

# Cardiff North Public School

## Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of Cardiff 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 reflects the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

This report is the result of a collaboration between key stakeholders and program leaders and is generated through information gained during consistent and ongoing self-assessment across each term. This self-reflection and assessment practice focuses on the key strategies for improved teaching and learning for all children and teachers and the effective and efficient use of resources in an engaging and equitable way.

This report describes the school's high quality practices across the three domains of the School Excellence Framework of learning, teaching and leading. For more information about the School Excellence Framework, please visit: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Colin Firth

Principal

## School contact details

Cardiff North Public School  
Wansbeck Valley Rd  
Cardiff, 2285  
[www.cardiffnth-p.schools.nsw.edu.au](http://www.cardiffnth-p.schools.nsw.edu.au)  
[cardiffnth-p.School@det.nsw.edu.au](mailto:cardiffnth-p.School@det.nsw.edu.au)  
4954 0404

## Message from the Principal

Our annual report for 2016 is provided to our community 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 in providing 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.

Our school's success is underpinned by three key elements that promote quality teaching and learning programs for our students.

Firstly, we have a highly dedicated and motivated staff who work together as a team for the benefit of each child while continually upgrading and maintaining their professional development to promote an inclusive, enjoyable environment where all students constantly strive to achieve their personal best and are engaged in their learning at all times. Secondly, our students understand the purpose of their education and the importance of continued improvement and recognise that the school is attempting to provide a variety of experiences and strategies that suit their learning style and recognises how they learn best. Thirdly, Cardiff North Public School has always enjoyed the support of our P&C and the parent body as a whole, who are enthusiastic to support the school in its initiatives and provide support wherever it can using a team approach.

Through regular feedback and reviews, some key features and achievements have been highlighted and communicated to all key stakeholders such as:

- all staff participated in the Focus On Reading, Phase 1 training throughout 2016
- the Early Action for Success program training and professional development was of the highest quality and led to considerable professional development benefits not only to the Infants staff but also to the Primary Staff
- our analysis of data, such as NAPLAN data allowed us to develop a specific, highly focussed program titled "Bump It Up!", which is a Premier's Priority Program

- we embarked upon reviewing our Student Wellbeing practices and procedures, so far making changes to the reward systems.
- involved students in various community activities such as National Tree Planting Day, Clean Up Australia Day, Lake Macquarie Council Environment Awards, Young Leaders Day, local ANZAC dawn service and combined schools ANZAC commemoration.

Colin Firth

Principal

### Message from the school community

2016 has been another busy year in the life of our school. We have learned new things, had once in a lifetime experiences and made new friends. Our Year 6 students prepare to leave us and continue those adventures heading to their respective high schools and our younger students prepare themselves for new responsibilities within our school community.

To our new school representatives, waiting excitedly to find out their roles, I extend my congratulations and offer my best wishes for an exciting time in 2017. I am sure you will fulfil your leadership tasks admirably, as have your 2016 school leaders.

On behalf of the parents of Cardiff North, I would like to thank our wonderful teachers who have again gone above and beyond for our students. For the extra time you put into excursions, Star Struck, discos, working bees and school activities we thank you. On behalf of the P&C I would like to thank the parents of Cardiff North for your efforts to support our children in their academic, sporting and community endeavours. In a small school like this your help & support are appreciated by the kids and the staff.

I would like to thank our outgoing P&C executive and members for their efforts over the years. You will be missed but I am sure the High School P&C would love to have you!

May you and your children revel in your small but significant victories of this past year. Every year there is progress and growth, we don't need a podium or handshake or applause to be seen.

We see you.

Thank you everyone for your support again this year.

Kaylene Mullard,

P&C President, 2016

## School background

### School vision statement

**Children at Cardiff North Public School will be ready to move on to high school with.....**

- **The ability to be resilient, independent, life-long learners who continue to build upon and apply their literacy, numeracy and technology skills;**
- **A strong sense of self-identity with a deep respect and consideration for others with effective problem-solving skills;**
- **The ability to accept ownership of their own behaviours and to participate in society in a positive way.**

### School context

Our Family Occupation and Education Index, (FOEI), on a scale between 0 and 300, is 103, (2015 data), while similar schools had an average 104, making our index of disadvantage only slightly higher than the average similar NSW school.

63% of our students lie in the first two quarters of the FOEI.

93% of our students have an English language background, while 6% have a Samoan background and 1% have a Tiwi Language background.

Our whole school 2016 attendance rate averages at greater than 94%, while our Aboriginal student's attendance averages at 93.6%, (data from semester 1, 2016).

Our Aboriginal students makeup just over 10% of our total school population, (term 1, 2017 data) .

Cardiff North Public School links to the broader community through our membership of the Cardiff Sustainable Neighbourhoods Group, Lake Macquarie City Council's environmental initiatives, Junior Landcare projects, and we provide our facilities to a Community Languages Group on Saturdays, named the Balar Malar Tamil Language Education Association.

Total school enrolments have steadily increased over recent years from 117 students in 2010 to 154 students in 2016. Anticipated enrolment in 2017 is 164 students.

In mid-2014, the school was selected to host an Instructional Leader, Literacy and Numeracy, K-2, under the Early Action for Success, an initiative of the DoE and State Government.

This appointment was made through a merit selection process and the IL will be in place to the end of 2016. The program was extended for three years in late 2016, and will be filled via internal expression of interest.

In addition to the Early Action for Success Instructional Leader and support teacher, our staffing entitlement saw us in 2016 with 6 classes, supported by 1 day p/w teacher-Librarian and a Learning and Support Teacher 1.5 days p/w.

