

Cardiff North Public School

Annual Report



2017



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Introduction

The Annual Report for 2017 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 reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Allyson Corrigan

Principal

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Message from the Principal

Cardiff North Public School's banner statement of 'Success through Endeavour' encompasses what we believe are the keys to a successful education at Cardiff North Public School. The school is extremely fortunate to have a dedicated staff, proactive and supportive P&C and fantastic students who are committed to improving their learning. Our achievements are only made possible with the tremendous contribution made by all members of the Cardiff North Public School Community.

In 2017, as a result of our commitment we were able to celebrate many significant student successes and new school initiatives. Our teaching staff continue to ensure that quality teaching and learning is happening in our classrooms, so that all students are able to achieve excellence as they strive to improve their learning goals. We continue to achieve student results that are above the state benchmarks, especially in reading, where we excel as educators and where most of our previous professional development has been targeted. Our teachers ensure that students experiencing difficulty have access to support services like the school counsellor and learning support team and that outside intervention services like speech therapists and occupational therapists are accessed within school hours, often through NDIS funding. Teachers have continued the explicit teaching of English literacy skills through the continuation of programs like Early Action for Success, Focus On Reading strategies and L3 Literacy Groups. The introduction of the Seven Steps Framework to support the explicit teaching of writing is something that will become a focus for 2018. Mathematical skills in Numeracy have been further consolidated through the continuation of our TENS programs. We have continued to work with the Cardiff Community of Schools and the University of Newcastle to ensure knowledge and skills among teachers is shared. We continue to be a leader in technology, ensuring our students have access to the latest equipment, programs and digital technology resources. Coding has been a feature of our technology program this year.

We value our amazing parent community at Cardiff North Public School and their great ideas have been used throughout our decision making processes this year. This culture of collaboration will continue into 2018 and will help make our school's future vision one that parents and community members are part of.

Our 'Kids Matter Team' has been established to bring student wellbeing, as an essential part of learning, into every aspect of our school life. They have planned the 2018 delivery of professional learning to staff.

We continue to give our students a wide variety of opportunities in Public Speaking, Debating, Star Struck, Music Bus and Dance 2B Fit. We also continue to offer a wealth of sporting opportunities like gymnastics, PSSA netball and soccer, Cross Country, athletics, swimming and Rugby League.

2017 saw the retirement of our much loved Principal, Colin Firth. As he enters this new chapter of his life we wish him the very best and we want to take this opportunity to thank him for the enormous contribution he made to the Cardiff North Public School community.

Our staff both teaching and non-teaching are fantastic. Their dedication to improving their craft as educators will ensure Cardiff North Public School continues to be a thriving hub of education.

Our P&C have continued to work tirelessly for our students. Their passion and dedication is unlike anything I have seen elsewhere in other schools.

As a small school we have big expectations. We encourage our students to have big hearts, to dream big and to strive to be the very best version of themselves every single day. By doing this they will go out into the world beyond Cardiff North Public School and do great things. I am honoured to be a part of our students learning journey that continues in 2018 and part of their life journey as lifelong learners.

Allyson Corrigan

Principal

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.

Progress in Learning

Learning Culture

At Cardiff North Public School there is a demonstrated commitment within the school community to strengthen and deliver on learning priorities. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. In 2018 we will be refining our current policies, procedures, programs and processes to identify, address and monitor student learning needs.

Wellbeing

At Cardiff North Public School students, staff and the broader community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. The school has identified aspects of, and factors contributing to wellbeing, in the delivery of teaching and learning. School staff has maintained currency of knowledge about requirements to meet obligations under 'Keeping Them Safe'. In 2018 we will continue to implement, reflect on and refine a whole school approach to wellbeing so that students can have the tools to care for themselves and contribute to the wellbeing of others and the wider community.

Curriculum and Learning

At Cardiff North Public School the curriculum is provided to meet community needs and expectations and provides equitable academic opportunities. The school has an effective plan for student transitions in place. The school provides a range of extra curricula offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students. In 2017 we worked collaboratively with the Cardiff Community of Schools during Assistant Principal, Learning and Support Teacher, School Administrative Manager and School Administrative Assistant networking days. In 2018 we will be working on enhancing our curriculum provision by participating in and implementing the Seven Steps to Writing Success professional learning, the Cardiff Community of Schools writing Initiative, Explicit Instruction pedagogy, formative assessment and data informed practice.

Assessment and Reporting

Cardiff North Public School analyses internal and external data to monitor, track and report on student and school performance. Student reports contain detailed information about individual student learning, achievement and areas for growth, which provide the basis for discussion with parents. In 2018 we will be refining our explicit processes to collect, analyse and report internal and external student and school performance data by strategically and effectively using data informed practice and consistent teacher judgement during collaboration sessions throughout the school.

Student Performance Measures

At Cardiff North Public School we regularly achieve results at or above the national minimum standards. In 2018 we will be using data informed practice and targeted intervention to improve our value-added growth.

Progress In Teaching

Effective Classroom Practice

At Cardiff North Public School teachers regularly review and revise teaching and learning programs. They routinely review previous content and preview the learning planned for students in their class. All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively. In 2018 we will be working on teachers regularly using student performance data, formative assessment and student feedback to evaluate the effectiveness of their own teaching practices. Teachers will also be providing explicit, specific and timely feedback to students on how to improve.

Data Skills and Use

At Cardiff North Public School teachers analyse and use student assessment data to understand the learning needs of students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them. The school leadership team regularly uses data to inform key decisions. In 2018 we will be using the assessment instruments of the PLAT Writing rubric and PLAN 2 learning progressions so that data analysis is explicitly incorporated in all teachers planning for learning.

