

# Caringbah North Public School

## Annual Report



2017



3972

## Introduction

The Annual Report for **2017** 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.

Sharon Tollis

Principal

### School contact details

Caringbah North Public School

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9524 6098

## Message from the Principal

I am proud of the academic achievement of our students and the ongoing success of the strategies being implemented by Caringbah North Public School to create high-quality learning experiences. Our school success has been underpinned by our vision and alignment to our three strategic directions outlined in our school plan 2015 –2017. These are:

- Quality Teaching and Learning
- Quality People and Respectful Relationships
- Quality Systems

At Caringbah North we have a highly dedicated staff who work together to provide an inclusive environment where all students are nurtured and encouraged to achieve. Our teaching staff develop deep relationships with the students in their care to bring out their best. Our support staff make an important impact on student learning in the classroom and playground as they assist teachers. Our office staff also continue to ensure that administration matters and enquiries are carefully attended to.

Our students are highly motivated and are keen to learn and participate in the range of educational opportunities provided for them at the school. Our student leaders (Captains/Vice Captains, Prefects, Sport House Captains, Library Monitors, Student Representative Council members) have all positively contributed to making our school a caring and friendly place.

Caringbah North Public School enjoys tremendous support from our parent body and local community. The support from our parent body, our Parents and Citizens' Association (P&C) and our local community is very much appreciated. As a partnership, we highly value the support of school programs, fundraising, work in and around classrooms across the school in areas such as reading and sporting activities. Our P&C also ensure that both our Canteen and Uniform Shop are meticulously run in their service to our school.

The Annual Report provides a snapshot of some of our key achievements in 2017 which include:

- Continued strong results in all areas of the curriculum with continued support for our gifted and talented students
- 6 students gaining entry into the OC class from Caringbah North PS
- 29 OC students and 6 mainstream students gaining places in selective high schools for 2018
- 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 sport including gymnastics, lawn bowls, dance, swimming, skateboarding and fitness
- Increased community involvement through the work of our R.O.C team (Reach out to our community) comprising staff and parents

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.

Mrs Sharon Tollis

Principal

## Message from the school community

Our P&C has enjoyed another year of great success.

The highlight of our year was certainly the Rainbow Walk which saw an amazing community spirit with so many parents and teachers getting involved. It was a sea of colour at CNPS as the students took part in an obstacle course with a difference! In the process, our families raised \$13,000 for our kids – so thank you to all who worked behind the scenes to make it happen. It will be bigger and better next year!

Mothers Day, Fathers Day stalls, Bingo Night, cake stalls – we have raised over \$20,000. All funds raised go directly back into the school and resources for our students.

The Uniform Shop has had another successful year. Opening hours have been extended to meet demand for those who prefer face to face purchasing. Our on line business is still popular. After an adjustment in stock handling in 2016, which saw a decrease in profits, 2017 has evened out the balance, with a profit of approximately \$10,000 to date.

After much consideration, the decision to tender the canteen service was abolished due to mixed results in other school communities. It was decided to treat the canteen as a service rather than a fundraiser and hire more staff as our families are too time poor to offer enough assistance to keep it running effectively. The idea was to break even in the running, and remove the need for as many volunteers. This concept meant we were able to offer a more broad range of services to the community – Birthday Cupcakes, Sushi Monday and catering services were all introduced. This unfortunately means our canteen currently runs at a \$30 a day loss; however, discussions are in place to combat the loss. In order for The Lunch Box to be running at a profit again, an increase in volunteers, minimising the menu and reducing hours will be required.

Thank you to all the Executive Team, all volunteers, the staff at CNPS as well as all the students and their families for supporting our P&C in 2017, and we look forward to another fantastic year in 2018!

Mrs 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 560 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 a child's 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. The 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.

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.

### Learning Domain

In the domain of Learning, there has been a shift from delivering to sustaining and growing across the elements. This has been as a result of significant projects in curriculum and assessment. There is now a whole school scope and sequence and units of work for each stage. Technology is embedded across all learning areas and is supported by a well-developed hardware and software system. Teacher understanding of the learning continuum and strategies to support further academic progress has been strengthened. Teachers are now demonstrating improved tracking of student performance and are using this data to inform their planning. There are improved practices in delivering individual learning plans. This has been achieved through professional learning and improved practices in the Learning Support Team.

Future directions in this domain include continued professional learning in *Positive Behaviour for Learning*, increasing student leadership, improving value-added results for all students by strengthening classroom practice in English and mathematics, focusing on improving feedback and formative assessment practices.

### Teaching Domain

In the domain of Teaching, there has been a strengthening of all elements at sustaining and growing. There has been an increase of collaborative practice for staff members through developing a culture of classroom observations, reflections and feedback. Staff have continued to develop their skills in the analysis of data to monitor student learning progress and have collaborated in Data Circles 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.

Future directions in this domain include improved practices in developing teaching and learning programs which will be

supported by quality professional learning for staff, analysing internal and external data more comprehensively and systematically embedding rigorous goal setting and classroom observation as core school practices in improving teacher quality, and developing a culture of personal responsibility for developing professional standards.

