

# Caringbah North Public School

## Annual Report



2016



3972

## Introduction

The Annual Report for 2016 is provided to the community of Caringbah North Public School as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### Message from the Principal

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by the school to create high-quality learning experiences. Firstly, we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve their personal best in all that they do. Secondly, our students are a passionate and motivated group of young people who are keen to learn and participate in the range of educational opportunities provided for them at the school. Thirdly, Caringbah North Public School enjoys tremendous support from our parent body and local community.

A snapshot of some of our key achievements in 2016 include:

- Continued strong results in all areas of the curriculum with continued support for our gifted and talented students.
- Six students gaining entry into the OC class from Caringbah North PS
- 90% OC students gaining places in selective high schools for 2017
- Outstanding performances in all areas of the performing arts including two school bands, two choirs and three dance groups participating in a range of opportunities.
- Enhanced opportunities for non PSSA sport including gymnastics, lawn bowls, dance, swimming and fitness.
- Launch of Positive Behaviour for Learning (PBL) program
- Improvements to classroom with painting, new furniture and increased access to technology.
- Improved communication between home and school with the introduction of NewsLink and CaringBuzz
- A breakfast for Dads followed by Dads on Duty in classrooms.

I certify that the information provided in this report is the result of a rigorous school self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas for development.

**Sharon Tollis**

**Principal**



## Message from the school community

### Presidents Report 2016

Our P&C has had another fantastic year. Many events have been coordinated and executed by our team, once again with amazing efficiency.

2016 has seen another fantastic Walkathon, raising over \$14 000 for our school, and with the Trivia Night, Cake Stalls, Raffles, Fathers Day/Mothers Day stalls, as well as Paver Sales, Gingerbread Houses, Celebration Night, we have managed to raise approximately \$30 000 in total for our school.

The Uniform Shop has had another successful year, raising approximately \$9,500. Stock handling was amended in 2016 to make the running of the store more efficient with stock more readily available for parents. This has resulted in a slight decrease in profit in the short term; however, this will be balanced out in 2017. All stock has had price adjustments to ensure we are covering our costs, whilst remaining price competitive. We have seen the introduction of an Eftpos facility that has been very popular amongst families and a decrease in Flexischool, making it a quicker sale process.

The Lunch Box (canteen) has had mixed results throughout 2016. Whilst menu changes have been immensely popular with our students, the lack of parent volunteers has made it difficult for the P&C to manage. Our Canteen Manager has been exceptional throughout 2016; however, without parental support, we are unable to continue to offer the service in its present format. We are looking at alternatives for 2017. Profit for the canteen in 2016 was \$15,900.

Thanks to the efforts of all involved, the 2016 P&C have been able to support our school with the donation of \$5000 for PSSA sport equipment, \$7000 for outdoor tables and chairs, \$1500 for a Lego Space in The Centre, \$8000 for new Lexile Reading materials, \$3000 for class novels (Stage 2) and \$2000 for new K–2 Readers. The P&C have also applied for a Community Grant to put towards structural improvements within our school.

Thank you to the executive team, all volunteers, the staff at CNPS as well as all the students and their families for supporting our P&C in 2016. We look forward to another fantastic year in 2017!

**Danielle Barry**

**P&C President**

## School background

### School vision statement

Quality Teaching, Quality Learning, Quality People for the 21st century

### School context

Caringbah North Public School, with an enrolment of 555 students, is situated in the southern suburbs of Sydney. The school has two Opportunity Classes, for gifted and talented students, providing an enriched and extended curriculum. 26% of the students are from an English as an Additional Language/Dialect (EAL/D) background.

The school vision is: Quality Teaching, Quality Learning, Quality People for the 21st century.

The school delivers 21st century learning focused on developing effective communicators who are collaborative, creative and critical thinkers. Developing high level skills in literacy and numeracy, with a commitment to focus on the individual needs of students, is a school priority. The school is committed to whole school practices that foster student wellbeing and promotes inclusive community partnerships. Student leadership is fostered, along with a pro-active approach to student wellbeing and 'positive behaviour for learning' (PBL).

The school provides many opportunities for additional educational experiences to cater for all aspects of child development including band, dance, choir, chess, debating, public speaking, and representative sport.

The school has a committed and enthusiastic staff and fosters strong parent and community partnerships.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. School Excellence Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### Learning Domain

The introduction of **Positive Behaviour for Learning (PBL)** has led to the development of a behaviour management framework fostering a positive and productive learning culture among staff and students. The **Personalised Learning** project has had a positive impact on students with learning needs delivering individual learning plans and increased communication with parents. Professional learning has focused on assessment for learning and more detailed reporting to parents. The **Australian Curriculum project** has continued to refine the school scope and sequence for history, geography, science and English to ensure that there is a consistent approach across the school and that the general capabilities are embedded in all learning. Progress against the **Assessment and Feedback** milestones resulted in strengthened teacher understanding of the learning progressions and strategies to support further academic progress. Teachers are now demonstrating improved tracking of student performance and growth and using this data to inform their planning. All the milestones in the **Information Technology** project were achieved, providing increased platforms to deliver flexible learning.

Future directions in this domain include embedding Positive Behaviour for Learning, improving value-added results for all students by strengthening classroom practice in English and mathematics, building on our commitment to enhance student learning with new technologies, focusing on targeted student feedback and formative assessment practices and analysing internal and external data more comprehensively and systematically.