Collaborative Practice

At Cardiff North Public School executive staff and staff meetings are used to review the curriculum and revise teaching and learning programs. Staff regularly evaluate teaching and learning programs including the assessment of student outcomes. Teachers have been working together during collaboration time to improve teaching and learning for particular student groups. In 2018, we will be ensuring processes are in place to provide regular, formal, explicit mentoring, coaching and leadership sessions. Identified expertise within the staff will be further utilised in 2018 to further develop our professional community.

Learning and Development

At Cardiff North Public School teachers participate in professional learning targeted to school priorities and their professional needs. School processes are in place for teachers' performance and development. In 2018 there will be more opportunities given to staff to actively share learning from targeted professional development with others. Specific processes and procedures will be devised to ensure effective professional learning is in place for induction, teacher quality, leadership preparation and leadership development. In 2018, an explicit analysis of the teaching team will occur to identify strengths and areas for development, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

Professional Standards

At Cardiff North Public School staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes. Teachers at Cardiff North Public School are committed to their ongoing development as members of the teaching profession. In 2018 all teachers will be engaged in the accreditation process and accredited at proficient or higher.

Progress in Leading

Leadership

At Cardiff North Public School links exist with communities of schools, other educational providers and organisations to support the school's programs. In 2018 we will be working on implementing a leadership strategy in the school to promote succession planning, distributed leadership and organisational best practise. We will also continue to improve educational opportunities for students by building more productive relationships with external agencies such as universities, business, industry and community organisations.

School Planning, Implementing and Reporting

The three year school plan has annual iterations focussed on achieving identified improvements. Staff, students, parents and community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school. The school articulates a commitment to equity and high expectations for learning for each student, through our school vision statement and is responsive to changing needs. In 2018, specific monitoring, evaluation and review processes will be refined and will be undertaken routinely and regularly.

School Resources

At Cardiff North Public School, the school's financial and physical resources and facilities are well maintained, within the constraints of the school budget and provide a safe environment that supports learning. In 2018, we will focus on strategic financial management to gain efficiencies and to maximise resources and staffing to effectively implement the school plan.

Management Practices and Processes

At Cardiff North Public School all school staff are supported to develop skills for the successful operation of administrative systems. The school leadership team communicates clearly about school priorities and practices aligned to the school plan. In 2018 we will be creating an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

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

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 2017 the school moved into Phase 2 for Early Action for Success (EAfS). A new Instructional Leader was appointed through Merit Selection in a 0.6 capacity to support teachers and students in the early years (K–2). School funds were used to employ an Interventionist 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, Planning Literacy and Numeracy (PLAN) data was uploaded every five weeks alongside the Instructional Leader and was compared with data from all other EAfS schools across NSW. A variety of assessment strategies were used to make decisions about student achievement and individual goals were identified for reading, writing and numeracy. These were supported in the classroom by the Instructional Leader, Interventionist and Classroom Teacher. Data was closely monitored by the Instructional Leader to ensure all students were making progress.

Language, Learning and Literacy (L3) and Targeted Early Numeracy (TEN) are two Department of Education initiatives that continue to be implemented in all K–2 classrooms. New staff participated in 12 Teacher Professional Learning (TPL) sessions and were supported by the L3 trainer and Instructional Leader in the classroom. This included coaching sessions, demonstration lessons and team teaching with the Instructional Leader. L3 teachers maintained their accreditation by attending Ongoing Professional Learning (OPL) and participating in coaching sessions with the L3 Trainer and Instructional Leader to further improve their classroom practice. TEN was implemented daily in K–2 classrooms to target students who were not at expected benchmarks in Numeracy. Short, focussed and frequent activities were implemented to ensure specific areas of need were addressed and student progress was closely monitored.

To ensure consistent language and a deep understanding of the Numeracy Continuum and Mathematics Syllabus, staff completed five “Mathematics building blocks for numeracy” modules over twelve hours. The Instructional Leader facilitated the modules and discussions which addressed pedagogy, assessment, differentiation and a deep understanding of the Numeracy Continuum and Mathematics Syllabus.

After professional learning and conversations around the CESE “What Works Best” document, teachers expressed an interest in exploring Instructional Rounds as a means of enhancing teacher practice and promoting collaboration amongst teachers. An Instructional Rounds team was formed consisting of the executive team and 3–6 teachers. After careful data analysis and discussions, the team adopted the Lesson Study model with a focus on Number Talks in Multiplication and Division. An action plan was developed and implemented which involved professional readings, collaborative planning, implementation and feedback of lessons and assessments of student performance. The teachers involved found this experience to be valuable and observed the increase in students' use of metalanguage to explain their thinking in Mathematics. Data indicated an improvement in Multiplication and Division strategies being used in 3–6.

At the end of 2017, ACARA released the Literacy and Numeracy Progressions in draft form. They aim to provide a tool to track, assess, monitor and plan for teaching to further progress the literacy and numeracy development of students. Staff participated in initial professional learning and conversations around the documents. From 2018 onwards, it is a requirement for EAfS schools to begin using these documents in K–2.