As the school moved into the LMBR phase, our total RAM meant that the Principal was given the option of "opting in" to the new accreditation system, meaning that if the principal "opted in" then the Principal would be non-teaching from the start of 2016.

Staff age spread is currently between 25 and 72 years. We have 2 temporary staff seeking accreditation, 1 who has recently been granted accreditation and another who has completed her first maintenance phase. Three staff have taught at Cardiff North Public School for more than 20 years.

## 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.

This year, our school undertook self-assessment using the School Excellence Framework. The 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.

In 2016, staff and our parent body, (P&C), took time to study each of the domains and their elements, and come to a consensus as to where the school sits using the three point scale of "Delivering", "Sustaining and Growing" or "Excelling".

While the process was completed in two independent groups, both groups came to the same conclusion that, on balance, Cardiff North Public School was performing at the "Sustaining and Growing" level in 2016, and in many of the elements, bordering on "Excelling".

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

### TEACHING AND LEARNING

#### Purpose

TEACHING AND LEARNING: Equipping students with the skills and knowledge to achieve the outcomes at their stagelevel in literacy, numeracy, and the Key Learning Areas.

#### Overall summary of progress

In 2016 the main focus of Strategic Direction 1, (Teaching and Learning), was the full implementation of the Early Action for Success program. While EAfS is aimed specifically at the early grades of K–2, staff felt that the strategies and methods were applicable to all students and that the size of our school and staff made it possible to include the whole staff on many occasions of training and development.

Our Instructional Leader led many hours of training and development for our staff, notably in taking the whole K–6 staff through the new Focus on Reading Phase 1 program. This program encompassing over 20 hours of training, focuses on comprehension for readers which was an area that data analysis indicated the whole school had a need for further development. Consistent data analysis and consistent teacher judgement, based around the PLAN software was a regular feature of staff meetings, with conversations revolving around student progress against the Literacy and Numeracy continuums. Staff– development practices were implemented based upon data analysis and teacher conversations. For example, a whole school writing scope and sequence with suitable marking rubrics were developed for staff use. The school's grammar and spelling programs were investigated and adjusted to meet needs identified through data analysis.

An Interventionist was employed three days per week to assist the Instructional Leader in implementing the three–tiered method of intervention, (tier 1 – whole class focus on identified need, tier 2 – small group focus, and tier 3, individual program and intense support.

In the K–2 area, PLAN data was uploaded every five weeks via the EAfS program, and compared with data from all other EAfS schools across NSW. We were extremely pleased at the progress Cardiff North was making across the year.

The school's home readers were updated with the support of our P&C to better reflect the style of literacy programs being used in EAfS and L3, (Language, Literacy, Learning), programs. Trained L3 teachers also maintained their accreditation and adopted modern teaching styles and processes in their rooms to assist with implementing the program, even looking at classroom furniture as a means to effective learning for the 21st century.

Late in 2016, the school opted, as an adjunct to EAfS, to participate in the Premier's Priority Program titled "Bump It Up!", where the school instigated a program with a focus on moving students from the middle bands of NAPLAN to the top two bands.

Two teachers also participated in training in a Numeracy program titled TOWN to improve their skills and knowledge and implement the learned strategies within classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
2016 data analysis will show a 10% improvement in reading and writing data for children achieving expected stage levels based upon 2015 baseline data.  School–based assessments will indicate a minimum of 60% students achieving expected "cluster" for their grade level in Literacy and Numeracy.	For ES1 students, 57% achieved their end–of–year cluster in Reading, and 62% in Writing.  Year 1 students showed a 100% achievement of their term 4 cluster in Reading and 95% in Writing.  For year 2 students, data indicated a 96% achievement of clusters in Reading and 81% achievement in Writing.  These results, (using 2014 to 2016 data), indicate a 65.3% increase in Reading, and a 72.3% increase in Writing.  Data shows that in 2016, 80% of students reached their appropriate cluster in Literacy and 97.3% did so in Numeracy.	Early Action for Success funding was used predominantly to support work done by our Instructional Leader and our Interventionist to a cost of approximately \$54,000 in 2016.  Kindergarten – year 2 staff also were trained in L3 and beginning Teacher funding was largely used for this purpose, (\$13,000).

#### Next Steps

2016 saw the final year of the first phase of Early Action for Success and a change-over of personnel, with a new Instructional Leader being appointed through merit selection for the next three-year phase. With the success of our programs in the Literacy area, particularly reading and comprehension, our focus will move slightly towards the Numeracy area, while maintaining programs in literacy, especially writing. As part of this realignment, staff will participate in a program titled "Numeracy Blocks", which entails twelve hours of training with between module tasks. The "Bump It Up!" program will continue throughout 2017 and 2018. Staff in the Early Stage One and Stage One areas will continue to maintain their qualifications in L3 via continued support and training from DoE tutors and supervisors.

## Strategic Direction 2

### WELLBEING:

#### Purpose

WELLBEING: Developing the skills knowledge and attitudes that will allow them to be successful, productive, valued citizens with a high self-esteem and care and consideration for their fellow citizens.

#### Overall summary of progress

Our key priority in 2016 was to examine the current reward and discipline system and ensure it met our philosophies and purpose. Our first task was to produce and implement a whole school system of rewards from the classroom, to the playground, and to establish opportunities to publically reward students for their efforts. We subsequently implemented the "traffic light system", following consultation with our P&C, where children have a visual prompt as to how their behaviour is going in the classroom.

The new system has been integrated into the end-of-year Presentation Day, where the most successful students, (Platinum Level), are recognised, leading to a more streamlined event, but also making the rewards very meaningful and something to be actively sought out by all students for the kudos they bring at the Presentation Day ceremony.

