative’s message

This year has been a very successful year for the SRC.

Students identified the need to keep the playground tidy. With the help of fundraisers we have been able to purchase tongs to help keep the school clean. We also purchased head phones for each classroom, the computer room and Stage 3 laptops, which was also requested by students.

With the help and support of students, teachers and the school community an ice block and mufti day was held in Term 4 raising almost $1000 for Stewart House.

The money remaining will be distributed to Stage 2 in 2013 to buy new resources.

Stephanie Year 5 Representative

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

Croydon Public School had 663 students at the time of the enrolment census. Enrolments continued to increase throughout the year.

![Enrolments graph]

Student attendance profile

Attendance data indicates a small decline in the average attendance rate of students at the school. This is possibly due to the number of families taking short term holidays during the year and also to an increase in the number of students referred to the Home School Liaison Program.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
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<th>2012</th>
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<td>95.3</td>
<td>95.0</td>
<td>95.6</td>
<td>94.7</td>
</tr>
</tbody>
</table>

Management of non-attendance

Students at Croydon Public School regularly attend. Parents are reminded to submit written notice for any absence.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
<td>2</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
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<tr>
<td>Primary Part-Time Teacher</td>
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<tr>
<td>Counsellor</td>
<td>.4</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>4.262</td>
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<tr>
<td>Total</td>
<td>37.738</td>
</tr>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

2.5% of staff at Croydon Public School identify as being Indigenous.
Staff retention
At the end of 2012 Croydon Public School farewelled two long serving members of the executive team, Mr Greg Lee and Mr Greg Weeks.

Mr Lee worked at the school for 9 years as the Deputy Principal and Relieving Principal. Mr Lee is currently on leave before he commences his retirement.

Mr Weeks worked at Croydon PS for 11 years as the Assistant Principal and Relieving Deputy Principal. Mr Weeks has accepted a promotion position at Newington Public School.

Both teachers made a significant contribution to the school and will be missed by the whole school community.

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>
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<tr>
<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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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.

Date of financial summary  30/11/2012

Income
- Balance brought forward  189480.82
- Global funds  306639.25
- Tied funds  163054.93
- School & community sources  352877.03
- Interest  12173.92
- Trust receipts  17509.05
- Canteen  0.00
- Total income  1041735.00

Expenditure
- Teaching & learning
  - Key learning areas  51506.16
  - Excursions  138034.38
  - Extracurricular dissections  158864.59
- Library  10022.68
- Training & development  3574.00
- Tied funds  157909.51
- Casual relief teachers  61140.81
- Administration & office  60942.02
- School-operated canteen  0.00
- Utilities  71574.80
- Maintenance  37079.42
- Trust accounts  17449.03
- Capital programs  0.00
- Total expenditure  768097.40

Balance carried forward  273637.60

From the balance carried forward the school has allocated $50 000 towards a technology upgrade and $30 000 for staff professional learning to support the implementation of the new English Syllabus and the Best Start initiative.

A full copy of the school’s 2012 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.

Kindergarten excursion to the farm
School performance 2012

Achievements

Arts
The performing arts program continued to have strong support during 2012. The school’s choirs continued to grow with both the Senior and Junior Choirs performing at several school functions throughout the year including the Croydon Musical Evening held in December. The String Ensemble and Recorder group participated in the Festival of Instrumental Music, performing as part of the Banksia Concert at the Sydney Opera House. Our Senior Band and Training Band both participated in the Big Gig at Homebush and both bands were awarded gold medals at the Engadine Music Festival. The band was also involved in an exchange program with Dubbo Christian School where Croydon PS hosted students from Dubbo for three days. The visiting students joined with Croydon students in a series of workshops culminating in a performance for parents. Visual arts focused on preparing a series of artworks for our annual K–6 art exhibition. Classes 1W and 4D participated in the Koori Art Expressions initiative and were selected to exhibit their artwork at the Powerhouse Museum. The drama program was successfully implemented across the school, culminating with the ‘Best of Croydon’ performance at the end of the year. A major highlight for our students was the Year 5 musical ‘Mawson’ retelling the adventures of Douglas Mawson in Antarctica, written and directed by Jeff Bonnor. The musical was presented over two evenings and was well received by audiences.

Sport
Croydon Public School has a strong sporting culture. All students participated in a range of sport and P.E activities, including a visiting gymnastics program. We have seventeen PSSA teams participating in the local inter-school competitions. Our students participated in school, district and state sporting carnivals. James from Yr 6 attended the Interstate Track & Field Championship in Adelaide from Friday 23 November until 27 November. James won Gold in the 4x100m relay, 100m sprint and silver in the 200m. James also attended the State Athletics Carnival, winning both the 100m and 200m final. Other notable achievements include Keiko and Claudia from Year 6 who participated in the Girls State Cricket Team. Tori from year 6 was selected in the state girls soccer team while Chloe was selected in regional girls softball team.