The school continued to participate in the Premier's Priority Program titled “Bump It Up!” with a focus on moving students from the middle bands of NAPLAN to the top two bands. Programs were developed and delivered by our Learning and Support Teacher (LaST) to address particular areas of need in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2016 data analysis will show a	Interventionist – \$11,728.40	<i>K–2 Reading and Writing Data</i>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>10% improvement in reading and writing data for children achieving expected stage levels based upon 2015 baseline data.</p> <p>School-based assessments will indicate a minimum of 60% students achieving expected "cluster" for their grade level in Literacy and Numeracy.</p>	<p>(EAFS) + \$12,396.89 (Equity) + \$20,616.85 (used additional Library Day) = \$44, 742.14</p>	<p>97% of Kindergarten students, 95% of Year 1 students and 100% of Year 2 students met end of year reading targets in 2017.</p> <p>93% of students in Kindergarten achieved Cluster 4 for writing. 50% of students in Year 1 achieved Cluster 6 for writing. 50% of students in Year 2 achieved Cluster 8 for writing.</p> <p>3–6 Reading and Writing Data</p> <p>In Year 3, 93% of students achieved Cluster 9 for Aspects of Reading and 64% of students achieved Cluster 9 for Aspects of Writing. In Year 4, 81% of students achieved Cluster 10 for Aspects of Reading and 62% of students achieved Cluster 10 for Aspects of Writing. In Year 5, 83% of students achieved Cluster 11 for Aspects of Reading and 71% of students achieved Cluster 11 for Aspects of Writing. In Year 6, 81% of students achieved Cluster 12 for Aspects of Reading and 67% of students achieved Cluster 12 for Aspects of Writing.</p> <p>K–2 Early Arithmetic Strategies Data (EAS)</p> <p>100% of Kindergarten students demonstrated Perceptual strategies or above. 95% of Year 1 students demonstrated Counting On and Back strategies. 65% of Year 2 students demonstrated Facile strategies.</p> <p>3–6 Multiplication and Division Data</p> <p>Year 3 (Repeated abstract units or above) T2W5: 37% ,T3W10: 65%, T4W8: 78% Year 4 (Repeated abstract units or above): T2W5: 39%,T3W10: 65%, T4W8: 76% Year 5 (Operations): T2W5: 59%, T3W10:65%, T4W8: 65% Year 6 (Operations): T2W5: 90%, T3W10: 90%,TW48, 86%</p>

Next Steps

Staff in Early Stage One and Stage One will require initial training and ongoing professional learning for L3 from an accredited trainer through EAfS. The Instructional Leader will continue to provide ongoing support to all K–2 teachers in the areas of literacy and numeracy, data analysis and assessment. The Instructional Leader will also provide ongoing support with the implementation of TEN and the incorporation of the Numeracy Progressions into teaching and learning activities. Data analysis indicates that writing is still an area of need and will be a focus for the Instructional Leader in 2018.

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 2017 was to continue to examine the current reward and discipline system and ensure it met our philosophies and purpose. This included both the classroom and playground learning environments. As a school, we continued to monitor and re-evaluate, refining our systems where necessary.

This year we saw an increase in the number of students rewarded for their behaviour in class and on the playground. Our end of year classroom awards for academic achievement, citizenship and individual progress were again successful in acknowledging some of our hard working students.

In early 2017, the name of the 'Planning Room' was changed to 'Sort out Something' or SOS. Staff discussed this change with their classes and as a whole school. The SOS room was used for different purposes – to discuss inappropriate behaviour, if you were a witness to an incident, if you wanted to talk to a teacher or if a student required some quiet time or play.

Since the redevelopment of the new reward system, Cardiff North PS has seen a steady decrease in students attending the SOS room for inappropriate behaviour. From 129 incidences in 2015 to 95 in 2016 and 71 in 2017.

All staff have been trained in the Kids Matter Wellbeing framework, which will be implemented in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$0.	SOS attendance for negative incidents for boys went from 129 attendances in 2015, to 71 in 2017, a reduction of 45%. Whole school attendance data shows students attended school for 2017 on average 94.3% of the time.
Chaplaincy, (or School Buddies"), program running consistently.	\$0.	The Chaplaincy Program, titled "School Buddies", continued running, with target groups established. Groups were determined according to student need and included working on skills around maintaining friendships and developing social skills. Two projects this year involved students producing a rap about how students felt about themselves, their school and their community. This was also entered into an external competition. The second project was a mural created on mindfulness at the entry of the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Chaplaincy, (or School Buddies"), program running consistently.		The school chaplain also spent two days per week in the playground at lunch time to connect with students and support those students with social difficulties..
New reward system in place and being trialled.	\$0.	The previous reward system was re-evaluated at the end of 2017 and a trial for its implementation was planned for Term 1, 2018.

Next Steps

The implementation of the Kids Matter framework will be part of our School Plan for 2018–2020.

We will also continue to review our discipline procedures to ensure they continue to reflect departmental policies, procedures and current research into best practice in student wellbeing.

Learning Support procedures and supporting documents will be updated through staff consultation, to ensure they are aligned with updated National Consistent Collection of Data requirements.

Strategic Direction 3

NETWORKS

Purpose

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

Overall summary of progress

The Cardiff Community of Schools have had four separate collegial groups running in 2017. The teams each work together to support the professional development of staff and promote the sharing of ideas.

Principals Network – The Principals met regularly throughout the year to support each other as they worked together to achieve their School Plan milestones. They also co-ordinated the professional learning networking opportunities for their Assistant Principals, Learning and Support Teachers and School Administrative Managers.

Assistant Principals Network – The Assistant Principals combined to participate in a range of professional learning opportunities. These included External Validation, Healthy School Canteens, Personalised Learning and Support Signposting Tool (PLASST) and DoE Policy updates. The Assistant Principals found the professional learning days valuable in creating networks within their local group of schools.

Learning and Support Teachers (LaST) Network – The Learning and Support teachers' (LaSTs) Network group met once a term to collaborate, consult, mentor and reflect on programs and practices. In 2017 the focus was on updating Learning and Support Team procedures with the goal of having a core set of procedures which could then be personalised for each school. The Assistant Principal Learning and Support, assisted with this planning process. The National Consistent Collection of Data updates, changes and implications for our schools were also discussed during these networking sessions. Transition of year 6 students with additional support needs to Cardiff High School's 'Jump Start' program was another strong focus of the LaST network group. Information was shared about students and placement in the Literacy Support Class 7N was decided based on the strongest need.

School Administrative Managers (SAM) Network – The SAM network group met and supported each other throughout the LMBR finance deployment. Support included budgeting, purchasing and streamlining in school procedures.