Other levels of recognition are reserved for an additional "rewards ceremony", held at about the same time as the Presentation Day.

We met and exceeded our target of reducing visits to the "Planning Room" during 2016, with the the number of visits from female students remaining steady between 2015 and 2016, while in the male cohort, we reduced the number of regular visitors from 41 in 2015 to 37 in 2016. Surveys and analysis also revealed some misunderstanding of the purpose of the "Planning Room" and its purpose of being a safe place to explain and sort things out, rather than a punishment. Staff will be working out ways to effectively communicate this during 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Number of boys represented in "Planning Room" reduced by 5% compared to 2015 figures.  Overall number of students appearing in "Planning Room" will reduce by at least 20% compared to 2015 figures.  Data shows 95% or better average attendance rate.	Planning Room attendance for boys went from 41 attendances in 2015, to 37 in 2016, representing a 4.9% reduction.  Overall attendance in the Planning Room was reduced by just under the targeted 20%, falling from 84 attendances to a total of 69.  Average school attendance for 2016 was 93.95%, just over 1% short of our target but nevertheless still a very good average.	This target required zero school funding as work was done in teachers' own time.
Chaplaincy, (or School Buddies"), program running consistently.	The Chaplaincy Program, titled "School Buddies", was implemented fully, with target groups established with parent/carer permissions in place for participation in either Amy's group for interpersonal relationships, resilience, joining in games, (a group for younger students and one for older students), or a senior students group with Shane focussing on a "mural of positivity" and then a professionally produced rap song with positive messages about Cardiff North Public School. Amy also makes herself available in the playground on two days per week simply for children to make contact and have a chat.	The Chaplaincy Program allocated \$20,000.00 per year for 3 years.
New reward system in place and being trialled.	The second half of the year saw our draft reward system fully deployed leading up to the end-of-year presentations.	Executive staff was released over three days to draft the plan and consult

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
New reward system in place and being trialled.	Staff was briefed and as part of our weekly Communications meeting, we evaluated the program and made changes as necessary.	with stakeholders, (approximately \$1,500.00).

## Next Steps

Staff has begun working upon the discipline side of our Wellbeing procedures to ascertain if any changes need to be made, or areas made clearer. Already, evaluations have revealed some misunderstanding of the purpose of the "Planning Room", where some children and parents perceive it to be a punishment for misbehaviour, when in fact it is a time and space to sort things out and listen to all the facts so that unfortunate events can be avoided in the future. It is an opportunity for all parties to put their point of view forward in a calm and respectful manner.

## Strategic Direction 3

### NETWORKS

#### Purpose

NETWORKS: Working cooperatively and strategically as a Community of Schools.

#### Overall summary of progress

The Cardiff Community of Schools combined in 3 major focus areas to support AP's and leading teaching in the development of consistent across-school practices. These areas were: new curriculum implementation, a middle school strategy and assessment and reporting. These teams worked together to support professional development and the sharing of ideas. (Collaborative Practice, School Resources)

**Middle School Strategy**– NAPLAN data from Years 5 to 7 was analysed and the area decided as a common goal was writing. As a result of this the following was developed for all schools. (Learning Culture, Student Performance Measures, Data and Skills)

This group monitored and developed a consistent approach to a common language and teaching strategies to support writing from Year 6 to 7. Rubrics were also developed to support consistency. Scaffolds for writing were also shared across the group. (Curriculum and Learning, Collaborative Practice)

Transition for students in talented areas such as music and science, the Premiers sporting challenge and high school teachers working with Year 6 students in home schools are key features of the transition program. Transition days begin in term 1 for Year 6 students and combine to give a total experience of high school. Aboriginal students were supported with a NAIDOC week assembly for all primary schools to attend the ceremony at Cardiff High School. (Wellbeing)

**The Assessment Team** developed a GOOGLEDocs page to share resources and ideas within this team and for shared development in home schools. The group shared each school's current assessment and reporting tasks and discussed how Consistent Teacher Judgement worked in each school. The group then worked on looking at Stage 3 to 4 results to assess how grading across each school compared by sharing work samples. Report formats, common rubrics, L3, SENNA and TEN assessments were shared and reviewed at schools. (Assessment and Reporting, Student Performance Measures, Effective Classroom Practices)

**The Curriculum Team**– This team focused on the implementation of a new Syllabus in History and Geography with the specialised help from the head teacher at Cardiff High School. Scope and sequences were shared and then presented to home schools ensuring skills, concepts, content were covered. This team also discussed the bigger picture initiative, as a group then back at their own schools. This area was put on hold as most schools felt it was better to learn the new curriculum first. (Curriculum and Learning, Learning Culture).

All agree that the concept of the CCoS is an excellent one and has already brought learning and social benefits to the children of the six Cardiff Community of Schools.