## **Leading Domain**

Within the leading domain, the school is sustaining and growing in the areas of leadership and school resources and delivering in the area of School planning, Implementation and Reporting and Management Practices and Processes. Our priorities have been to develop a culture of distributed leadership to enhance management practices and processes. This has been supported through increased leadership opportunities throughout the school, and the executive beginning to develop their capacity to support staff by developing their coaching skills.

Future directions in this domain include development of leadership capacity through distributed leadership practices, improved community engagement through targeting areas identified in the Tell Them From Me survey and improved systems to support the efficient use of resources. Further work in developing the coaching and mentoring skills of the leadership team will be developed through collaborating as a Community of Schools.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan 2018–2020, 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>

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 completed the implementation of the NSW Science, Geography, History and English syllabuses with scope and sequences and units of work developed. This has resulted in greater consistency across the school through increased collaboration and deeper knowledge of how to program. Assessment was linked to the units of work with improved reporting to parents. All staff engaged with professional learning on English conceptual programming and improved practices in assessing literacy across K–6. STEM (Science, Technology, Engineering and Mathematics) was trialed in Stage 3 and will be implemented across the school in 2018.

##### Assessment project

All staff K–2 have deepened their knowledge and understanding of the markers within the numeracy clusters and have established more effective strategies to assess student achievement through professional learning on Teaching Early Numeracy (TEN). Data Circles, a school-based approach to the collection and analysis of data and implementation of appropriate interventions, continued to be refined and was implemented across K–6. The school executive began professional learning on formative assessment with planning for implementation across the school.

##### Information Technology (IT)

The school continued to support the implementation of a comprehensive technology strategy to support flexible learning environments. The impact has been greater collaboration across staff; more effective use of technology to drive learning, as evidenced by a film-making project; and greater access to technology through more flexible learning devices. Professional learning was delivered to enhance the use of technology in classrooms focusing on embedding the 4Cs – collaboration, creativity, critical thinking and communication. There was also a focus in stage 3 on improving the use by students of web-based programs for collaboration.

##### Personalised learning

All teaching staff have been supported in developing Individualised Education Plans (IEPs) for targeted students through professional learning for staff to improve practices around monitoring and reporting to parents. Professional learning was also supported to develop Personal Learning Pathways (PLPs) for Aboriginal students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	<ul style="list-style-type: none"><li>\$15,024 Literacy and numeracy funding</li><li>Learning support teacher</li><li>Reading recovery teacher</li></ul>	<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>Students demonstrate performance in NAPLAN above state average in all areas for Years 3 and 5 with the strongest performance in Grammar and Punctuation Year 3.</p> <p>Growth data indicates that students demonstrate an increase in value-added growth in reading and grammar and punctuation. Goals have not been met in spelling and numeracy.</p>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>		NAPLAN data is reported on elsewhere in the report.
<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>	<ul style="list-style-type: none"> <li>\$40,765 (Equity funding – Low level disability funding)</li> <li>Full time Learning and Support teacher</li> </ul>	<p>Individual education 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) and demonstrate SMART goals and clear links to teaching programs. This has been achieved through an increase in professional support for teachers in writing smart goals and personalised learning plans.</p> <p>The Learning Support Team has increasingly met the needs of identified student through transition and intervention programs.</p>

## Next Steps

- Further development of units of work in Geography, Science, English and History with an emphasis on assessment and reporting
- Refinement of Data Circle processes and improved reporting to parents
- All staff to be offered the opportunity to complete isedTEN 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 4Cs – collaboration, creativity, critical thinking and communication
- 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 Personalised 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

The **Tell Them From Me** survey results are reported on in the section **Parent/caregiver, student, teacher satisfaction**. There were significant changes to the student leadership program with the development of a new process called Leadership Pathways, as a result of student, parent and staff consultation. Student leadership was supported by a workshop for all year 5 students, followed by leadership training and then completion of activities for the leadership passport.

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

The PBL team focused on developing consistent behaviour expectations for the external areas and reviewed behaviour expectations for all settings including development of a common language for all staff. Weekly lessons for teaching behaviour expectations were developed.

##### Community Engagement

A community engagement steering team, consisting of community members and staff, known as the Reach Out to our Community (ROC) team has implemented strategies based on the self-assessment using the *Strengthening family and community engagement* self-assessment tool. These include a parent Hub to distribute information to parents about outside agencies who provide support. Parent Hubs are located in 3 places around the school. A student led school expo was introduced in Education week to showcase the range of programs the school offers to students and families.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	<ul style="list-style-type: none"><li>\$1,000 Community engagement funding</li></ul>	Tell Them From Me 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>Data from PBL SET indicates a reduction in behaviour issues.</li></ul>	<ul style="list-style-type: none"><li>\$4,000 Professional learning funds</li></ul>	Data from the tiered fidelity inventory indicated that generally students were aware of the expectations. A full report is included in the section <b>Parent/caregiver, student, teacher satisfaction</b> of this report.

#### Next Steps

- Professional learning for staff on The Leader In Me to increase student leadership and voice
- Further refinement of Positive Behaviour for Learning, including weekly lesson plans, expectations for all areas and effective communication to parents

## 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)

All teaching staff engaged with the Performance and Development Framework demonstrating growth in goal setting, collection of evidence and giving feedback in lesson observations. Early career teachers participated in professional learning on the Quality Teaching Framework and engaged in discussion on Australian Professional Standards for Teachers, and are working towards their accredited hours of professional learning. Professional learning focused on writing SMART goals and collecting quality evidence for their Performance and Development plan.