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">• CCoS collegial networks for Principals, Executive, Teachers, LASTs and SAMs established, meeting regularly and operating effectively.• Joint teacher professional learning activities held throughout each year.• CCoS Learning Plans implemented across the six schools.	EAFS Professional Learning (L3) – 8 x casual days = \$4,022.80	<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. A SAM network meets each term, sharing expertise particularly in the area of LMBR deployment. The LaST's also meet each term to share expertise and professional development.</p> <p>A Cardiff Community of School Staff Development Day was held at Cardiff High School at the beginning of term 2. This provided staff with professional development in lesson observations, writing, Bump It Up, Geography syllabus, leading Literacy, cultural competence, Google Classroom and accreditation.</p> <p>CCoS Learning Plans have been fully implemented across all network schools.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Number of students achieving expected growth and National benchmarks in Literacy and Numeracy (especially in top two bands), improved.	Instructional rounds – 12.5 casual days = \$5096.66	<p>Instructional rounds focussed heavily on Numeracy in 2017. Data indicated an improvement in Multiplication and Division strategies being used in years 3–6 as outlined below.</p> <p>3–6 Multiplication and Division Data</p> <p>Year 3 (Repeated abstract units or above) T2W5: 37% ,T3W10: 65%, T4W8: 78%, Year 4 (Repeated abstract units or above): T2W5: 39%,T3W10: 65%, T4W8: 76%, Year 5 (Operations): T2W5: 59%, T3W10:65%, T4W8: 65%, Year 6 (Operations): T2W5: 90%, T3W10: 90%, TW48, 86%</p> <p>NAPLAN data showed an increase in the number of students in the top two skill bands for Reading and Numeracy in both Years 3 and 5.</p>
Maintenance or increase in percentage of students transitioning from Year 6 at partner Primary schools to Year 7 at Cardiff High School.	4 casual days = \$2, 011.40	20/21 students or 95% of our Year 6 students transitioned to our local high School, Cardiff High, in 2017.

Next Steps

Cardiff North Public School will continue its strong relationship with the Cardiff Community of Schools to ensure all networking opportunities are supported. In 2018 Cardiff North Public School will expand its networks into the business community and look for financial partners who will support learning and cultural initiatives within the school in line with the 2018 – 2020 school plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10, 479	<p>The Early Action for Success program has been an important part in assisting children to reach and maintain their benchmarks in line with the Literacy and Numeracy Strategy. This included professional development conducted by our Instructional Leader.</p> <p>Two staff attended Connecting to Country.</p> <p>An Aboriginal tutor from the local area was employed to assist students in the classroom.</p> <p>Aboriginal technology resources were purchased.</p>
Low level adjustment for disability	\$55,982	<p>SLSO support was increased for 2017 in line with student need.</p> <p>Speech Therapy assessments and ongoing therapy were provided to kindergarten students.</p> <p>Relief for classroom teachers and the Assistant Principal to attend Learning Support Team meetings was used.</p> <p>Low level, age appropriate readers for stage 3 students, Rainbow Reader Audio File Pens and OT Motor Skills resource books for staff were purchased.</p>
Socio–economic background	\$60,002	<p>Students and staff attended Young Leaders Day.</p> <p>The school funded an increase of hours for the Chaplaincy Program.</p> <p>Extra SLSO support was used for students with high needs.</p>
Bump It Up	\$44,742.14 – Interventionist	<p>Fluid and flexible groupings were formed in 2017 following detailed, deep analysis of the 2016 NAPLAN results especially, plus previous year's data . Anecdotal notes and debriefings with staff enabled the strategic follow-up of skills that specific students were 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 Numeracy paper. They have many mental strategies but are having difficulty applying them to the written question.</p>
Early Action for Success	<p>\$12,396.89 (towards Interventionist)</p> <p>\$93,233 (Instructional Leader)</p>	<p>In 2017 our EAfS initiative has resulted in:</p> <p>Evidence informed differentiated instruction in literacy and numeracy;</p> <p>Strong L3 K and Stage 1 and TEN implementation;</p>

<p>Early Action for Success</p>	<p>\$12,396.89 (towards Interventionist)</p> <p>\$93,233 (Instructional Leader)</p>	<p>5 weekly tracking and monitoring of students using PLAN;</p> <p>Developing individual writing goals based on continuum markers;</p> <p>Identification of students not reaching expected benchmarks;</p> <p>Tiered interventions implemented;</p> <p>Collaboration of staff during professional learning sessions;</p> <p>Regular professional learning sessions to build teacher capacity;</p> <p>Parents as Teachers and Community Helpers (PaTC) successfully implemented with two parent helpers 'graduating' and a</p> <p>Deep understanding of the Literacy and Numeracy Continuums.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	62	60	59	65
Girls	78	93	91	94

School enrolments increased from 150 in 2016 to 159 in 2017 and are expected to steadily increase each year. There were 65 male students and 94 female students in 2017.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.1	94.9	95.4	96.1
1	94.6	94.6	94.5	94.3
2	94.3	92.2	96.2	94.8
3	97.7	94.2	94.5	94.1
4	95.7	95.1	95.1	94.2
5	94.8	92.3	95.2	92.8
6	93.4	92.8	95.2	92.5
All Years	95.4	93.8	95.2	94.3
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

Management of non-attendance

The NSW Department of Education mandates clear policies and procedures with regard to student attendance at school. In the instances where continued absence is a concern, the Student Welfare Team will investigate and support families to improve their child's attendance. They will also notify the Home School Liaison Officer, who has been specially trained to help parents and schools when dealing with attendance issues.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	1
Head Teacher(s)	0
Classroom Teacher(s)	7.51
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.92
Other Positions	0

*Full Time Equivalent

There were no staff members at Cardiff North Public School in 2017 who identified as being 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

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Cardiff North Public school staff in 2017. With the release of a new funding model and research supporting teacher quality being the single largest indicator of student success, this was a major focus area for our school. Specific professional learning areas that were priorities for 2017 were L3, Numeracy Building Blocks and Kids Matter.

