

Caringbah North Public School

Annual Report



2018



3972

Introduction

The Annual Report for **2018** 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

125 Cawarra Rd

Caringbah, 2229

www.caringbahn-p.schools.nsw.edu.au

caringbahn-p.school@det.nsw.edu.au

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 2018–2020. These are:

- Connecting: Positive Wellbeing
- Informing: Feedback to Practice
- Learning: Evidence-based practice

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 the P&C and extended parent community, for our school programs, fundraising, and work in and around classrooms and beyond. Our P&C also ensures 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 2018 which include:

- Continued strong results in all areas of the curriculum with continued support for our gifted and talented students;
- 5 students gaining entry into the OC class from Caringbah North PS;
- 36 OC students and mainstream students gaining places in selective high schools for 2019;
- 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; and
- Enhanced opportunities for sport including gymnastics, dance, swimming, skateboarding and fitness.

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

I have had the pleasure of leading a group of dedicated parents on another successful year for the P&C. As a newbie to the role, I would like to begin by thanking Danielle Barry and Michelle Neudegg, who have not only helped me in taking over the reins, but left the P&C in such a healthy state.

The highlight of the P&C's year, for both the organising parents and the students, was once again the Rainbow Walk. A revised course led to increased opportunities to be hit by dye and be swallowed by a sea of colour. In addition to the fun, the generosity of parents, relatives and friends, lead to us raising \$11,000 for the school. All of which will be allocated back to the students and school. Thank you to Dani and Elizabeth for your efforts organising the Walk.

Due to the hard work of our canteen staff (Lynne, Renae, Widi, Vicki and Debra) and administrator Nicole, the initial problems with canteen profitability have been rectified and we have been able to continue offering a full range of meal options for the students. Our philosophy, is that while we don't need to make a profit from the canteen, we can't afford to make a loss and it has come as a source of great satisfaction that we can continue to run this fundamental school offering.

Our Uniform Store has once again earned the P&C around \$10,000 over the year, due to the outstanding management of Koula, who's stock management and volunteering keep the store running.

Our Mother's and Father's day stalls, along with Cake Stalls were once again popular, with both the students and, we hope, parents. Meanwhile the 1980's themed Trivia night was a raging success with over 120 parents participating. The success of the evening was due to the work of Sarah, Susan, Tracy and Melissa, and the incredible generosity of local businesses who supported their requests.

In terms of contributions to the school, the P&C have continued to focus on providing items to the school which enhance the students learning experience and enjoyment. We have allocated funds for items in the STEM research room, purchased additional computers, organised the mural painting on the canteen, painted additional handball courts in the playground and purchased some new school playground chairs. Additionally we continue to look for projects which will enhance the school environment.

As President, this year has been exciting and challenging. A huge thank you to my executive team (Shannon, Ben, Julianne, Crystal, Shay, Nicole) who have made my job easy, to Sharon, Helen and the school staff who have helped, and to all the parents who have given their time to support their children. It is an easy job when your assistants are talented and committed.

Anthony Vial

P&C President

School background

School vision statement

We are committed to excellence in education for every student in a respectful, inspirational, joyful and nurturing environment, ensuring all students reach their potential academically, socially and emotionally. We will do this through maintaining strong and authentic relationships within our school and the wider community and ensuring our teachers are supported in implementing quality teaching and learning.

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

The school provides many opportunities for additional educational experiences to cater for all aspects of child development including band, dance, choir, chess, 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 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 is the fourth year that the school has completed the self-assessment process, with a change in the elements introduced in 2017. From 2015 to 2018 we have seen a significant shift in where we have placed ourselves on the elements in the framework. There are four judgement levels: working towards, developing, sustaining and growing, and excelling. In 2015, we were working towards delivering in seven areas and delivering in seven areas. In 2018, we are sustaining and growing in eight areas and excelling in six areas. This is a result of a sustained approach from all staff to continue to refine their own practice, as well as contribute to the improvement of school in the areas of Learning, Teaching and Leading.

The focus on improved outcomes for students is embedded in the 2018–2020 school plan in our three strategic directions: Connecting, Informing, Learning. This supports our School Vision, which is:

We are committed to excellence in education for every student in a respectful, inspirational, joyful and nurturing environment, ensuring all students reach their potential academically, socially and emotionally. We will do this through maintaining strong and authentic relationships within our school and the wider community and ensuring our teachers are supported in implementing quality teaching and learning.

In 2018, our school undertook self-assessment using the School Excellence Framework and participated in external validation of our self-assessment. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework. The outcome of this process is reported on below.