##### Distributed Leadership

The school has continued to develop the capacity of leaders to mentor and coach staff through ongoing professional learning. The executive staff formed a Community of Schools with several other schools to complete Growth Coaching and will continue to meet in 2018 to further refine practice.

##### Future Learning

Further improvements were made to the ICT capacity of the school with the purchase of additional notebooks, iPads and improved WiFi. Teachers are continuing to adopt flexible learning spaces.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>	<ul style="list-style-type: none"><li>Quality Teaching Supporting Students (QTSS) funds were utilised to support staff: 0.4 FTE (Full Teacher Entitlement) first semester and 0.9 in second semester.</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. Lesson Study was utilised to build collaborative practices.
<ul style="list-style-type: none"><li>Staff provide evidence to demonstrate success towards professional learning goals.</li></ul>	<ul style="list-style-type: none"><li>Quality Teaching Supporting Students (QTSS) funds were utilised to support staff: 0.4 FTE (Full Teacher Entitlement) first semester and 0.9 in second semester.</li></ul>	All staff submitted evidence to demonstrate reaching their professional learning goals.
<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>	<ul style="list-style-type: none"><li>Quality Teaching Supporting Students (QTSS) funds were utilised to support staff: 0.4 FTE (Full Teacher Entitlement) first semester and 0.9 in second semester.</li></ul>	Data from the Tell Them From Me survey indicated that increasingly staff are engaged with the school direction. Data from this survey is addressed in the section of this report titled <b>Parent/caregiver, student, teacher satisfaction.</b>

## Next Steps

- Bring Your Own Device (BYOD) opt-in for Year 6 to be trialled in 2018
- Continued participation in the Community of Schools project to facilitate coaching and mentoring for executive staff
- Provide ongoing professional learning for early career teachers
- Professional learning and dialogue driven by the Australian Professional Standards for Teachers, Quality Teaching Framework and "What Works Best " (CESE)
- Provide further support to executive in coaching and mentoring to enable effective teams



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3,946 • Additional support time was allocated to support selected students in literacy	• Aboriginal students have excellent attendance and are well supported by school programs • Aboriginal students are achieving at the same level as their peers.
<b>English language proficiency</b>	\$34,328 • Students who have additional needs in learning English receive targeted support from a specialist teacher two days per week	• The learning needs of students are assessed by the EAL/D teacher and progress tracked using the ESL scales and the EAL/D phases demonstrating that students are making progress across the year.
<b>Low level adjustment for disability</b>	\$141,765 • Provision of learning and support teachers and officers	• School learning support officers (SLSOs) were employed to support students with additional needs who do not have targeted funding to attain IEP goals.
<b>Quality Teaching, Successful Students (QTSS)</b>	2 days per week in semester 1 and 4 days per week in semester 2.	• Support to release staff to engage in classroom observations, develop PDP goals and work with supervising teacher to review • Teachers used additional release time to collaboratively write units of work and implement • Executive staff developed coaching and mentoring skills to support staff
<b>Socio-economic background</b>	\$22,283 • The school supports students and families through targeted learning programs, financial support to ensure equity and inclusion	• CISP program (Speech) in year 1 has demonstrated growth in oral language and writing skills.
<b>Support for beginning teachers</b>	\$17,513 • Provision of a mentor and additional release time to teachers in first and second year of appointment	• 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 • Mentor has supported achievement of proficient teacher accreditation.
<b>Targeted student support for refugees and new arrivals</b>	• Students who have additional needs learning English receive targeted support from a specialist teacher one day per week	• The learning needs of students are assessed by the EAL/D teacher and progress tracked using the ESL scales and the EAL/D phases demonstrating that students are making growth in the year.

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	276	282	290	295
Girls	254	257	262	266

Data shows that enrolments remain steady from 2016 to 2017.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.6	95.9	97.5	95.7
1	95.4	95	96	95.8
2	95.8	95.2	96.3	95.4
3	96	95.8	95.9	94.4
4	95.4	95.5	96.3	95.6
5	96	94.9	96.8	95.6
6	95.4	93.5	95.2	95.3
All Years	95.6	95.1	96.3	95.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Class sizes

Class	Total
KR	23
KC	23
KB	23
1H	21
2/1P	24
1P	22
1M	21
2J	23
2M	24
2L	24
4/3S	26
3W	26
3M	26
4C	29
4B	28
5J	28
5G	30
6/5L	28
5W	30
6R	26
6N	25
6C	30

### 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).

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	20.32
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
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 2017, 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 Helen Gazis to the school as Deputy 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	100
Postgraduate degree	35

### Professional learning and teacher accreditation

Staff participated in valuable weekly professional learning sessions to support student learning outcomes and mandatory guidelines, designed to meet individual, system needs and priorities. All staff received compliance training in emergency care, cardio-pulmonary resuscitation (CPR), asthma,

awareness, child protection and code of conduct.