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 Actual (\$)
Opening Balance	169,526
Revenue	1,709,410
Appropriation	1,649,616
Sale of Goods and Services	1,457
Grants and Contributions	56,223
Gain and Loss	0
Other Revenue	0
Investment Income	2,114
Expenses	-1,707,608
Recurrent Expenses	-1,707,608
Employee Related	-1,511,985
Operating Expenses	-195,623
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	1,802
Balance Carried Forward	171,328

Cardiff North Public School is fully deployed to the SAP / SALM finance system.

The Finance Committee meets twice a term to ensure the school continues to be managed in accordance with departmental financial procedures..

The balance carried forward is to be used for; school promotional communication and engagement signage, brochures, photography and artwork; the employment of a part-time interventionist to 'Bump Up' student results in targeted areas; future focussed furniture and classroom resources and some will remain in savings for a future shade structure for the fixed equipment.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,277,013
Base Per Capita	22,924
Base Location	0
Other Base	1,254,089
Equity Total	126,464
Equity Aboriginal	10,479
Equity Socio economic	60,002
Equity Language	0
Equity Disability	55,982
Targeted Total	40,979
Other Total	186,225
Grand Total	1,630,681

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, 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.

Year 3 Literacy

Grammar and Punctuation

In Year 3, 78.2% of our students achieved results in the top bands 5 and 6 for Grammar and Punctuation. No students were placed in the bottom two bands and 21.8% were placed in the middle two bands 3 and 4.

Reading

In Year 3, 56.5% of our students achieved results in the top bands 5 and 6 for Reading. No students were placed in the bottom two bands and 43.5% were placed in the middle two bands 3 and 4.

Spelling

In Year 3, 52.2% of our students achieved results in the top bands 5 and 6 for Spelling. No students were placed in the bottom two bands and 47.8% were placed

in the middle two bands 3 and 4.

Writing

In Year 3, 56.5% of our students achieved results in the top bands 5 and 6 for Writing. No students were placed in the bottom two bands and 43.5% were placed in the middle two bands 3 and 4.

Year 5 Literacy

Grammar and Punctuation

In Year 5, 42.8% of our students achieved results in the top bands 7 and 8 for Grammar and Punctuation. 21.4% of students were placed in the bottom two bands 3 and 4 and 34.7% were placed in the middle two bands 5 and 6.

Reading

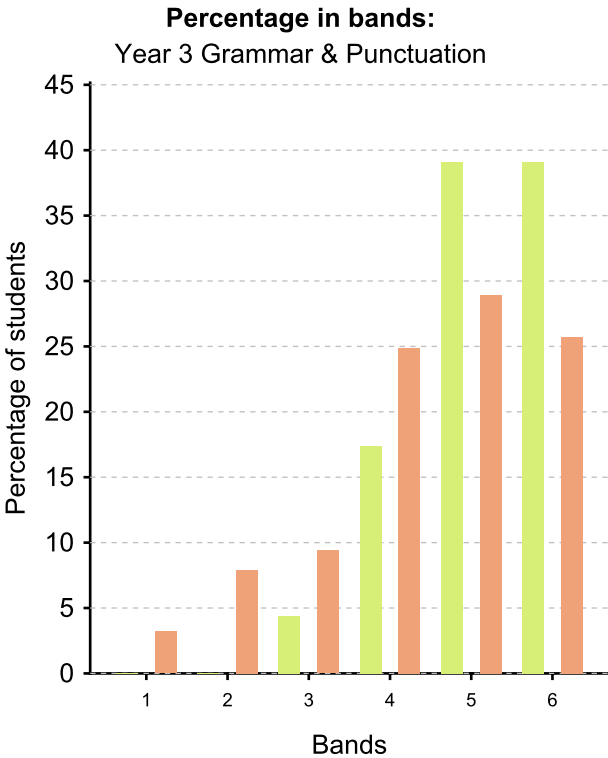
In Year 5, 50% of our students achieved results in the top bands 7 and 8 for Reading. 21.4% of students were placed in the bottom two bands 3 and 4 and 28.5% were placed in the middle two bands 5 and 6.

Spelling

In Year 5, 35.7% of our students achieved results in the top bands 7 and 8 for Spelling. 7.1% of students were placed in the bottom two bands 3 and 4 and 57.1% were placed in the middle two bands 5 and 6.

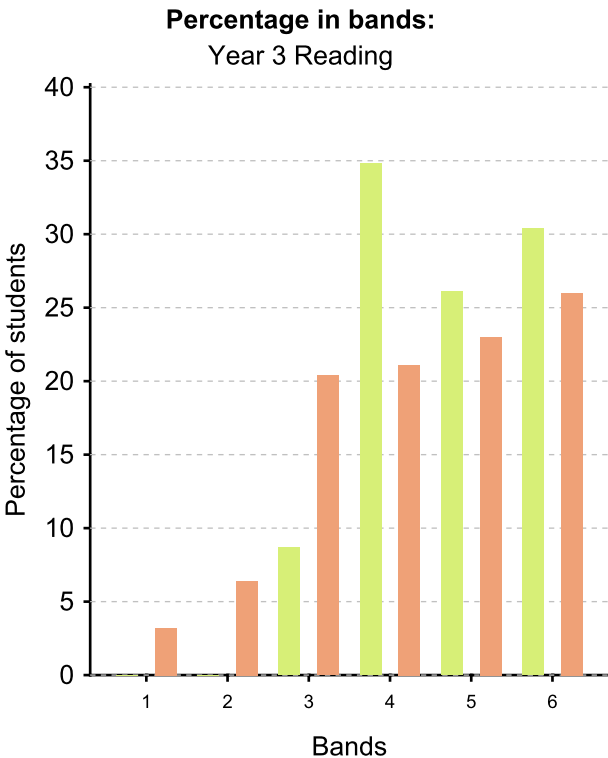
Writing

In Year 5, 7.1% of our students achieved results in the top bands 7 and 8 for Writing. 7.1 % of students were placed in the bottom two bands 3 and 4 and 85.7% were placed in the middle two bands 5 and 6.