#### 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>• CCoS collegial networks for Principals, Executive, Teachers, LASTs and SAMs established, meeting regularly and operating effectively.</li><li>• Joint teacher professional learning activities held throughout each year.</li><li>• CCoS Learning Plans implemented across the six schools.</li></ul>	<p>School Executives meet for one full day each term where areas for development are identified and executives choose an area of interest to work upon, reporting back to principals and staff regularly.</p> <p>principals meet twice per term to engage in professional dialogue and work collaboratively on common policies and programs requiring attention.</p> <p>A SAM network meets each term, sharing expertise particularly in the area of LMBR deployment, and our LaST's also meet each term to share expertise and professional development.</p> <p>A combined Staff Development Day was held at the</p>	<p>Meetings are held at times when no relief is necessary and out of school hours.</p> <p>Each school was levied a per capita amount for the combined Staff development day which amounted to approximately \$10.00 per staff for Cardiff North Public School and was drawn from our Professional Learning funds.</p>

## 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>• CCoS collegial networks for Principals, Executive, Teachers, LASTs and SAMs established, meeting regularly and operating effectively.</li> <li>• Joint teacher professional learning activities held throughout each year.</li> <li>• CCoS Learning Plans implemented across the six schools.</li> </ul>	start of term 2 for staff from all Cardiff Community of Schools.	Attendance by Executive at CCoS Executive Network days was taken from Professional Learning Days allocation at approximately \$2,000.000.
Number of students achieving expected growth and National benchmarks in Literacy and Numeracy (especially in top two bands), improved.	Student growth as indicated by the SMART data provided, showed an increase in overall literacy achievement from 60.5% to 73.7% between 2015 and 2016 data, while numeracy fell from 42.1% in 2015 to 26.3% in 2016.	Our LaST has taken on the roll of coordinating "Bump It Up", a Premier's Priority Program designed to lift our NAPLAN results and is funded through our RAM, (\$40,000.00).
Maintenance or increase in percentage of students transitioning from Year 6 at partner Primary schools to Year 7 at Cardiff High School.	In 2016, 86% of our Year 6 students transitioned to Cardiff High school.	

## Next Steps

The value of the Cardiff Community of Schools network initiative is agreed by all participating schools. The concept and processes will continue into 2017, but perhaps with fewer 'splinter groups' so as to make communication of results and decisions a lot easier.

The concept of at least one combined Staff Development Day has also been very well received with staff from all six schools participating in training and development in an atmosphere of collegiality and common professionalism.

In 2017 the focus will be on developing Leadership skills and training for the executive and the sharing of ideas in a variety of areas. These meetings held once a term will look at developing an understanding of Work, Health and Safety Policies, complaints procedures, PDP's, developing 3 year plans in readiness for 2018/2020, validation processes. In the combined sharing AP's would like to share programming formats, using SPaRO for ASR, Gifted and Talented Programs, Scope and Sequences, Aboriginal Initiatives and use of RAM funding. These days will support AP's and head teachers in developing skills in the role of Relieving Principal and support staff in meeting the professional standards.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	The Early Action for Success program has been an important part in assisting children to reach and maintain their benchmarks in line with the continuums in Literacy and Numeracy. The professional learning that took place, led by the Instructional Leader, was outstanding. An Aboriginal tutor from the local area was employed two half days a week from term 3 to term 4 to assist Aboriginal students in class in one week, then to conduct a culturally relevant activity in the next week.	The Early Action for Success program and teacher professional learning, (\$54,600.00).  Equity Loading for Aboriginal Background \$6,400.00.
<b>Low level adjustment for disability</b>	Staff were trained in identifying individual students who required their own learning plan and designed differentiated lessons around their knowledge of students with effective results. A speech pathologist was engaged to work with 7 initially selected children with staff reporting substantial improvement. The CCoS group designed a common PLP for our Aboriginal students.	Harrison Speech Pathology were engaged to conduct speech therapy sessions, (\$15,600.00). CCoS group of principals established a common PLP proforma in conjunction with our local AECG. An Aboriginal tutor was engaged to work with our Aboriginal students, (\$1,225.00).  Low Level Adjustment for Disability, (\$50,800.00).  • Aboriginal background loading (\$6 477.00)
<b>Socio-economic background</b>	A revised classroom behaviour recognition system was devised and put into place as a draft measure. Our objective was to make good behaviour a personal choice for each child and to offer them a visual way of tracking their progress. We also wanted to reinstate the notion that to be rewarded meant that the reward had to be earned, not simply handed out. We want rewards to mean something special. The system flowed into the annual Presentation Day, where only the key, "top-level" rewarded students were recognised at that special assembly, while further rewards were presented at a smaller, low key assembly, thus streamlining Presentation Day.	Students and the P&C were consulted and kept abreast of progress. Staff worked in their own time to produce the draft plan.  Socio-Economic background Funding, (\$14,700.00) was utilised to subsidise Bump It Up and the Speech Pathology, along with other programs.  QTSS funds were also utilised to support staff release as necessary, (\$6,400.00).
<b>Bump It Up</b>	No standardised testing was done prior to the program being implemented. We will ultimately measure our success by the results of Year 3 and Year 5 NAPLAN data over the next two years. groups are seen as fluid and flexible and formed following detailed, deep analysis of the 2016 NAPLAN results especially, plus previous year's data. Anecdotal notes and debriefings with staff enable follow-up skills specific students are having difficulty with. Students in Year 3 are now familiar with the format of the NAPLAN magazine and they can read the text and find the corresponding questions. A concern is still the lack of proficiency that Year 3 have in reading both algorithms and problems in the	SMART data sets, previous NAPLAN tests. Our LaST coordinated the program with advice and professional learning provided by our Instructional Leader. She was supported by the Interventionist and a casual teacher employed specifically for the program at one day per week, and of course the class teachers. (\$40,000.00).  Low level Disability Funding