#### Teaching Domain

The major focus in the domain of **Teaching** has been to increase collaborative practice for staff members through developing a culture of classroom observations, reflections and feedback. This has been in a range of areas including the use of technology for learning, analysis of data to inform decision-making and the development of expertise in literacy and numeracy programs. Importantly, staff are developing their own evidence-based practice through their reflections and evaluations of collective work. Through the **Assessment** project, staff are developing the skills to analyse data to monitor student learning progress and to identify skill gaps for improvement. Data Circles were introduced as a collaborative practice to review data regularly and to collectively share strategies to improve student learning. Staff have engaged in professional learning on the Quality Teaching Framework, 21st Century capabilities and research into what

works best in schools to improve classroom pedagogy. Information and Communication Technology (ICT) is increasingly utilised to promote collaborative, flexible learning.

Future directions in this domain include planning quality professional learning for staff that meets the professional demands of the school's strategic directions, embedding rigorous goal setting and classroom observation as core school practices in improving teacher quality, and fostering a proactive improvement culture which puts teacher quality at the centre.

## Leading Domain

In the domain of **Leading**, our priorities have been to develop a culture of distributed leadership to enhance management practices and processes. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. Team leadership has been enhanced through professional learning on mentoring and coaching. The school has aligned financial management systems to strategically maximise resources to implement the school plan and to meet the broad range of student learning interests and needs. The **Community Engagement** project has resulted in the formation of the Reach out to our Community (ROC) team comprising parents and staff to drive improved school/community engagement. The team evaluated school practices across seven domains and have identified communication and connecting learning at home and school as priority areas for 2017.

Future directions in this domain include further development of leadership across the school with a focus on student voice and improved community engagement through targeting areas identified in the Tell Them From Me survey and strengthened connections with other schools and external agencies. Further work in developing the coaching and mentoring skills of the leadership team will also be put in place.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>



## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

Whole school delivery of 21st century learning focused on developing effective communicators who are collaborative, creative and critical thinkers.

#### Overall summary of progress

##### Australian Curriculum project

The school implemented a comprehensive program to continue the implementation of the NSW Science, Geography, History and English syllabus for the Australian curriculum. The focus was on developing units of work in line with the redeveloped school scope and sequence. This was facilitated through cross-stage teams and supported by extensive professional learning around the syllabus content and the general capabilities. The impact of this has been greater consistency of implementation across the school through increased collaboration and deeper knowledge of how to program.

##### Assessment project

All staff K–2 have deepened their knowledge and understanding of the markers within the literacy clusters and have established more effective strategies to assess student achievement. The Kindergarten “Strong Start” project was implemented with a focus on assessment and teacher professional learning and led to improved practices in the classroom and the provision of additional support. A school scope and sequence was developed of assessment practices which led to the development of Data Circles, a school based approach to the collection and analysis of data and implementation of appropriate interventions.

##### Information Technology (IT)

The school implemented a comprehensive technology strategy in 2016 to move towards flexible learning environments. To achieve this, additional hardware (laptops, iPads, desktops) were bought and the WiFi system was upgraded. Professional learning was delivered to staff to increase their understanding of how to integrate technology so that it redefines learning. The impact has been greater collaboration across staff; more effective use of technology to drive learning, as evidenced by the film-making project; and greater access to technology through more flexible learning devices.

##### Personalised learning

All staff have been supported in developing individualised education plans (IEP) for targeted students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Students will demonstrate increased value-added growth in literacy and numeracy with base line data drawn from NAPLAN, PLAN and internal measures.</li></ul>	<p>Student assessment data was collected and analysed regularly using class based assessments, Count Me in Too, Best Start and PLAN, Learning Support Programs and NAPLAN.</p> <p>All K–2 students are now tracked on PLAN for literacy and numeracy. Students increasingly demonstrate they are meeting expected outcomes in the areas of reading texts, comprehension, writing, Early Arithmetical Skills and place value.</p> <p>NAPLAN data is reported on elsewhere in the report.</p>	<ul style="list-style-type: none"><li>\$20 854 (professional learning funds)</li><li>\$5 474 (Equity Funding–English Language proficiency)</li></ul>
<ul style="list-style-type: none"><li>100% Identified students, including students from equity groups, have an IEP that is based on SMART goals, is communicated to students and parents, and is reviewed according to the review schedule.</li></ul>	<p>Personalised learning plans were developed and regularly reviewed for all student equity groups (students requiring English language proficiency support, students with disabilities and those requiring learning support)</p> <p>Individual targets and learning goals were met for most students.</p>	<ul style="list-style-type: none"><li>Full time Learning and Support teacher</li><li>\$32 539 (Equity funding – Low level disability funding)</li></ul>

## Next Steps

- Further development of units of work in Geography, Science, English and History with an emphasis on assessment and reporting
- Professional learning on English conceptual programming and improved practices in assessing literacy across K–6
- Refinement of Data Circle processes and improved reporting to parents
- K–2 staff to complete TEN to improve practices in numeracy
- Professional learning on formative assessment for executive with planning for implementation across the school
- Professional learning to enhance the use of technology in classrooms focusing on embedding the 4C's – collaboration, creativity, critical thinking and communication
- Improve student use of web-based programs
- Introduction of STEM projects into stage 3 classrooms
- Professional learning for staff in developing IEPs with improved practices around monitoring and reporting to parents
- Professional learning on developing Personal Learning Pathways (PLPs) for Aboriginal students



## Strategic Direction 2

### Quality People and Respectful Relationships

#### Purpose

Whole school practices that foster well-being and promote inclusive community partnerships.

#### Overall summary of progress

##### Student Voice

2016 has been a year of data gathering with students participating in the *Tell Them From Me* survey for the first time. The results of this are reported on in the section **Parent/caregiver, student, teacher satisfaction**. Student leaders participated in the Leadership By the Bay program and, as a result, developed a project, Terrific Talent, an end of term talent quest.