	Percentage in Bands					
	School Average 2015-2017					

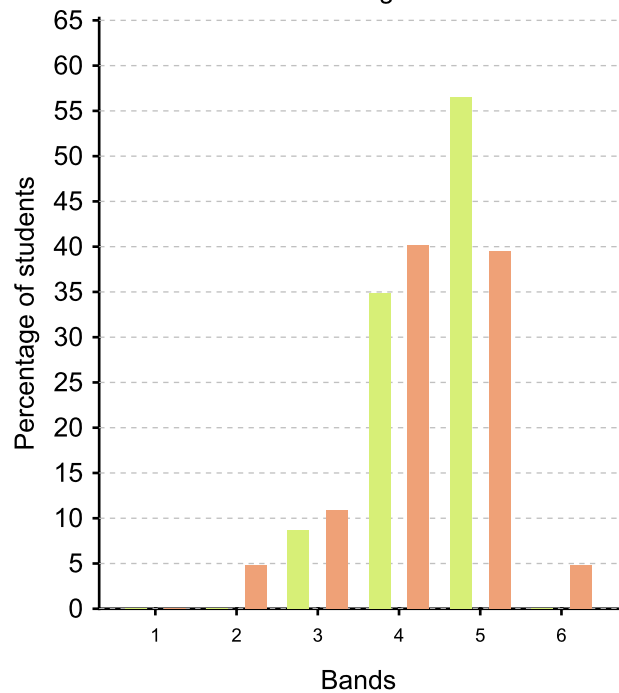
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	4.4	17.4	39.1	39.1
School avg 2015-2017	3.2	7.9	9.4	24.9	28.9	25.7



	Percentage in Bands					
	School Average 2015-2017					

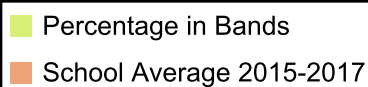
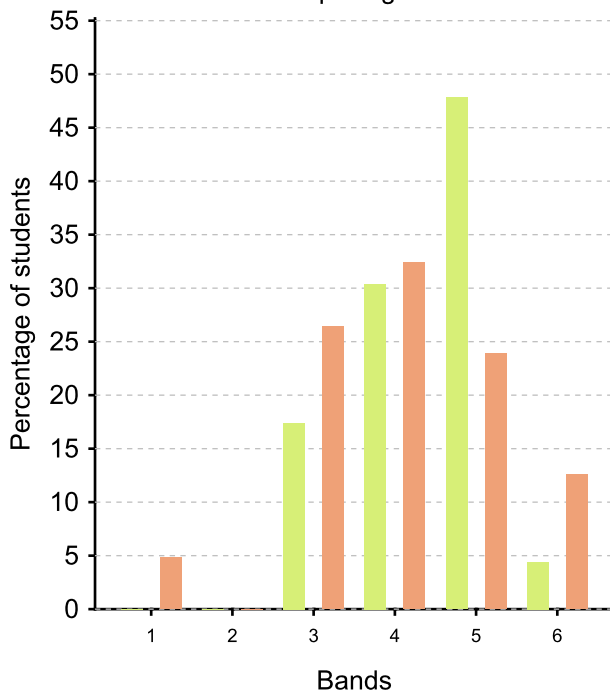
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	8.7	34.8	26.1	30.4
School avg 2015-2017	3.2	6.4	20.4	21.1	23.0	26.0

Percentage in bands:
Year 3 Writing



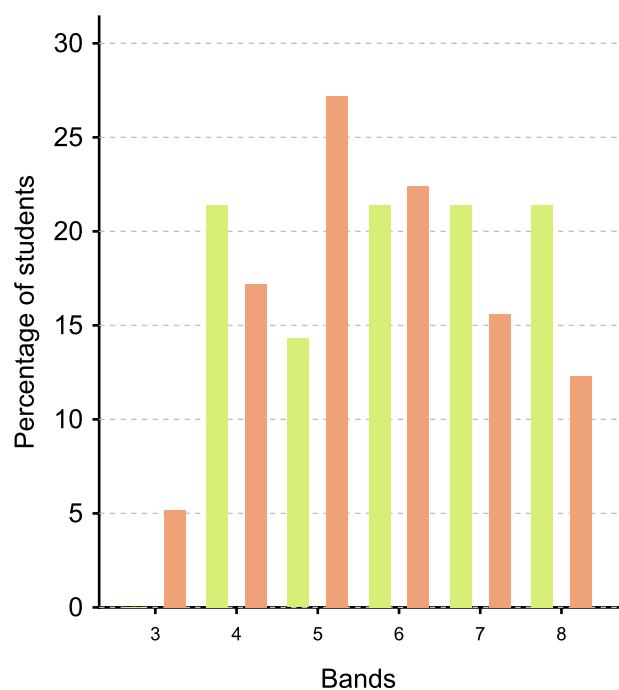
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	8.7	34.8	56.5	0.0
School avg 2015-2017	0.0	4.8	10.9	40.2	39.5	4.8