<b>Bump It Up</b>	Numeracy paper. They have a lot of mental strategies but are having difficulty applying them to the written question. After consultation with Year 3 teachers, more practise will be provided in class Numeracy lessons.	was also used to supplement programs, (\$50,000.00).  Early Action for success, (\$54,600.00).
<b>Early Action for Success</b>	Our EAfS program, by the end of 2016 has resulted in: whole school emphasis and responsibility for the continuous improvement of all students; a strong professional learning community where achievement data is used as a catalyst for a cycle of continual inquiry and action to improve student learning and teacher practice; alignment of curriculum and assessment processes and practices with enhanced, consistent teacher judgement; embedded use of EAfS Writing Tool; sentence a day embedded across K–6 for explicit grammar instruction; ongoing, extensive and collaborative analysis and discussion of anecdotal and work sample evidence and data to plan actions with clear and precise targets; using our assessment schedule to inform explicit, systematic and targeted teaching and learning; high quality teaching and learning for every student that focuses on conceptual understanding and critical thinking; evidence–informed, differentiated instruction for all literacy and numeracy lessons based on students' current needs; explicit, systematic modelled, guided and independent lessons embedded in all literacy and numeracy programming and instruction; strong L3 and Stage 1 and TEN implementation; consistent grade lesson planning proformas for Guided Reading and Guided Writing; a focus on the writing ;'process' and students using 'plans' to support their planning, and embedded use of self–editing checklists; collaborative writing of the K–6 Spelling scope and sequence; collaborative development of conceptual English units with L3 practices integrated: Home Reading program refined in K–2 and moved to years 3–6; high expectations communicated to students through learning intentions and success criteria; timely and explicit feedback, (linked to the success criteria); 5 weekly tracking and monitoring of student progress against established targets; achievement levels are entered into Planning Literacy and Numeracy, (PLAN), software and analysed to monitor student progress and inform targeted teaching and interventions; data walls used to track students' progress and this information displayed in a friendly way that is meaningful to staff and students; delivery of high quality, targeted literacy and numeracy interventions that are planned and evaluated in a 5 weekly cycle; Phonemic Awareness and Word Attack intervention programs devised and implemented K–6 where required; targeted use of effective resources, purchasing of PM Readers to supplement current levelled texts and recommended EAfS picture books to support	Instructional Leader employed five days per week at Deputy Principal level. An Interventionist teacher employed three days per week to assist teachers and the I.L.  (\$54,600.00)  L3 training for staff K–2 from Beginning Teachers Funding , \$13,000.00.  Early Action for Success, (\$54,600.00).

<p><b>Early Action for Success</b></p>	<p>L3 implementation; positive learning environments where all students are engaged in quality teaching and learning; constant focus on students' self-regulation and developing independence through teacher scaffolding that changes over time, (using the gradual release of responsibility model); regular professional learning sessions are embedded in the school timetable to build teacher capacity and sustainability of quality pedagogy; effective practice is shared and supported across the school and student and teacher success celebrated; Learning Support Team processes and practices were established and successfully implemented; collaborative devising and implementing the Bump It Up! Strategy for Years 2, 3 and 4 in Reading and Numeracy; the Parents as Teachers and Community Heplers, (PaTCH) pilot program successfully run with two parent/community helpers "graduating".</p>	<p>Instructional Leader employed five days per week at Deputy Principal level. An Interventionist teacher employed three days per week to assist teachers and the I.L.</p> <p>(\$54,600.00)</p> <p>L3 training for staff K–2 from Beginning Teachers Funding , \$13,000.00.</p> <p>Early Action for Success, (\$54,600.00).</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	52	62	60	59
Girls	80	78	93	91

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.4	97.1	94.9	95.4
1	94	94.6	94.6	94.5
2	95.2	94.3	92.2	96.2
3	94.9	97.7	94.2	94.5
4	93.9	95.7	95.1	95.1
5	92.5	94.8	92.3	95.2
6	96.7	93.4	92.8	95.2
All Years	94.6	95.4	93.8	95.2
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

### Class sizes

Class	Total
KS	22
1/2G	23
1/2LM	24
3/4H	27
4/5MP	26
5/6W	28

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.55
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration & Support Staff	1.71
Other Positions	0.86

\*Full Time Equivalent

No staff members at Cardiff North Public School identify as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

## 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.

In the first nine months of the year, the Principal opted for a conservative approach as the new LMBR systems of finance came into effect, and the school "went live", in June. Expenditure was held back while staff explored the new systems and then accelerated towards the end of the year as our financial position was established.

A high level of contingency funding was retained, partly to cover costs invoiced after roll-over, but also to put aside for a joint P&C and school project: the construction of a shade structure over the fixed

equipment.

It should also be noted that more costs to schools are now expected to be met via the school's budget, as opposed to the Department covering the costs. This school must make additional allowances for tree maintenance as a local consideration.

Income	\$
<b>Balance brought forward</b>	<b>162 106.00</b>
Global funds	873 880.00
Tied funds	85 487.00
School & community sources	32 299.00
Interest	1 925.00
Trust receipts	2 226.00
Canteen	0.00
<b>Total income</b>	<b>1 157 923.00</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	4 306.00
Excursions	2 910.00
Extracurricular dissections	10 757.00
Library	3 178.00
Training & development	361.00
Tied funds	53 653.00
Short term relief	11 056.00
Administration & office	13 824.00
School-operated canteen	0.00
Utilities	12 501.00
Maintenance	18 962.00
Trust accounts	1 667.00
Capital programs	10 944.00
<b>Total expenditure</b>	<b>144 119.00</b>
<b>Balance carried forward</b>	<b>1 013 804.00</b>

The information provided in the financial summary includes reporting from 1st December 2015 to 30th November 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	445 564.29
(2a) Appropriation	410 188.13
(2b) Sale of Goods and Services	987.20
(2c) Grants and Contributions	33 399.71
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	989.25
<b>Expenses</b>	-276 038.58
Recurrent Expenses	-276 038.58
(3a) Employee Related	-126 574.32
(3b) Operating Expenses	-149 464.26
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	169 525.71
<b>Balance Carried Forward</b>	169 525.71

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.