The school executive team and staff members led professional learning with the focus on PBL, assessment, literacy and mandatory training. All K–2 staff participated in TEN professional learning to deepen their understanding of how to implement effective numeracy strategies. Staff identified areas for personal professional learning through their Performance and Development Plans and opportunities were given to meet these needs. All staff participated in Lesson Study to collaboratively develop lessons and evaluate strategies.

The school executive joined with six local schools, to develop the coaching skills of executive staff. This will be continued in 2018. A combined staff development day was held with four schools led by Education Changemakers. The focus of this day was to engage in innovative thinking to bring about change in schools.

External professional learning opportunities included:

- Library, learning support, EAL/D, Computer coordinator, principal and executive network meeting
- Aspire leadership workshops
- Sutherland Shire Music Festival Choir Teacher Training
- Reading Recovery

Total expenditure by the school on professional learning for 2017 was \$29,240. In addition, the school utilised the QTSS staffing allocation to allow staff to attend professional learning.

### Beginning Teachers

In 2017 there were two beginning teachers in their first year of professional support and one teacher 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.

Four teachers gained Proficient teacher status through completion of accreditation requirements.



## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	368,514
<b>Revenue</b>	4,503,484
Appropriation	4,089,171
Sale of Goods and Services	5,144
Grants and Contributions	403,133
Gain and Loss	0
Other Revenue	0
Investment Income	6,035
<b>Expenses</b>	-4,382,080
Recurrent Expenses	-4,382,080
Employee Related	-3,811,799
Operating Expenses	-570,280
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	121,404
<b>Balance Carried Forward</b>	489,918

The school executive regularly review the financial management of the school. In addition, a budget team has been established comprising members of the school community, teaching staff, school executive, the Teacher's Federation representative and the School Administration Manager. The team meets each term to review spending and to prepare for the next budget.

The school holds tied funds for external projects, including Costume Library, Instrumental music, regional band and Aspire. These projects total \$147, 805 and are reflected in the balance carried over.

The school is planning several projects for 2018 to improve the physical nature of the school including passive cooling, enhancement of outdoor spaces and improvements to classroom furnishing.

### Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	3,626,582
Base Per Capita	84,360
Base Location	0
Other Base	3,542,222
<b>Equity Total</b>	202,232
Equity Aboriginal	3,946
Equity Socio economic	22,283
Equity Language	34,238
Equity Disability	141,765
<b>Targeted Total</b>	52,259
<b>Other Total</b>	89,196
<b>Grand Total</b>	3,970,269

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

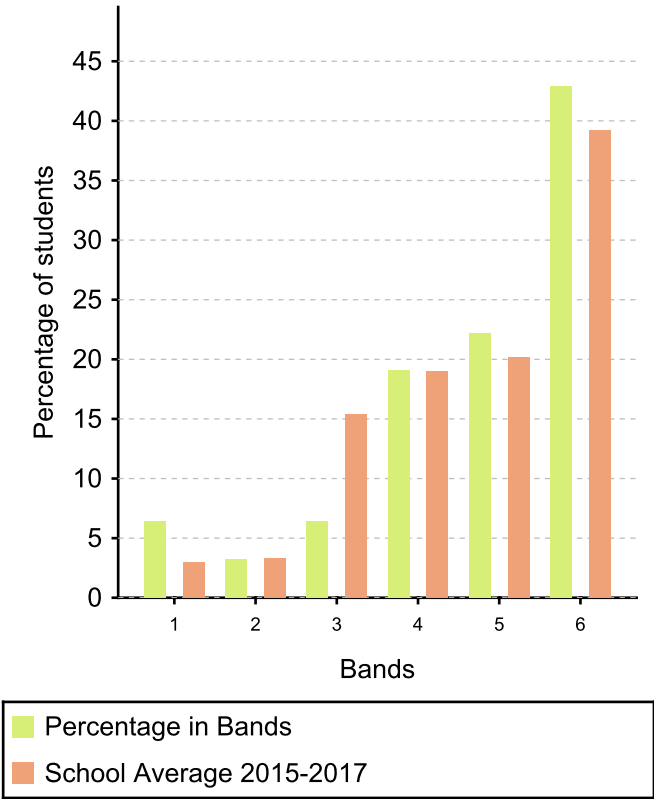
## NAPLAN

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 from Band 3 to Band 8 (Year 5). The achievement scale represents the increasing levels of skills and understandings demonstrated in these assessments.