##### Positive Behaviour For Learning (PBL)

Excellent progress has been made, with significant impact being noted by the Network PBL coach. The PBL team initially focused on developing consistent behaviour expectations for the external areas of the school, beginning with the canteen. The PBL team walked the staff through the development of the canteen rules and system changes, so that they clearly understood the process and took ownership of it.

##### Community Engagement

The project team drove the review of the homework policy utilising strategies developed at Community Consultation professional learning. A steering team has been formed, consisting of community members and staff, to oversee the strategic direction. The team, known as the Reach Out to our Community (ROC) team has reviewed community engagement using the *Strengthening family and community engagement* self-assessment tool and has chosen a focus of improved communication and increased connection between learning at home and school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>Increasingly positive data will be drawn from the Tell Them From Me Survey – 4 dimensions of classroom and school practices from staff, students and parents.</li></ul>	<i>Tell Them From Me</i> student surveys have provided valuable information highlighting areas of strength and areas to address. Data from this survey is addressed in the section of this report titled <b>Parent/caregiver, student, teacher satisfaction</b> .	<ul style="list-style-type: none"><li>\$2 000 Community Engagement funding</li></ul>
<ul style="list-style-type: none"><li>Data from PBL SET indicates a reduction in behaviour issues.</li></ul>	Initial data, from the tiered fidelity inventory, indicated students demonstrated understanding of the school values and some understanding of their application across the school.	<ul style="list-style-type: none"><li>\$6000 professional learning funds</li></ul>



## Next Steps

- Form Student Voice team to drive the next stage of project
- Staff review of behaviour expectations for all settings including development of common language for all staff
- Staff review of specific lesson format for teaching behaviour expectations and setting an agenda of weekly lesson plans for the whole school to follow
- Implementation of Student Behaviour Management process across all settings eg the classroom and playground
- Implementation of specific projects to enhance communication and connecting learning at home and school



## Strategic Direction 3

### Quality Systems

#### Purpose

Innovative communication and organisational practices for the effective leadership and management of the school.

#### Overall summary of progress

##### Great Teaching Inspired Learning (GTIL)

Feedback from staff indicated they found the Performance and Development process supportive and that they were demonstrating growth in goal setting, collecting evidence and giving feedback. To support this, four teachers participated in professional learning on coaching and mentoring to give effective feedback. Early career and beginning teachers participated in professional learning on the Quality Teaching Framework and are working towards their accredited hours of professional learning.

##### Distributed Leadership

There has been an increase in the effectiveness of teams in delivering projects across the school as demonstrated by the meeting of the milestones of the strategic directions. This has been achieved through professional learning for executive staff in mentoring, team leadership and clearer roles and responsibilities for teams.

##### Future Learning

The improvements to the school's ICT has facilitated changes in the way teachers are able to deliver the curriculum in flexible learning spaces. The trial of different types of learning spaces has given the school data that will be utilised in future planning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>All staff using the Professional Development Framework to reflect on teaching practice and successfully meet their goals.</li></ul>	All staff completed a Performance and Development plan by writing personal learning goals, engaging in professional learning and classroom observations using self-reflection and feedback from peers to improve their practice.	Quality Teaching Supporting Students (QTSS) funds were utilised to support staff: 0.4 FTE (Full Teacher Entitlement) second semester only
<ul style="list-style-type: none"><li>Staff provide evidence to demonstrate success towards professional learning goals.</li></ul>	All staff submitted evidence to demonstrate reaching their professional learning goals.	Quality Teaching Supporting Students (QTSS) funds were utilised to support staff: 0.4 FTE (Full Teacher Entitlement) second semester only
<ul style="list-style-type: none"><li>Increasingly positive data will show that staff are more engaged as leaders of learning, school systems and practices.</li></ul>	Data from the Performance & Development Getting Started survey demonstrated there was improvement in the four areas; Perspective and engagement, Knowledge and skills, school context and development activities from the beginning of the year to the end.	Quality Teaching Supporting Students (QTSS) funds were utilised to support staff: 0.4 FTE (Full Teacher Entitlement) second semester only

## Next Steps

- Further support for staff in writing SMART goals and collecting quality evidence for their Performance and Development plan
- Provide ongoing professional learning for early career teachers
- Professional learning and dialogue driven by the APST, Quality Teaching Framework and "What Works Best " (CESE)
- Provide further support to executive in coaching and mentoring to enable effective teams
- Investigate flexible learning spaces





Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal students have excellent attendance and are well supported by school programs</li> <li>• Aboriginal students participated in Koori Kids By the Sea, a cross school cultural program</li> <li>• Additional support time was allocated to support selected students in literacy</li> </ul>	\$1 796
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• Students who have additional needs learning English receive targeted support from a specialist teacher two days per week</li> <li>• The learning needs of students are assessed by the EAL/D teacher and progress tracked using the ESL scales and the EAL/D phases</li> </ul>	\$5 474
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• School learning support officers (SLSOs) were employed to support students with additional needs who do not have targeted funding</li> </ul>	\$32 539
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Support to release staff to engage in classroom observations, develop PDP goals and work with supervising teacher to review</li> <li>• Teachers used additional release time to collaboratively write units of work and implement</li> <li>• Executive staff developed coaching and mentoring skills to support staff</li> </ul>	<p>0.411 FTE (Full time teacher entitlement) – semester 2 only</p> <p>This equates to 2 days per week for semester 2.</p>
<b>Socio–economic background</b>	<ul style="list-style-type: none"> <li>• The school supports students and families through targeted learning programs, financial support to ensure equity and inclusion</li> </ul>	\$17 153
<b>Support for beginning teachers</b>	<ul style="list-style-type: none"> <li>• Professional learning using the Teaching Standards (TSA) courses to further support Early Career Teachers to develop a deeper understanding of best practice, Quality Teaching Framework and the Standards</li> <li>• Provision of a mentor and additional release time to teachers in first and second year of appointment</li> </ul>	\$25 620
<b>Targeted student support for refugees and new arrivals</b>	<ul style="list-style-type: none"> <li>• Students who have additional needs learning English receive targeted support from a specialist teacher two days per week</li> <li>• The learning needs of students are assessed by the EAL/D teacher and progress tracked using the ESL scales and the EAL/D phases</li> </ul>	2 days a week on average over the year.