Percentage in bands:
Year 3 Spelling



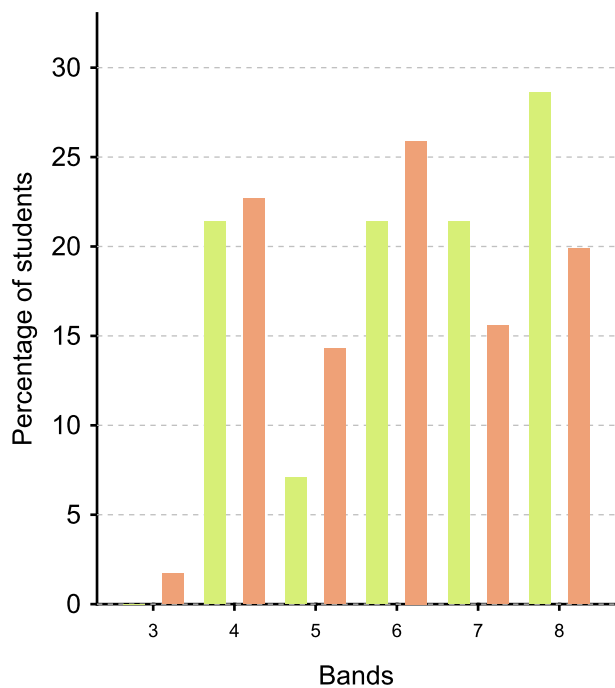
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	17.4	30.4	47.8	4.4
School avg 2015-2017	4.8	0.0	26.4	32.4	23.9	12.6

Percentage in bands:
Year 5 Grammar & Punctuation



Band	3	4	5	6	7	8
Percentage of students	0.0	21.4	14.3	21.4	21.4	21.4
School avg 2015-2017	5.2	17.2	27.2	22.4	15.6	12.3

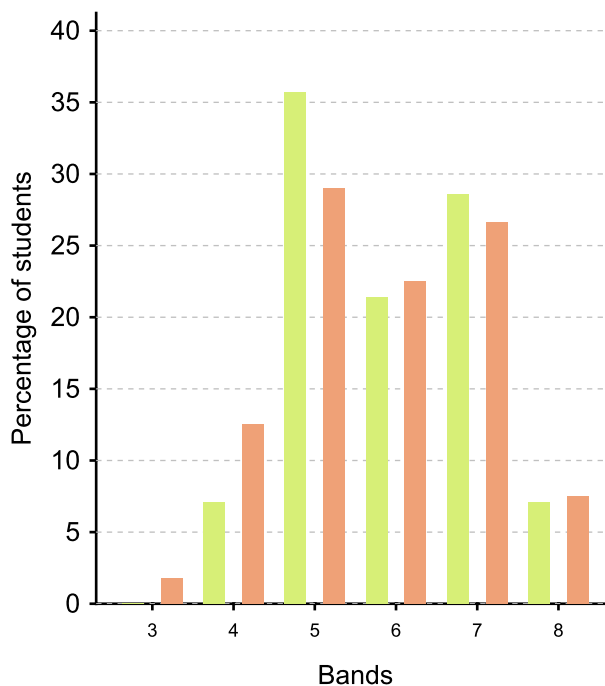
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	21.4	7.1	21.4	21.4	28.6
School avg 2015-2017	1.7	22.7	14.3	25.9	15.6	19.9

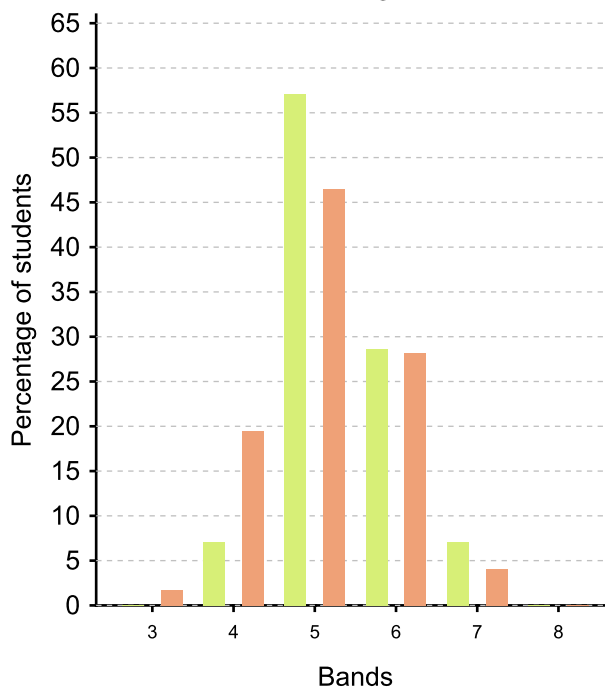
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	7.1	35.7	21.4	28.6	7.1
School avg 2015-2017	1.8	12.5	29.0	22.5	26.6	7.5

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	7.1	57.1	28.6	7.1	0.0
School avg 2015-2017	1.7	19.5	46.5	28.2	4.1	0.0

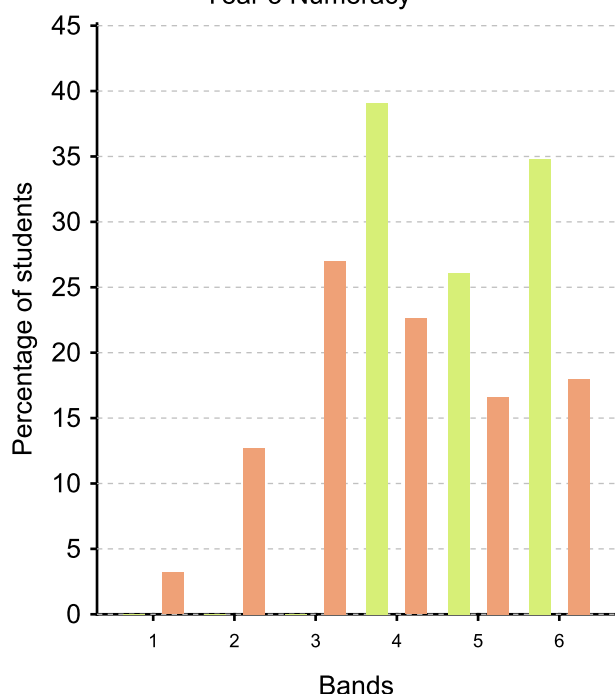
Year 3 Numeracy

In Year 3, 60.9% of our students achieved results in the top bands 5 and 6 for Numeracy. No students were placed in the bottom two bands and 39.1% were placed in the middle two bands 3 and 4.