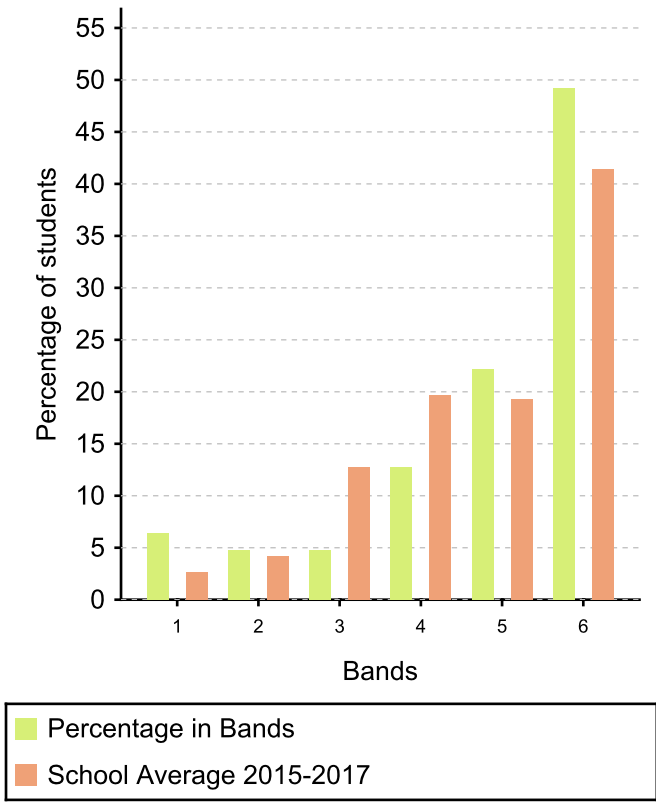
Caringbah North Public School's 2017 NAPLAN data in Literacy demonstrated that students in Year 3 and Year 5 continue to perform strongly across all areas in literacy compared to the state. Writing will be an area to focus on to further increase the number of students in the top bands.

Growth trend data indicated that 72% of Year 5 students showed greater than or expected growth in reading from Year 3 to Year 5 and 69% growth for writing. The performance of the mainstream students in Year 5 in reading and writing shows that they are performing above the state average. In reading, 49.3% are in the top 2 bands compared with 35.1% of the state. In writing, 16.9% are in the top 2 bands compared to 15.2% of the state.

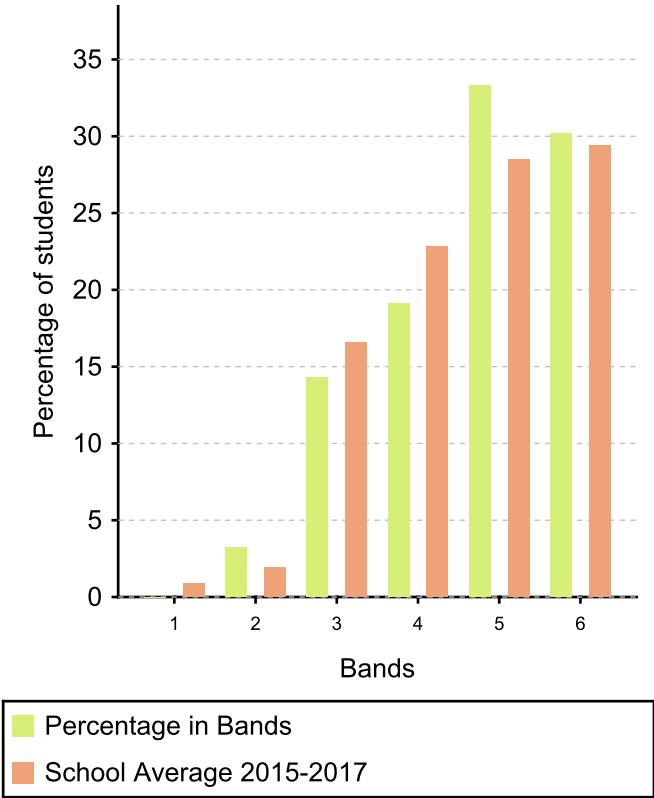
Percentage in bands:  
Year 3 Reading



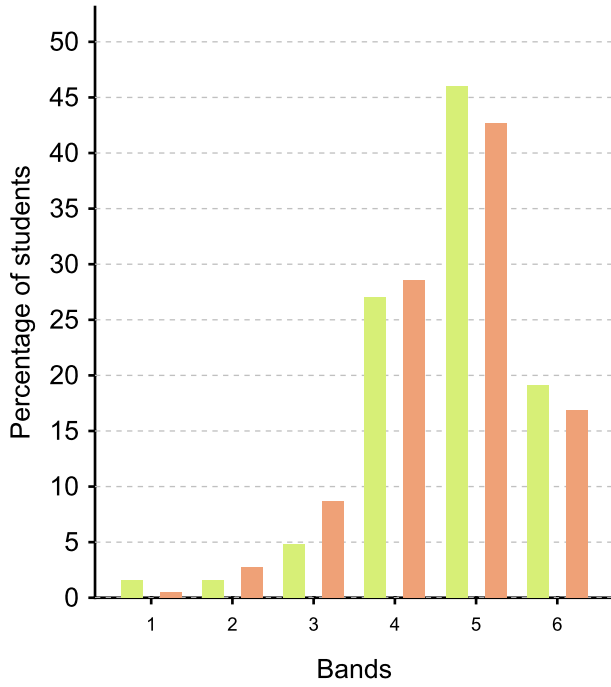
Percentage in bands:  
Year 3 Grammar & Punctuation