The Principal and School Administrative Manager meet regularly to assess the budget progress and current state. Executive staff meet regularly and consider the current budget standing and make any adjustments necessary to meet emerging and unforeseen priorities.

The school's budget is established around the three year plan and school priorities, plus historical data.

Tree maintenance and safety has emerged as a major element of the schools maintenance budget and has increased steadily over the past two years.

P&C is furnished with a copy of the school's Financial Summary at its Annual General Meeting.

Short term relief has again represented a large proportion of our budget, covering classes during staff

illness and absences.

Cardiff North Public School has agreed to assist the P&C with a long term project of having a large shade structure constructed over the fixed equipment, enhancing our "Sun Safe" policy. The school maintains a sum of funds in anticipation of this work being carried out when the P&C achieves its fund-raising target.

### 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>	1 120 978.60
Base Per Capita	8 271.79
Base Location	0.00
Other Base	1 112 706.81
<b>Equity Total</b>	72 106.73
Equity Aboriginal	6 476.59
Equity Socio economic	14 787.79
Equity Language	0.00
Equity Disability	50 842.35
<b>Targeted Total</b>	0.00
<b>Other Total</b>	90 317.96
<b>Grand Total</b>	1 283 403.29

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

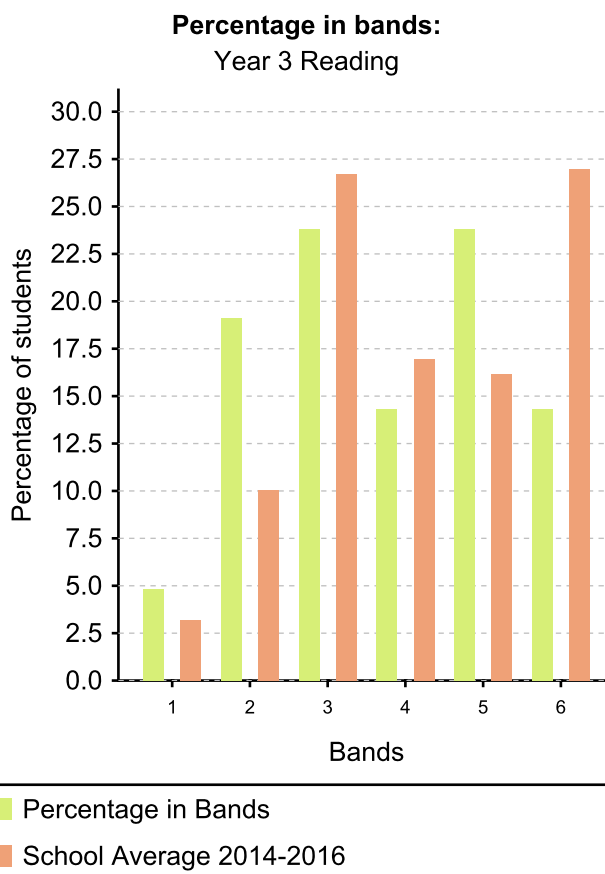
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In our 2016 NAPLAN results we had 38% of Year 3 students scoring in Bands 5 & 6, (proficiency level), for reading, 38% in Bands 3 & 4 and 24% in Bands 1 & 2. There were no Year 3 students below national minimum standards for writing. 52 % were at proficiency level for writing, 43% in Bands 3 & 4 and 5% in Bands 1 & 2.

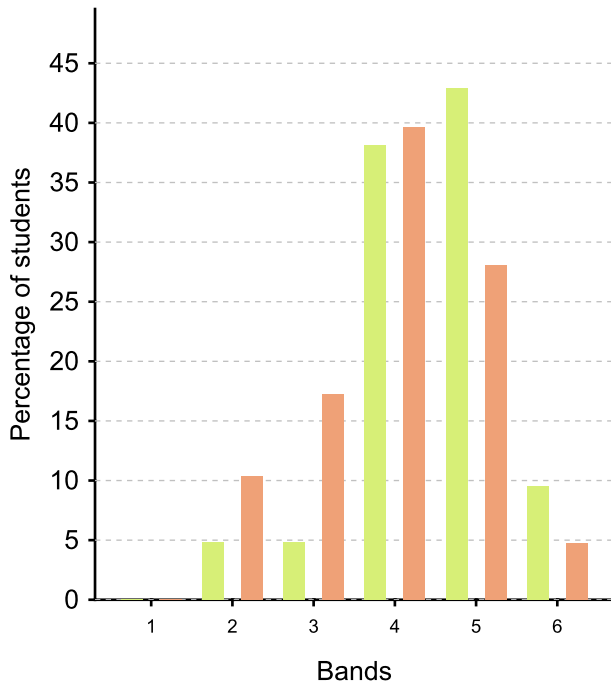
In our 2016 NAPLAN results we had 38% of Year 3 students scoring in Bands 5 & 6, (proficiency level), for reading, 38% in Bands 3 & 4 and 24% in Bands 1 & 2. There were no Year 3 students below national minimum standards for writing. 52 % were at proficiency level for writing, 43% in Bands 3 & 4 and 5% in Bands 1 & 2.

Writing growth could not be measured because the text type they were required to write differed from their Year 3 task in the previous years.

In reading, 78.9% of Year 5 students achieved greater than or equal to expected growth from their Year 3 to Year 5 results.