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	292	276	282	290
Girls	237	254	257	262

2016 saw an increase in numbers leading to an additional class. This meant the school needed an additional demountable classroom.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96	95.6	95.9	97.5
1	95.9	95.4	95	96
2	95.4	95.8	95.2	96.3
3	94.9	96	95.8	95.9
4	95.3	95.4	95.5	96.3
5	96.2	96	94.9	96.8
6	94.9	95.4	93.5	95.2
All Years	95.5	95.6	95.1	96.3
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

School attendance is above state average in all years. The school closely monitors attendance through the daily monitoring of rolls with regular email or sms messages sent to parents. Issues of non-attendance are referred to the learning support team and if required referred to the Home School Liaison officer (HSLO).

## Class sizes

Class	Total
KC	18
KM	18
KL	19
KD	18
1B	23
2/1J	23
1P	25
1C	23
2A	25
2H	25
4/3M	29
3W	30
3J	30
4B	28
5/4R	26
4X	26
5D	26
5C	30
5S	25
6L	28
6G	30
6D	28

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.91
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation, 2014, requires schools to report on Aboriginal composition of their work force. One member of the teaching staff identifies as Aboriginal.

Several classroom teachers have taken leave in 2016, for a variety of personal reasons, allowing for the full year employment of temporary staff. One staffing vacancy was filled and the school welcomed Mrs Tiona Raad to the school as Assistant Principal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	65
Postgraduate degree	35

### Professional learning and teacher accreditation

This year the staff participated in valuable weekly professional learning sessions to support student learning outcomes and mandatory guidelines. The school executive team and staff members led professional learning with the focus being on differentiated learning and classroom observation strategies.

Staff participated in professional learning activities based around individual teacher, school, and system needs and priorities. All staff received compliance training in emergency care, cardio-pulmonary resuscitation (CPR), asthma, anaphylaxis awareness, Disability Standards for Education, child protection and code of conduct.

The school is beginning to build learning communities with other schools. The school joined with several other schools for the Term 2 school development day for a workshop with Bruce Sullivan on "Being the best You". The school executive joined with four local schools, to develop their coaching skills and investigate the role of school executive.

Professional learning opportunities included:

- Implementing the new K–6 history and geography syllabus.
- Library, learning support, EAL/D, Computer coordinator, principal and executive network meeting
- Aspire leadership workshops
- Sutherland Shire Music Festival Choir Teacher Training
- Personalised learning
- Assisting the Hearing Impaired Student in the Classroom
- White Ribbon

- Reading Recovery

Total expenditure by the school on professional learning for 2016 was \$25 620. In addition, the school utilised the staffing allocation to allow staff to attend professional learning.

### Beginning Teachers

In 2016 there was one beginning teacher in their first year of professional support and four teachers in their second year. A range of additional professional learning opportunities were negotiated that included classroom observations, in-class support, team teaching, attendance at external professional learning courses.

Three teachers gained Proficient teacher status through completion of accreditation requirements. One teacher completed their maintenance of Proficient accreditation.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

The 2016 financial statement is tabled at the P&C. Further details concerning the statement can be obtained by contacting the school. The school finances are overseen by the school budget committee comprising representatives of the teaching and office staff, parents and school executive, with individual learning area budgets managed by school executive.

The first summary table covers operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance. In 2016, the school moved from one financial system, Oasis, to LMBR, resulting in school finances being reported in two different systems. In 2017 the school will be reporting through LMBR only.

The school holds tied funds for Ultimo Network projects. These are the Costume Library, Instrumental music, and Ultimo projects. These projects total \$176 861.33 in the tied funds section.

Professional learning is funded from tied funds. In 2016 \$25 620 was spent, plus \$1 233 training and development funds. The staffing allocation and Quality Teaching Supporting Students (QTSS) allocation was also used to support professional learning of both teaching and office staff.

The school is planning several projects for 2017 including painting of classrooms, construction of an awning outside of the Kindergarten classrooms and further purchases in technology.



<b>Income</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>416 199.79</b>
Global funds	350 363.83
Tied funds	221 442.62
School & community sources	290 770.73
Interest	8 608.91
Trust receipts	3 664.50
Canteen	0.00
<b>Total income</b>	<b>1 291 050.38</b>
<b>Expenditure</b>	
<b>Teaching &amp; learning</b>	
Key learning areas	41 596.52
Excursions	49 555.05
Extracurricular dissections	123 334.03
Library	13 803.84
Training & development	1 233.38
Tied funds	217 730.29
Short term relief	89 766.77
Administration & office	86 420.49
School-operated canteen	0.00
Utilities	33 179.35
Maintenance	19 754.98
Trust accounts	13 793.17
Capital programs	40 140.67
<b>Total expenditure</b>	<b>730 308.54</b>
<b>Balance carried forward</b>	<b>560 741.84</b>