Academic
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.
Significant programs and initiatives

Aboriginal education

In 2013 our Indigenous students proudly led our NAIDOC celebrations and our whole school assembly. Students welcomed Aunty Fay Carroll who spoke to them about what NAIDOC week means to her. Throughout the year classes integrated Aboriginal perspectives in to their learning by participating in a range of activities linked primarily to HSIE units. Two classes took part in Koori Art Expressions learning about Aboriginal art both traditional and modern, then creating artworks which were selected for display at The Powerhouse Museum during December and January.

Multicultural education

Croydon Public School implements a range of culturally inclusive curriculum initiatives. Harmony Day is celebrated annually and there is a strong emphasis on encouraging cultural diversity throughout the curriculum.

The school has two full time English as a Second Language Teachers who provide support to students who are acquiring English language skills.

Students from Years 5 & 6 also participated in an excursion to Korea to visit our sister school, Jeong-eup Seo Elementary School. A reciprocal visit occurred in October when students from Jeong-eup Seo visited Croydon PS.

An afterschool Japanese language program is run by a parent and is well supported by students.

Progress on 2012 targets

Staff at the school have revised the targets for 2013 and 2014 to ensure that they are SMART (Specific, Measurable, Attainable, Relevant and Time bound) targets.

Target 1

70% of Year 3 students and 52% of Year 5 students reach proficiency level (the top two bands) in NAPLAN literacy tests.

Our achievements include:

- 78% of children in Year 3 achieved proficiency in NAPLAN reading
- 50% of children in Year 5 achieved proficiency in NAPLAN reading
- 81% of children in Year 3 achieved proficiency in NAPLAN spelling
- 53% of children in Year 5 achieved proficiency in NAPLAN grammar and punctuation

Target 2

67% of Year 3 students and 62% of Year 5 students reach proficiency level (the top two bands) in NAPLAN numeracy tests.

Our achievements include:

- 66% of children in Year 3 achieved proficiency in NAPLAN numeracy
- 65% of children in Year 5 achieved proficiency in NAPLAN numeracy

Target 3

75% of students make expected growth in NAPLAN literacy and numeracy tests from Years 3-5 and Years 5-7.

Our achievements include:

- 59.9% of Year 5 students had greater than or equal to the expected growth in NAPLAN Reading.
- 61.5% of Year 7 students had greater than or equal to the expected growth in NAPLAN Reading.
- 59.9% of Year 5 students had greater than or equal to the expected growth in NAPLAN Reading.

Happy, engaged learners
• 76.6% of Year 5 students had greater than or equal to the expected growth in NAPLAN Numeracy.

• 73.7% of Year 7 students had greater than or equal to the expected growth in NAPLAN Numeracy.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of the teaching and learning of Literacy at the school.

Background

The school has identified the teaching of Literacy as a priority area for the 2012 – 2014 School Plan. Students, staff and parents were surveyed to determine their understanding of school programs in this area and to determine the effectiveness of these programs.

Findings and conclusions

Close to 50% of parents feel that teachers almost always support and guide students to improve their skills in literacy with a further 34% saying this occurs usually. This is a positive result which indicates that a majority of parents are satisfied with the support given to students in literacy.

Close to 25% of parents are unsure if teachers explain the steps of literacy activities clearly indicating that the school need to share greater information with parents about the teaching of Literacy at Croydon PS.

Just over 76% of staff believe students are involved in a range of literacy activities e.g. guided, modelled and independent, while 90% of staff believe that the school sets high expectations for student achievement in Literacy.

85% of students state that usually or almost always high expectations are set for student achievement in literacy.

41% of students stated that they are almost always involved in a range of literacy activities that includes the use of computers with approximately 20% of students saying this occurs sometimes or rarely. This indicates that the school has some work to do in engaging students in literacy activities through using technology.

Future directions

To support the achievement of Literacy outcomes for students the school will look at several strategies including:

• Providing all staff with professional learning on the K-6 Literacy Continuum and how to use this as a teaching and learning tool.

• Begin the implementation of the new K-6 English Syllabus.

• Provide professional learning for staff in the use of ICT with a focus on using this to engage students in learning.

• Examine strategies to better inform parents about learning programs at the school.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

A small selection of responses are presented below.

From the students:

“Croydon Public School is a good school and I like it a lot!”

“The school need more rewards for academic achievements.”

“The school has helped me in all aspects, more than my old school did. All the teachers encourage us to do our best and have fun.”
“I think the school needs much much more environmental monitors so we can save our planet and our school will be clean. I am very proud to be in this marvellous school.”

“The school makes learning more fun by upgrading and buying new technology.”

“This place needs more tech.”

“Too much homework too many projects.”

“I would like more performing arts programs.

“This is fun and our school is fun and awesome.”
From the staff:

“A more open, consultative approach to decision-making is required at CPS and also more innovative ways of implementing programs moving forward into 2013 and beyond.”

“I believe high standards and high expectations are the norm at Croydon and high quality education is delivered.”

From the parents:

“My daughter started kindy this year and Croydon PS most definitely brought out the best in my daughter and I’m always very proud when I tell everyone that she goes to Croydon Public School.”