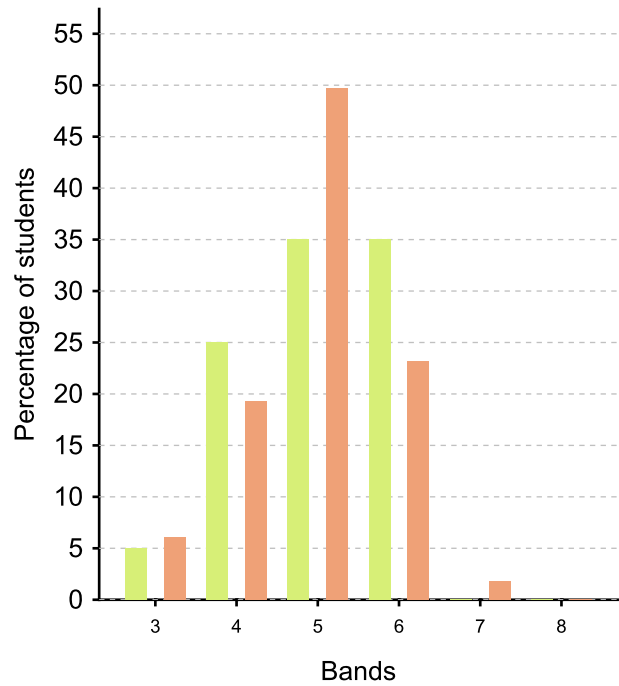


**Percentage in bands:**  
Year 3 Writing



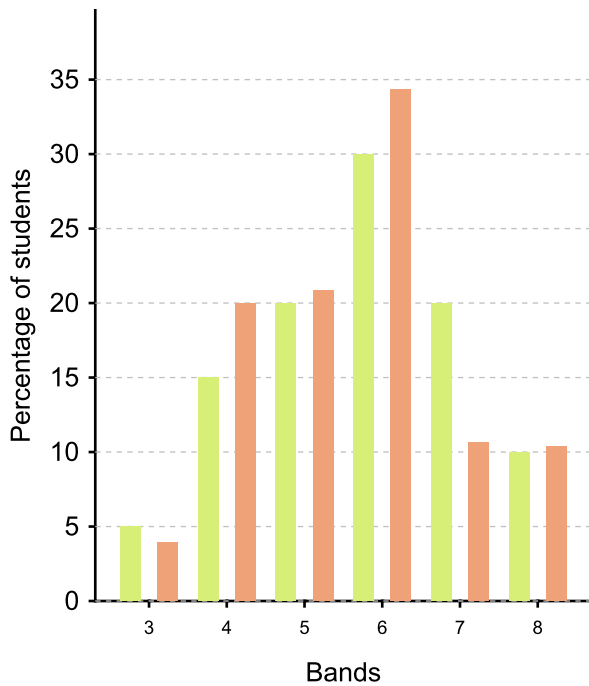
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Reading



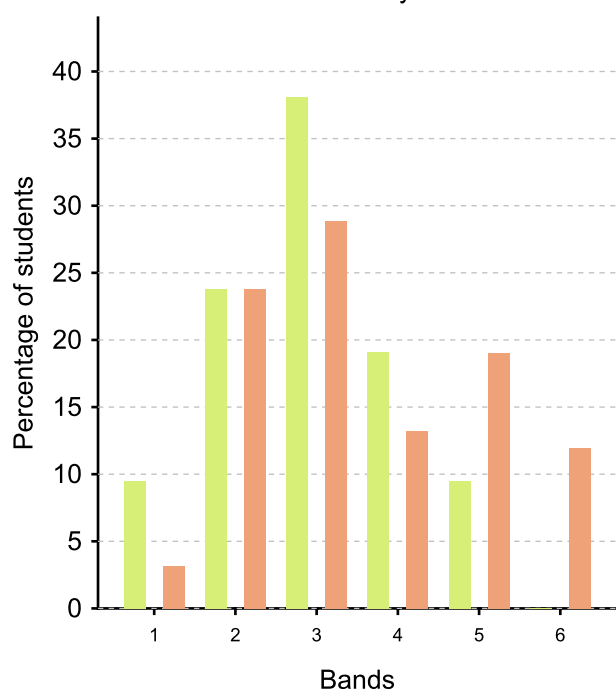
Percentage in Bands  
School Average 2014-2016

In numeracy, we had 10% of Year 3 students at proficiency level, 57% in Bands 3 & 4 and 5% in Bands 1 & 2.

In numeracy, we had 5% of Year 5 students at proficiency level, 70% in Bands 5 & 6 and 25% in Bands 3 & 4.

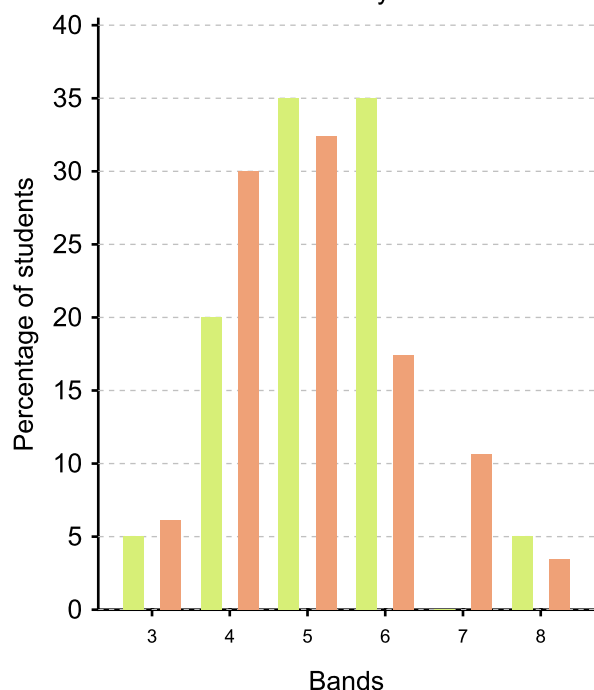
In numeracy, 26.3% achieved equal to or greater than expected growth.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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.