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	550 526.94
(2a) Appropriation	520 841.84
(2b) Sale of Goods and Services	1 972.53
(2c) Grants and Contributions	26 688.39
(2e) Gain and Loss	0.00
(2f) Other Revenue	573.00
(2d) Investment Income	451.18
<b>Expenses</b>	-182 012.96
Recurrent Expenses	-182 012.96
(3a) Employee Related	-102 882.10
(3b) Operating Expenses	-79 130.86
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	368 513.98
<b>Balance Carried Forward</b>	368 513.98

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	3 552 550.16
Base Per Capita	28 845.26
Base Location	0.00
Other Base	3 523 704.90
<b>Equity Total</b>	158 985.00
Equity Aboriginal	1 796.66
Equity Socio economic	17 153.83
Equity Language	5 474.64
Equity Disability	134 559.88
<b>Targeted Total</b>	49 130.00
<b>Other Total</b>	48 108.77
<b>Grand Total</b>	3 808 773.93

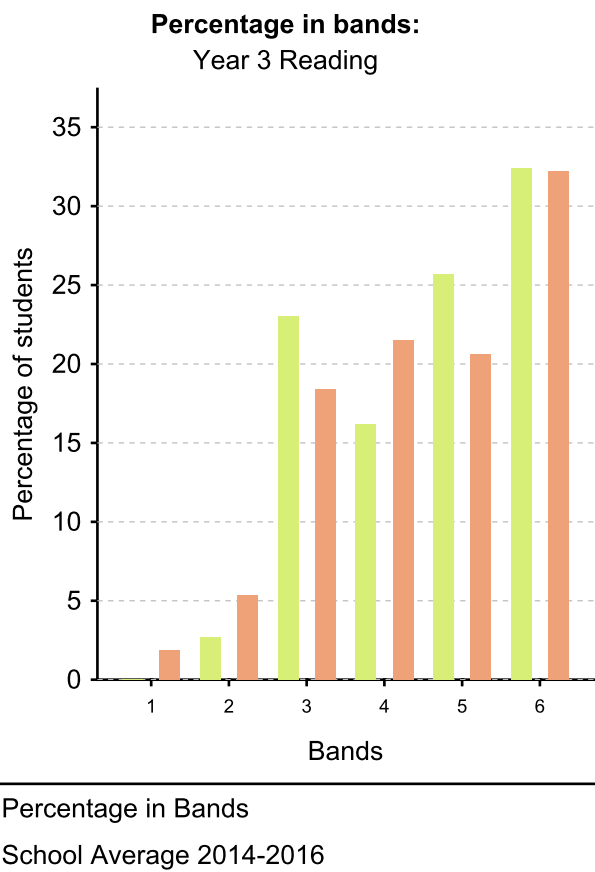
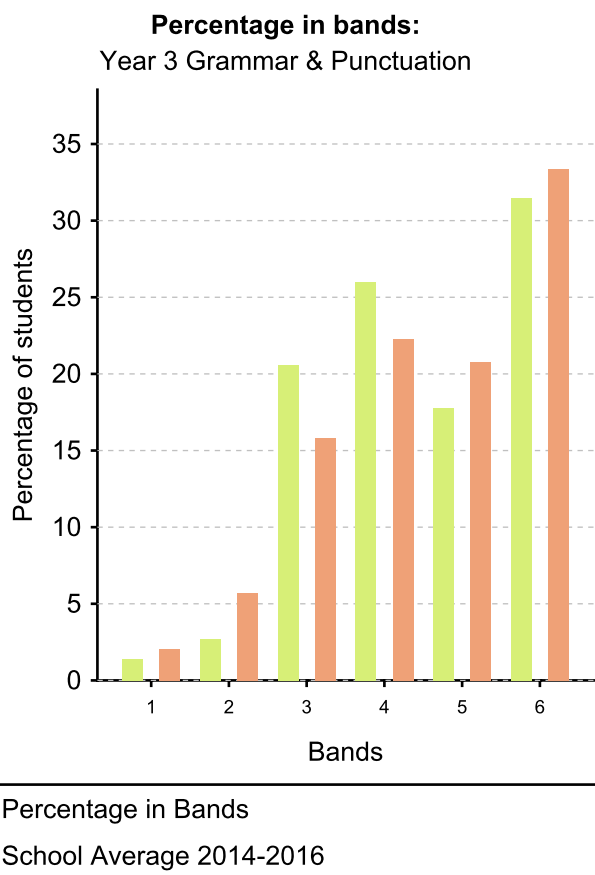
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

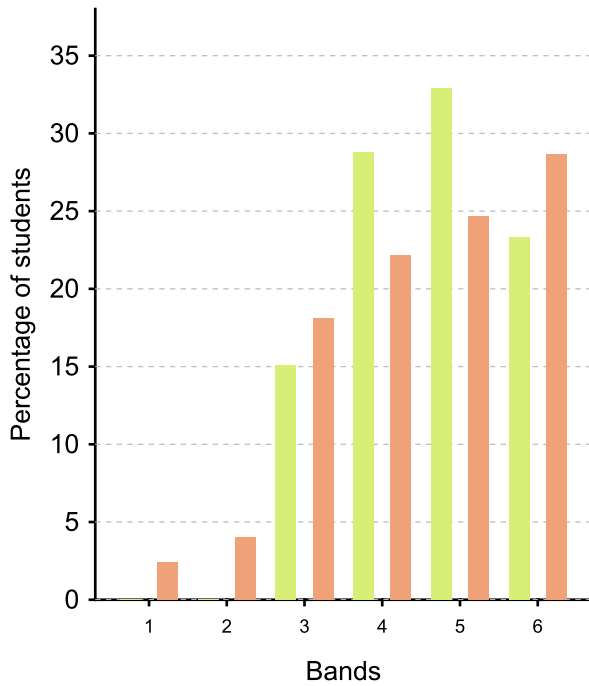
### NAPLAN

In the National Assessment Program, the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 6 (Year 3) and Band 3 to Band 8 (Year 5). The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