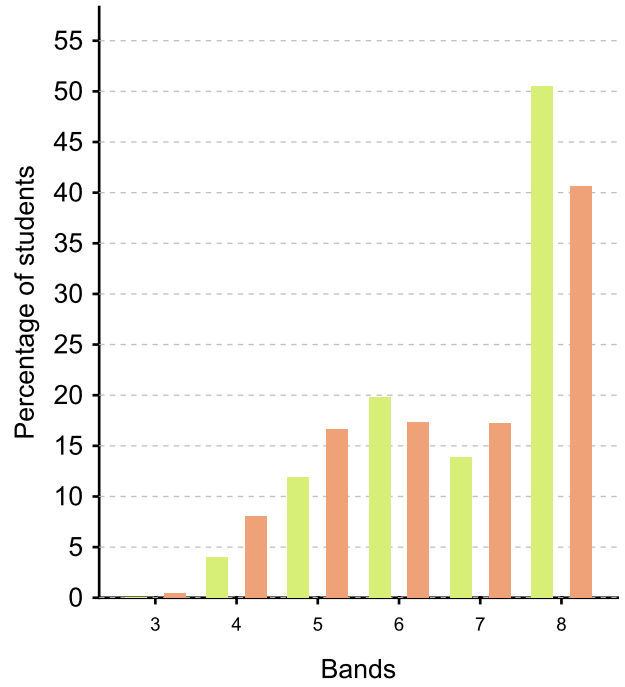
Percentage in bands:  
Year 3 Spelling



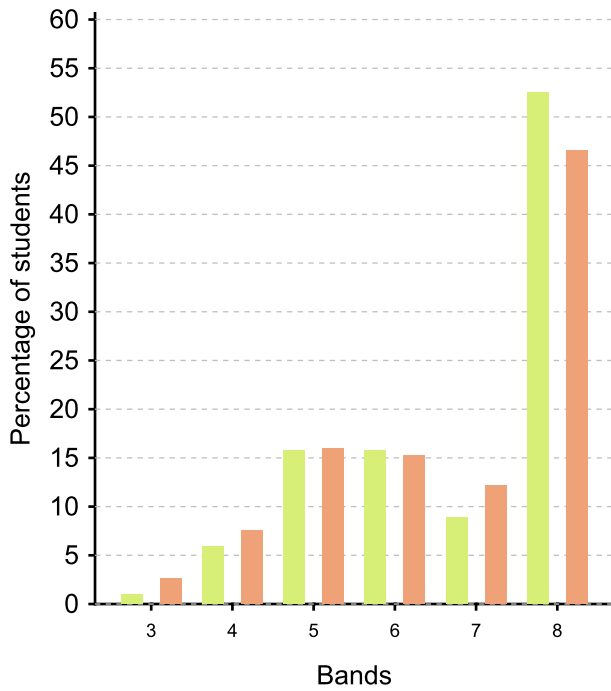
**Percentage in bands:**  
Year 3 Writing



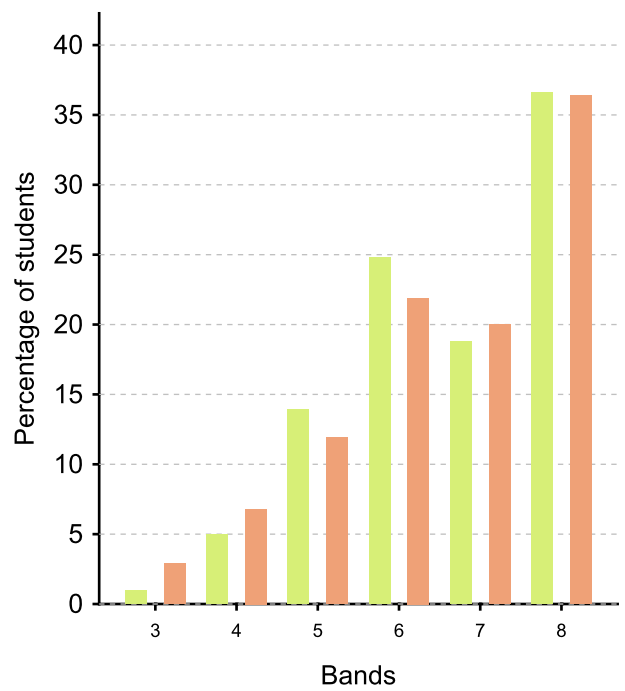
**Percentage in bands:**  
Year 5 Reading



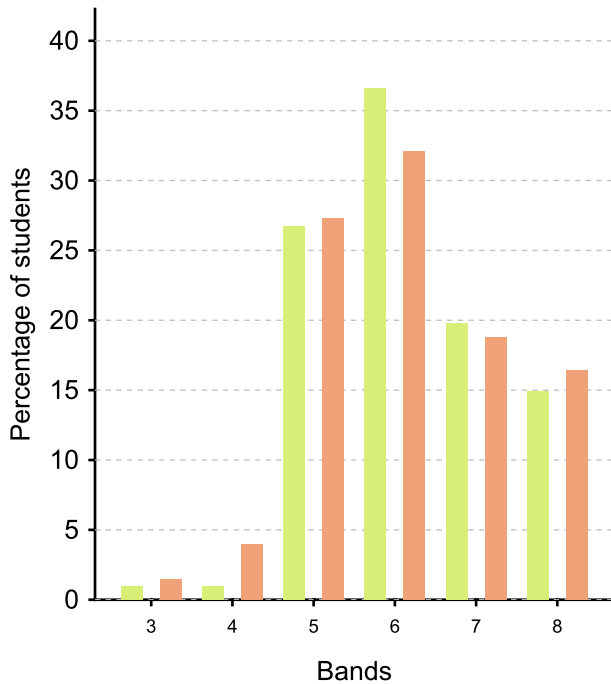
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing

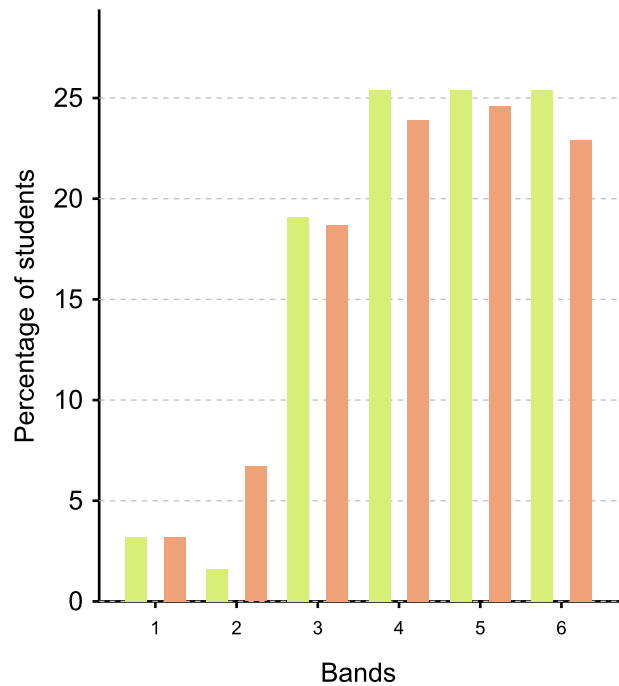


Percentage in Bands  
School Average 2015-2017

Caringbah North Public School's 2017 NAPLAN data in Numeracy demonstrated that students in Year 3 and YEAR 5 continue to perform strongly across all areas in numeracy compared to the state.

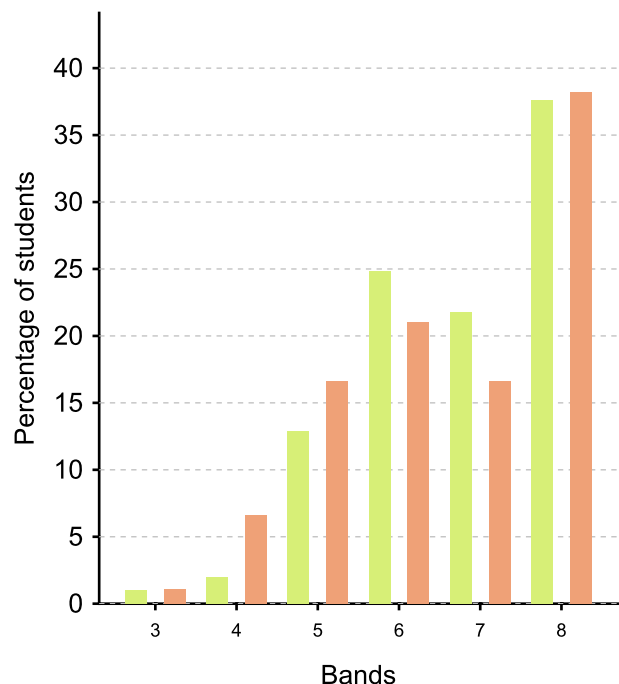
Growth trend data indicated that 65.3% of our Year 5 students showed greater than or expected growth in Numeracy from Year 3 to Year 5, which is down from the previous year. The performance of the mainstream students in Year 5 in numeracy shows that there are 42.3% in the top 2 bands compared with 28.6% of the state.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In Year 3, 65.1% of Caringbah North students attained a Band 5 or Band 6 in Reading compared to 51.2% of

the state. This is a 7% increase from 2016. 50.8% of our students attained a Band 5 or Band 6 in Numeracy compared to 43.5% of the state. This is a 12% increase on 2016. 65.1% of our students attained a band 5 or 6 in writing, an increase of 13% from 2016, compared to the state 53.1%.

In Year 5, 64.4% of Caringbah North students attained a Band 7 or Band 8 in Reading compared to 40.1% of the state. This is a 13% increase from 2016. 59.4% of our students attained a Band 7 or Band 8 in Numeracy compared to 32.5% of the state. This is a 5% increase on 2016. 34.7% of our students attained a band 7 or 8 in writing, an increase of 3% from 2016, compared to the state 18.1%.



## Parent/caregiver, student, teacher satisfaction

### Positive Behaviour for Learning (PBL)

At the beginning of 2017, a Tiered Fidelity Inventory (TFI) was conducted by our Positive Behaviour for Learning (PBL) coach. The TFI is a random survey of staff and students regarding their understanding of the school's expectations of behaviour, based on our values of Safety, Learning and Respect. The TFI also assesses the success of PBL implementation across the school.

On the overall data analysis, we scored 33% at the beginning of the year and 57% at the end of 2017, showing the effectiveness of the program implementation over the year. These results were achieved through staff consultation and data collection. The PBL team identified areas of concern which were addressed through the establishment of procedures and practices. Lessons were developed and explicitly taught in all classes K–6 utilising consistent and positive language. As a result, 75% of our staff could list school-wide expectations, 100% of staff taught behaviour expectations to their classes and 73% of students could list the school-wide expectations.