Year 3 students at Cardiff North Public School achieved a 28.6 points improvement in students achieving in the top two bands in Writing between 2015 and 2016. However, in Reading and Numeracy, a 14.2 and 23.8 points reduction respectively was noted.

Year 5 students achieved a 3.6 point increase in students achieving in the top two bands in Reading between 2015 and 2016 but a 5.6 point reduction in the area of Numeracy. Comparison figures for Writing are not available for writing in Year 5 as the text type changed between the years.

Cardiff North Public School had insufficient numbers of Aboriginal students to accurately report upon and protect privacy. Generally speaking, our Aboriginal students perform at the same levels as the remainder of their cohort.

## Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek the opinions of parents, students and teachers about our school. A summary of their responses is presented below: In the seven researched, identified perspectives that make a great school, (Parents Feel Welcome, Parents Are Informed, Parents Support Learning At Home, School Supports Learning, School Supports Positive Behaviour, Safety At School, Inclusive School), Cardiff North Public School scored on average one percentage point above the average NSW school. This is a wonderful achievement for the school and its staff and it tells us that we are on the right track, although we recognise there is always room for improvement. The 2016 results are reflective of the 2015 results.

In looking at the results as a whole staff, we felt that we are perhaps lacking in communicating to parents exactly what lengths we go to assist their child in moving forward.

In averaging the school's score out of 10 for each of the seven key areas, our school averaged 8.1 out of 10 overall. Again, this is a solid result for the staff's efforts, but we will be working on improving again in 2017.

With regards to our student survey results, staff have evidence now that our students require more teacher-effort in placing our students into the "High Challenge, High Skills" quadrant, with 33% of our students falling into this quadrant compared to the NSW average of 53%.

On a positive note, in five out of six "Social-Emotional Outcomes", our year 6 students improved on the 2015 results.

Our staff indicated that in the eight "Divers of Student Learning", (Leadership, Collaboration, Learning Culture, Data Informs Practice, Teaching Strategies, Technology, Inclusive School, Parent Involvement), our staff, similar to the parent survey, placed our school above the state average in all eight areas.

## Policy requirements

### Aboriginal education

During 2016 Cardiff North Public School was able to use our RAM Aboriginal funding to employ a local Aboriginal woman as a tutor to assist eleven Aboriginal students with in-class programs and with a cultural program conducted in two groups comprising Infants children and Primary children respectively.

We again conducted a school-based NAIDOC program, held during early term two, where the P&C initiated bush tucker garden and other culturally appropriate activities were enjoyed by our students.

Staff regularly attended the Kumaridha AECG meetings for our local group and Cardiff North Public School now has a presence on a website, (titled "MGoals"), which allows us to showcase our Aboriginal Education activities.

### Multicultural and anti-racism education

The school again participated in Harmony Day, with a visiting cultural group, (Samoan), comprising parents and children from our school, participated as one of the cultures highlighted. Other activities focused upon respect, contribution and empathy with Aboriginal culture being a major element.

2016 saw the final year for our current ARCO, (Anti Racism Contact Officer), and so preparations have been made to train a replacement staff member.

Cultures continue to be a focus of the new curriculum area of Geography, being treated under the "old" banner of HSIE.

The school again engaged a visiting performing group to perform an "anti-bullying" performance for the whole school, emphasising respect, resilience and understanding.

The school has remained the base for a Community Language School, The Balar Malar Tamil Educational Association, and remains supportive of their programs, advertising their activities throughout the local community and providing resources and support where possible.

### Other school programs

In 2016, as an adjunct to the early Action for Success program, the school trialled a program titled PaTCH, (Parents as Teachers & Community Helpers). This program asked parent and community volunteers to commit to a full term of training and development in conducting literacy and numeracy programs in support of classroom teachers, utilising the most recent researched methodology, and then committing to remaining in the school's classrooms as volunteers for the year. Two volunteers were able to maintain their commitment and "graduated" at a ceremony for all trial

school "graduates" at Mannering Park Public School. Cardiff North staff and children appreciate the commitment and efforts shown by our PaTCH graduates.

The school again strengthened its commitment to student leadership, by again participating in the Premier's Student Sports Leadership Program, coordinated by staff at Cardiff High School.

In 2016, our Parliamentarians were invited to attend two different student leadership conferences, the usual Young Leaders Day. (now called ImagiNATION), and a locally based program but very similar titled GRIP Leadership. The school leaders were asked to decide which conference they would prefer to attend, and the ImagiNATION conference held in Sydney was the favoured choice. The school will be sending all twelve Parliamentarians to the 2017 event.

Environment Education has been "revitalised" within the school with our "Green Team" being very active in recycling, coordinating "Clean Up Australia Day" and coordinating the planting of some 150 shrubs within the school as part of "National Tree Planting Day".

Besides conducting our school-based ANZAC Day ceremony, the school again attended the Dawn Service, held annually at the Cardiff RSL Club, with several volunteer, hardy students and their parents.

Staff, community and P&C again participated in working bees, held each term on a Sunday, to maintain our beautiful grounds, showing great community spirit and a pride in their school.

Cardiff North Public School was again able to field a junior and a senior team in the Crossroads Primary School Sports Association, (PSSA), in both netball and soccer.

In 2016, our senior netball team was again successful in winning their grand final, while the other teams all made it to the semi final stage in the Dunford Cup competition for smaller schools.