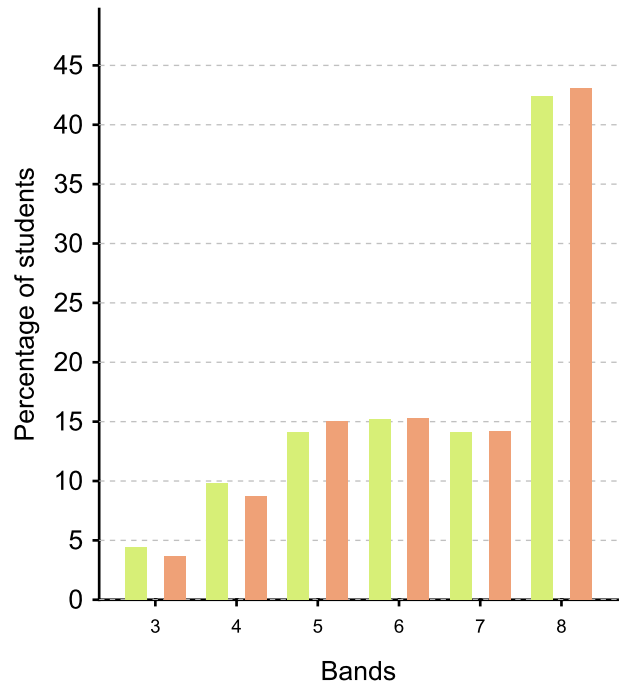
Caringbah North Public School's 2016 NAPLAN data in Literacy demonstrated that 58% of the students in Year 3 are reading proficiently as compared to the state's 52%. In Year 5, 52% of students are reading proficiently as compared to the state's 39%. Growth trend data indicated that 61% of Year 5 students showed greater than or expected growth in Reading from Year 3 to Year 5.



**Percentage in bands:**  
Year 3 Spelling



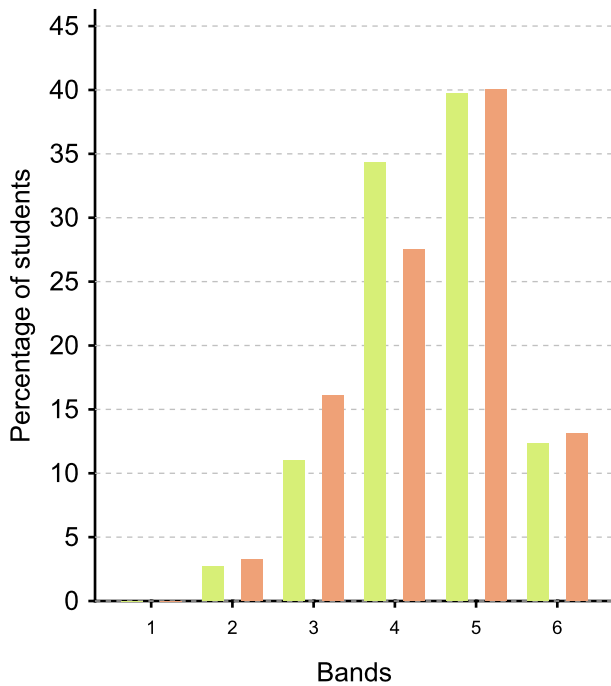
**Percentage in bands:**  
Year 5 Grammar & Punctuation



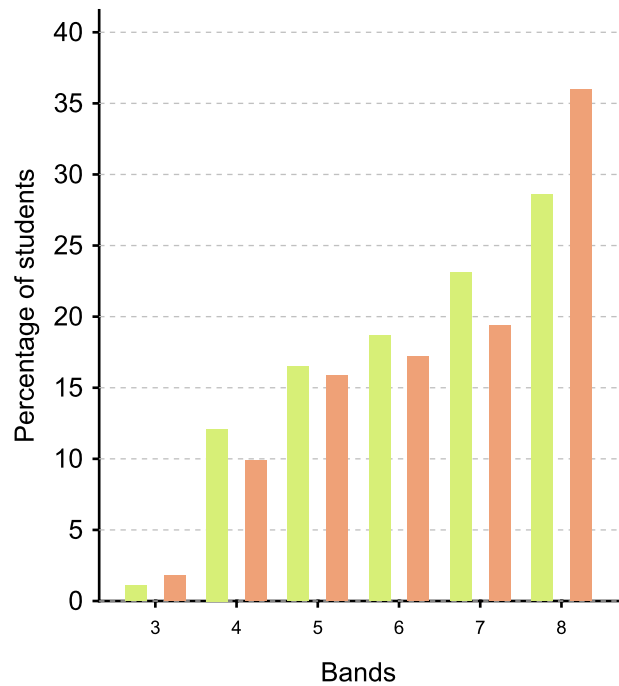
Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing



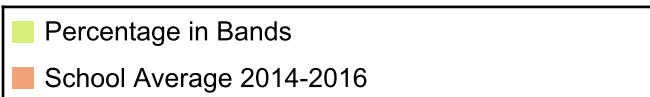
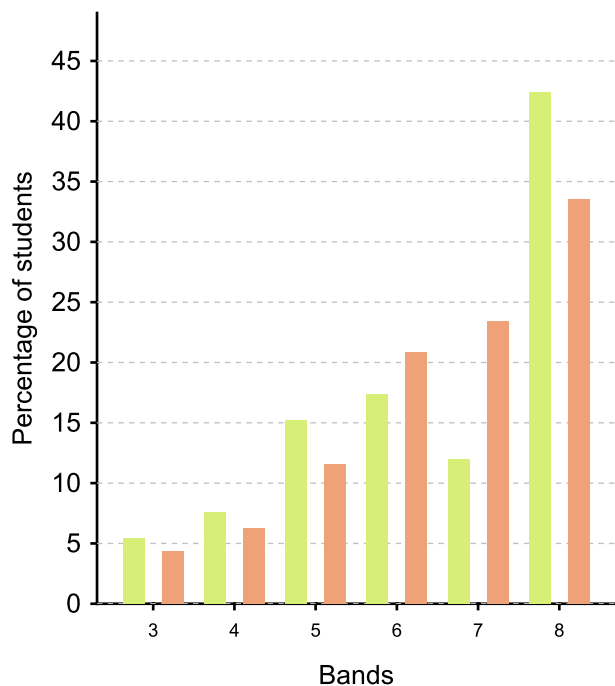
**Percentage in bands:**  
Year 5 Reading



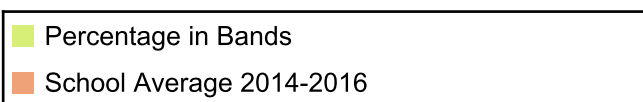
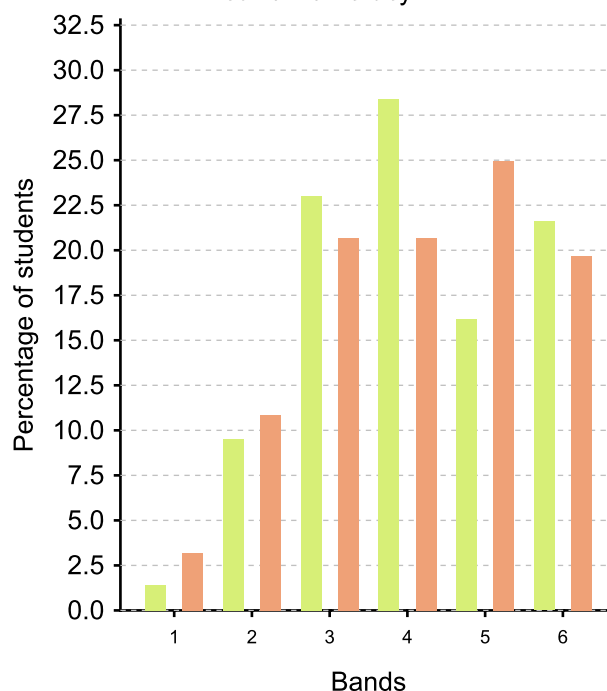
Percentage in Bands  
School Average 2014-2016

Percentage in Bands  
School Average 2014-2016

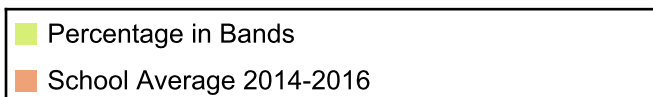
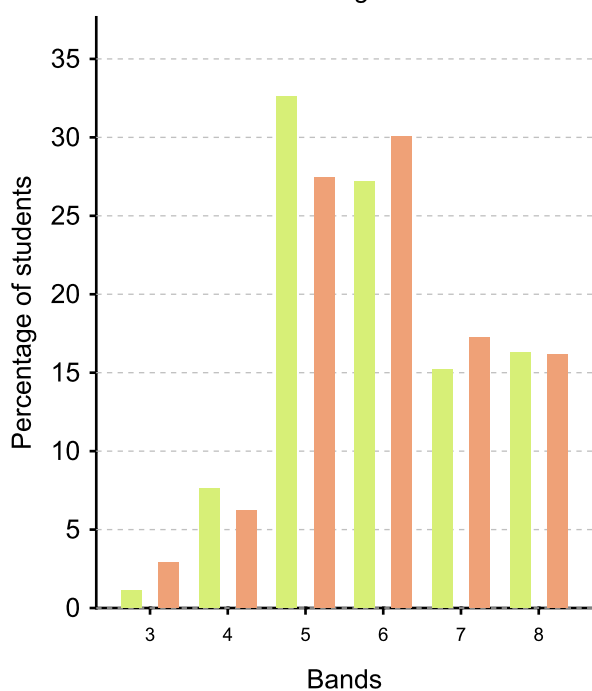
**Percentage in bands:**  
Year 5 Spelling



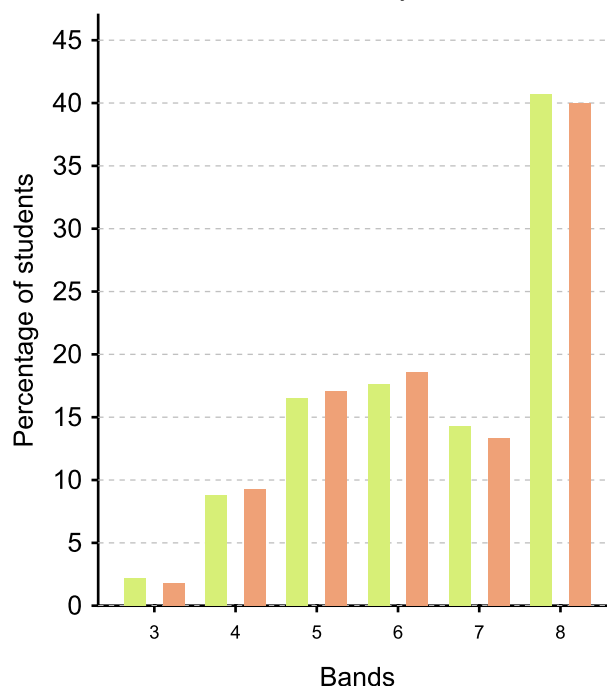
**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



Our results in Numeracy show that 38% of Caringbah North students are performing proficiently as compared to 39% of the state. In Year 5, 55% of our students are performing at proficiently in Numeracy as compared to the state's 31%. Growth trend data indicated that 80% of our Year 5 students showed greater than or expected growth in Numeracy from Year 3 to Year 5.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a School and select "GO" to access the school data.