“The school seems to be on top of the requirements for literacy/numeracy, but we would like to see more done in the area of creative arts, so that students have a balance in their learning and experience. In particular, a music education programme which exposes all students to the rudiments of music, and gives them the tools to assist other learning, and also give them an outlet for feelings and communication. While we are proud of CPS, we want it to always be open to change and improvement, and for it think outside the square.”

“We are generally very happy with the school. The teachers know the children and there is a culture of care and responsiveness. I wouldn’t complain if there was a little more curricular music and a little less Maths, but you are the professionals who have to make the call on this.”

“I am very happy with Croydon Public School, I have been fortunate to have excellent teachers for my daughter and having Coscare on site makes a huge difference for my working family.”

“investigate what ‘differentiation’ means in teaching and learning; stop catering only for the average student and open minds to how to engage ALL learners.”

“Most of the staff are great teachers. The standard of the school is excellent.”

Professional learning

Throughout 2012 staff at Croydon Public School participated in the mandatory anaphylaxis, online emergency care and child protection professional learning modules.

Staff also participated in professional learning regarding using technology to support teaching and learning.

Several staff participated in professional learning in Best Start. This training will be implemented for all K-2 staff in 2013.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 - Literacy

Outcome for 2012–2014

Increased levels of Literacy achievement for every student from Kindergarten to Year 6

2013 Targets to achieve this outcome include:

- Increase the percentage of Year 3 students achieving proficiency in NAPLAN reading from 78% (2012) to 83% (2013).
- Increase the percentage of Year 5 students achieving proficiency in NAPLAN reading from 50% (2012) to 55%
School priority 2 - Numeracy

Outcome for 2012–2014

*Increased levels of Numeracy achievement for every student from Kindergarten to Year 6*

2013 Targets to achieve this outcome include:

- Increase the percentage of Year 3 students achieving proficiency in NAPLAN numeracy from 66% (2012) to 71% (2013).
- Increase the percentage of Year 5 students achieving proficiency in NAPLAN numeracy from 32% (2012) to 37% (2013).
- To increase the number of Year 5 students making expected growth in NAPLAN numeracy from 76.6% (2012) to 81.6% (2013).
- Decrease the percentage of Year 3 students achieving in the lowest three bands in NAPLAN numeracy by from 9.4% (2012) to 7.4% (2013).
- Decrease the percentage of Year 5 students achieving in the lowest three bands in NAPLAN numeracy by from 16.7% (2012) to 12.7% (2013).
- Increase the percentage of Year 7 students achieving proficiency in NAPLAN numeracy from 65% (2012) to 70% (2013).

Strategies to achieve these targets include:

- Provide opportunities for students to participate in the Maths Olympiad and UNSW competitions.
- Provide professional learning for staff in the use of the K-6 Numeracy Continuum.
- Provide professional learning for K-2 staff on Best Start.

School priority 2 - Numeracy

Outcome for 2012–2014

*Increased levels of Numeracy achievement for every student from Kindergarten to Year 6*

2013 Targets to achieve this outcome include:

- Increase the percentage of Year 3 students achieving proficiency in NAPLAN numeracy from 66% (2012) to 71% (2013).
- Increase the percentage of Year 5 students achieving proficiency in NAPLAN numeracy from 32% (2012) to 37% (2013).
- To increase the number of Year 5 students making expected growth in NAPLAN numeracy from 76.6% (2012) to 81.6% (2013).
- Decrease the percentage of Year 3 students achieving in the lowest three bands in NAPLAN numeracy by from 9.4% (2012) to 7.4% (2013).
- Decrease the percentage of Year 5 students achieving in the lowest three bands in NAPLAN numeracy by from 16.7% (2012) to 12.7% (2013).
- Increase the percentage of Year 7 students achieving proficiency in NAPLAN numeracy from 65% (2012) to 70% (2013).

Strategies to achieve these targets include:

- Delivering professional learning for teachers in the use of the K-6 Literacy continuum
- Delivering professional learning for K-2 teachers in the use of the Best Start framework
- Continue graded reading groups in K-2, refine and maintain graded literacy groups in Years 3-6 using fluid and flexible groupings.
- Collaborative planning within stages to share resources and teaching practices.
School priority 3 – Curriculum & Assessment

Outcome for 2012–2014

The implementation of a broad, inclusive and relevant curriculum.

2013 Targets to achieve this outcome include:

- All K-2 staff participate in professional learning using the Best Start framework to support teaching and learning in Literacy.
- All staff participate in professional learning to become familiar with the NSW K-6 English Syllabus.

Strategies to achieve these targets include:

- Staff participate in professional learning to become familiar with the new Board of Studies English Syllabus including:
  1. Viewing online video content provided by DEC and the BOS to provide an overview of the syllabus
  2. Viewing online video content provided by DEC and the BOS to explain the structure, assessment advice and programming tools of the new syllabus
- All teaching staff complete the online learning course Teaching for the New Curriculum

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.

Mark Barraket - Principal
Susan Morrissey – Assistant Principal
Helen Gratsounas – Relieving Assistant Principal
Lisa Wright – Aboriginal Education Coordinator
Mrs Meredith Fannelli – P&C President

School contact information

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Web: www.croydon-p.schools.nsw.edu.au
School Code: 7411

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