Year 5 Numeracy

In Year 5, 21.4% of our students achieved results in the top bands 7 and 8 for Numeracy. 14.3% of students were placed in the bottom two bands 3 and 4 and 64.3% were placed in the middle two bands 5 and 6.

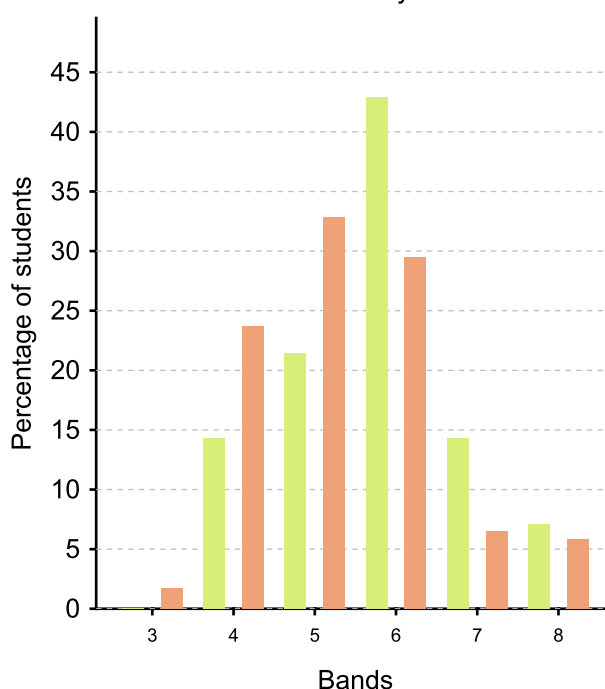
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	39.1	26.1	34.8
School avg 2015-2017	3.2	12.7	27.0	22.6	16.6	18.0

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	14.3	21.4	42.9	14.3	7.1
School avg 2015-2017	1.7	23.7	32.8	29.5	6.5	5.8

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 accordance with the *Premier's Priorities: Improving education results*, schools are required to report on their student performance for the top two NAPLAN Bands in Reading and Numeracy.

The percentage of Year 3 students in the top two skill bands in Reading was 56.5%. In Year 5 this percentage was 50%. In Numeracy the percentage of Year 3 students in the top two skill bands was 60.9%. In Year 5 this percentage was 21.4%.

Another reporting requirement from the *State Priorities: Better services – Improving Aboriginal education outcomes* is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands. For Cardiff North Public School, 3 students in Year 3 identified as Aboriginal and one was absent for the NAPLAN testing period, 1 was withdrawn from the NAPLAN testing and 1 achieved Band 5 for Reading and Band 4 for Numeracy. In Year 5, 1 student identified as Aboriginal but was absent for the NAPLAN testing period.

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 to two percentage points above the average NSW school. This is a wonderful achievement for the school and its staff and it tells us that we are on a journey of continued excellence.

The domains of Parental Involvement, Communication and Technology are areas that the school will continue to strengthen in 2018.

In averaging the school's score out of 10 for each of the seven key areas, our school averaged 8.7 out of 10 overall, an improvement from 8.1 in 2016.

With regards to our student survey results our 2016 aim was to improve the percentage of students in the "High Challenge, High Skills" quadrant. In 2017, 44% of our students placed themselves in this quadrant compared to 33% in 2016. The NSW average is 53% so we aim to further improve this result in 2018.

Improving perceptions around our School Climate and Social and Emotional learning domains remain a key priority for 2018 and beyond.

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

Policy requirements

Aboriginal education

At Cardiff North Public School we instil in students the knowledge of customs and traditions of a range of cultures, including Aboriginal, as an integral part of our History programs. We have our Aboriginal co-ordinator trained in the use of M-Goals. They liaise with the Learning Support Team and parents to ensure Personalised Learning Plans are in place for all Aboriginal students within the school. The Early Action for Success program has been an important part in assisting Aboriginal children to reach and maintain their benchmarks in line with the Literacy and Numeracy Strategy. This included professional development conducted by our Instructional Leader. Two staff members participated in the Connecting to Country program. An Aboriginal tutor from the local area was employed to assist students in the classroom. Aboriginal technology resources were purchased.

Multicultural and anti-racism education

At Cardiff North Public School we instil in students the knowledge of customs and traditions of a range of cultures as an integral part of our History programs.

In 2017, classes explored multiculturalism through units covering diversity and world issues like the refugee crisis.

Through the Book Week theme, 'Escape to Everywhere,' students were able to explore the concept of oral storytelling traditions from a diverse variety of cultures throughout the world.

This year's Harmony Day included involving our local community Tamil school to share their language and culture.

Other school programs

Book Week

Each year students at Cardiff North Public School celebrate Book Week with an Open Day at the school. In 2017 the Open Day combined a Book Fair where students purchased books to help raise money for the school. It also involved a book character parade where students dressed up and parents and friends came along to watch.

Excursions in 2017

Early Stage 1 and Stage 1 combined for a visit to the Australian Reptile Park at Gosford.

Stage 2 stayed overnight at Myuna Bay Sport and Recreational Camp in Morisset.

Stage 3 stayed for several nights at Milson Island Camp.

The Stage 2 and 3 camps provided students with the opportunities to engage in a variety of activities such as rope-walking, canoeing, archery and rock climbing.

Sport

Students at Cardiff North Public School are provided with many avenues for sporting success. We have students compete in our school swimming, cross-country and athletics carnivals. From here we select teams who then progress to Zone Level. In 2017 we had 1 student reach regional level in cross country and 2 students reach regionals in Athletics. The school, being part of Crossroads Zone also provides opportunities for students to trial in a number of sports which include; soccer; netball, rugby league, rugby union, touch football, AFL, cricket and diving. We also played in a zone-based touch football competition for both stage 2 and stage 3 students.