Areas for improvement as indicated by the data are as

follows:

39% of staff felt that our student behaviour data was regularly analysed for trends

36% of staff felt that behaviour consequences were consistent across the school

56% of staff indicated that students had received sufficient training

58% of staff believed that families in our community were provided with the opportunity to receive formal training on behavioural support and parenting strategies

Based on survey findings, the following areas will be addressed within our 2018 Action Plan:

- data on student behaviour will be collected every 5 weeks to inform decisions and provide feedback to the staff
- white slips will be phased out and a new recording system will be developed
- the office staff will be provided with opportunities to give feedback on student behaviour and to reward the students using our You Earned Its
- casual staff will be provided with a handout explaining PBL and given YEIs to give to students
- an audit of our signage will be conducted and the expectations reviewed prior to purchasing and displaying permanent metal signs in all areas of the school
- consistency of our You Earned It Rewards system will be reviewed and updated
- continued professional learning will be provided to staff regarding the positive and consistent management of behaviour both inside and outside the classroom
- the staff will continue the explicit teaching of behaviour expectations throughout the year
- a parent representative will be asked to join the PBL team and feedback sought from the community regarding PBL in our school
- the school will hold its official launch of PBL in Term 2 of 2018

### Tell them from Me Survey results

Each year schools are required to seek the opinions of parents, students and teachers about the school. The Tell Them From Me survey was undertaken by students in March 2017 and repeated in November. Parents and staff participated in the survey in November. The responses are presented below.

The survey was completed by 244 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.

### Socio-emotional outcomes:

- 71% of students had a sense of belonging

- compared to the state norm of 81%
- 84% of students have friends at school they can trust which compares to the state norm
- 90% of students value schooling compared to the state mean of 96%
- 88% of students had positive behaviour compared to state norm of 83%
- 61% of students were interested and motivated compared to the state norm of 78%
- 85% of students try hard to succeed in their learning

In one area the school was well below the school norm:

- 47% of students had a positive attitude to homework compared to the state norm of 63%

## Drivers of Student Learning

The following are scored out of 10. In each descriptor the school score was within .6 of the state norm.

- students felt that important concepts are taught well (7.6)
- class time is used efficiently, and homework supports class objectives (7.6)
- instruction is relevant to their everyday lives (7.4)
- the classroom is well organised, with clear purpose and appropriate feedback (7.6)
- they have someone who consistently provides encouragement and can be turned to for advice (7.0)
- teachers are responsive to their needs and encourage independence with a democratic approach (7.6)
- the school emphasises academic success and holds high expectations (8.4)

In one category the school was scored .9 below the state norm.

- There are clear rules and expectations for classroom behaviour (6.3)

30% of students stated they had been bullied at school which is 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.

## Parent survey

The *Tell Them From Me* parent survey was completed by 30 respondents which is a disappointing number of respondents compared to 111 in the previous year. The results are scored out of 10.

- Parents feel welcome – 7.3 compared to state norm of 7.4
- Parents are informed – 6.2 compared to state norm of 6.6
- Parents support learning at home – 7.2 compared to state norm of 6.3
- School support for learning – 7.2 compared to state norm of 7.3
- School support positive behaviour – 7.8

compared to state norm of 7.7

- School supports safety at school – 7.0 compared to state norm of 7.4
- Inclusive school – 6.7 compared to state norm of 6.7

## Teacher Survey

The *Tell Them From Me* teacher survey was completed by 28 teachers on the 8 Drivers of student learning. The results are scored out of 10.

- School leadership – 7 compared to the state norm of 7.1
- Collaboration – 7.8 compared to the state norm of 7.8
- Learning culture – 7.7 compared to the state norm of 8
- Data informing practice – 7.7 compared to the state norm of 7.8
- Teaching strategies – 7.6 compared to the state norm of 7.9
- Inclusive school – 7.8 compared to the state norm of 8.2
- Parent involvement – 6.3 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 6.7). 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. A focus for 2018 will be improved processes on developing Personalised Learning Plans.

Students from Caringbah North were invited to be a part of a network of schools initiative “Koori Kids By The Sea”, to participate in cultural activities. Unfortunately, the planned excursion to Royal National Park for fishing and cultural activities, was rained out on both occasions.

School staff have attended the Sutherland Aboriginal Education Consultative Group (AECG) and support the endeavours of this parent and community body.



In 2017 we celebrated Harmony Day, recognising our school's culturally diverse society.

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.

### Multicultural and anti-racism education

Caringbah North Public School promotes tolerance and acceptance through our school value of respect and provides an inclusive learning environment where students and their families from all cultural, religious and language backgrounds are positively supported and encouraged to participate in all areas of the school environment. Approximately 26% of the students have a language background other than English, representing 37 different language groups, with the main language groups being Mandarin and Cantonese. English as an Additional Language/Dialect (EAL/D) is supported at the school. EALD teachers program using the ESL scales, in line with the English syllabus, to ensure that students develop the necessary language required to access the academic language of class programs.