In Year 3, 58% of Caringbah North students attained a Band 5 or Band 6 in Reading and 38% of our students attained a Band 5 or Band 6 in Numeracy. In Year 5, 52% of Caringbah North students attained a Band 7 or Band 8 in Reading and 55% of our students attained a Band 7 or Band 8 in Numeracy.



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

### Tell them From Me Survey

Students, teachers and parent were invited to participate in the **Tell Them From Me** survey during 2016. The survey was completed by 241 students in Years, 4, 5, and 6. The survey showed that students at Caringbah North Public School, when compared to NSW norms, have higher rates of participation in school sports and extra curricula activities. They also generally feel that learning time is used effectively, instruction is relevant to their lives and that classroom instruction is well organised with appropriate feedback given to them to learn.

### Socio-emotional outcomes:

- 95% of students felt that behaviour in the school was positive compared to state norm of 88%
- 84% of students had friendships that were encouraging and positive with 80% of students experiencing a sense of belonging
- 90% of students had positive behaviour compared to state norm of 83%
- 73% of students were interested and motivated compared to the the state norm of 78%
- 92% of students try hard to succeed in their learning

25% of students stated they had been bullied at school which is significantly lower than the state norm of 36%. The school result is still something we will further look

into, as it is not reflected in other school data, which indicates a lower figure.

### Drivers of Student Learning:

The following are scored out of 10. In each descriptor the school score was within .2 of the state norm.

Overall students felt that important concepts are taught well, class time is used efficiently and homework supports class objectives (8.2), instruction is relevant to their everyday lives (7.8), the classroom is well organised, with clear purpose and appropriate feedback (8.1), they have someone who consistently provides encouragement and can be turned to for advice (7.9), teachers are responsive to their needs and encourage independence with a democratic approach (8.1), and the school emphasises academic success and holds high expectations (8.5).

In one category the school was scored .6 below the state norm. This is:

There are clear rules and expectations for classroom behaviour (6.6)

### Parent survey

The *Tell Them From Me* parent survey was completed by 111 respondents which is a high response rate. The results are scored out of 10.

- Parents feel welcome – 7 compared to state norm of 7.5
- Parents support learning at home – 6.4 compared to state norm of 6.4
- Support for learning at CNPS – 6.4 compared to state norm of 7.1
- Support for positive behaviour – 7.4 compared to state norm of 7.8
- Safe at school – 7.3 compared to state norm of 7.4
- Inclusion – 6.1 compared to state norm of 6.6

Informing parents about their child's progress is an area that parents feel needs further consideration (Parents are informed – 5.7 compared to state norm of 6.5). Whilst parents agreed that reports were written in terms they could understand, generally parents indicated that they were not confident that the school would contact them if there were any issues with their child's academic progress or social behaviour.

The *Tell Them From Me* teacher survey was completed by 29 teachers on the 8 Drivers of student learning. The results are scored out of 10.

- School leadership – 6.9 compared to the state norm of 7
- Collaboration – 7.9 compared to the state norm of 7.8
- Learning culture – 7.6 compared to the state norm of 8
- Data informing practice – 7.7 compared to the state norm of 7.9
- Teaching strategies – 7.7 compared to the state norm of 7.9
- Inclusive school – 7.9 compared to the state norm of 8



- Parent involvement – 6.5 compared to the state norm of 6.8

The area of technology was identified by staff as needing further consideration (6 compared to the state norm of 6.8). They identified the areas of students using technology to track their goals and teachers using technology to give immediate feedback as areas to consider for future development.



## Policy requirements

### Aboriginal education

Aboriginal perspectives are incorporated in all areas of the curriculum, across all stages. As part of our implementation of new curriculum documents, all units of work have been reviewed to ensure that all students know about Aboriginal and Torres Strait Islander histories, cultures, perspectives and have an understanding of current Aboriginal Australia.

Aboriginal students have excellent attendance and are well supported by school programs.

Students from Caringbah North were able to be a part of a network of schools initiative "Koori Kids By The Sea", celebrating Indigenous culture, customs, traditions and heritage. In 2016 the "Koori Kids by the Sea" day involved over 50 students from 9 primary schools from the Port Hacking network taking part in a beach day at Bonnie Vale in the Royal National Park. The day began with a smoking ceremony and was followed by craft, beach fishing and exploring the environment. Parents and community members also attended the day. Staff members from each school developed their cultural knowledge and understanding by participation in the workshops.



### Multicultural and anti-racism education

Caringbah North Public School is proud of its rich multicultural community. Approximately 26% of the students have a language background other than English. English as an Additional Language/Dialect (EAL/D) is supported at the school.

The school community promotes tolerance and acceptance through our school value of respect. The school provides students with an inclusive education where cultural and linguistic diversity are recognised and celebrated. In 2016 we celebrated Harmony Day, recognising our school's culturally diverse society. As students explored their similarities and differences, they began to realise just how diverse we are at Caringbah North.

The school also has a trained anti-racism contact officer (ARCO) who acts as a support person in helping students understand the negative effects of racism.