The results of the external validation process indicated that in the School Excellence Framework domain of Learning:

In the element of culture the school is excelling. Caringbah North School has a positive learning culture, supported by the high expectations of staff, families and the broader community. In the element of wellbeing the school is excelling. There is a consistent approach to student well-being across the school through the implementation of Positive Behaviour for Learning, the introduction of The Leader in Me and Peer Support. This is underpinned by support for students coordinated by the Learning and Support Team. In the elements of curriculum and assessment we are sustaining and growing. This year, staff professional learning has focused on the introduction of the new literacy and numeracy progressions with a clear link made to increasing staff understanding of formative assessment through this process. In the elements of student performance measures and reporting the school is sustaining and growing. Student performance measures, both internal and external, indicate that students are consistently performing at a high level. Future directions in this domain include a focus on students taking greater responsibility for learning through goal setting and improved feedback from teachers to students and parents.

The results of the external validation process indicated that in the School Excellence Framework domain of Teaching:

In the element of effective classroom practice we are sustaining and growing. There has been an increase in the collaborative practice of teachers through professional learning that embeds classroom observations, reflective practice and peer feedback. In the element of data skills and use we are sustaining and growing. Staff have continued to develop their skills in the analysis of data to monitor student learning progress and have collaborated in Data Circles to regularly review data and collectively share strategies to improve student learning. In the elements of professional standards and learning and development we are sustaining and growing. Teaching is informed by evidence-based practice and all teachers take responsibility for continuous improvement. Future directions in this domain include maintaining quality professional learning for all staff to support the school plan and DoE directions. This will include analysing internal and external data more comprehensively and systematically embedding rigorous goal setting and classroom observation as core school practices.

The results of the external validation process indicated that in the School Excellence Framework domain of Leading:

In the element of educational leadership we are sustaining and growing. Within the leading domain, there has been a focus on improving school processes and management, which has resulted in measurable improvements in the leadership of the school. In the elements of school planning, implementation and reporting: school resources and management practices and processes are excelling. Our priority has been to develop a culture of distributed leadership to enhance management practices and processes, which has been supported through increased leadership

opportunities throughout the school, and the executive developing their capacity to support staff. Future directions in this domain include improved community engagement through targeting areas identified in the Tell Them From Me survey and further development of leadership capacity across the school.

Our self-assessment and the external validation 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

Connecting: Positive wellbeing

Purpose

To create a culture of high expectations where all students can thrive, succeed and connect so that there are the optimum conditions for learning and every child reaches their potential.

Overall summary of progress

Positive Behaviour for Learning program (PBL) is delivering a consistent approach to student behaviour, where expectations are co-developed and are explicitly and consistently applied across the school. The PBL team has developed a systematic approach to behaviour management and consistent language for staff. Explicit lessons have been developed and 2018 data shows that 100% of staff are now explicitly teaching behaviour expectations within all settings. All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. Staff feedback suggests that teachers feel more confident in managing student behaviour with the use of the behaviour flowchart. A higher level of students with positive behaviour at school was achieved, as indicated in the 2018 Tell Them From Me (TTFM) survey, with 92% of students displaying appropriate behaviour.

Connect 4 has a focus on social and emotional learning to provide a scaffold for students to build positive relationships. The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfill their potential. This was an important focus for our school as the Tell Them From Me Survey (TTFM) data from 2017 showed that 71% of students had a sense of belonging, compared to the state norm of 81%. Many students also reported that, whilst they had a connection with their class teacher, they could not name many other adults across the school whom they could turn to if needed. The most significant change, identified through student feedback from the 2018 TTFM, indicated that students had the opportunity to build relationships with another teacher and students across the whole school. There was an increase in the school mean from 7.0 to 7.7 in Advocacy at School (TTFM), that is, students feeling like they have someone at school who consistently provides encouragement and can be turned to for advice, now in-line with the state norm. The impact of these changes is evident in the positive experiences during Connect 4 lessons.

The Leader in Me was implemented in 2018 and is a program designed to develop the leadership of all students in the school. All students are engaging in lessons on the 7 Habits through the Connect 4 program and explicit classroom lessons. Professional Learning on the Leader in Me develops teacher understanding of how to change student leadership paradigms which in turn supports student's wellbeing. As a result, the school has developed a Leadership Pathway to develop the skills of Year 5 students to prepare them for school leadership. The program begins with a training day to build student understanding of how everyone can be a leader. This is then supported by workshops conducted by the class teachers. Students are given the opportunity to shadow a leader, and to run an event with groups of students across the school in a program called FUNCH– fun at lunch. Activities include kindy discos, paper aeroplane and handball competitions, soccer skills and volleyball. This supports evidence of increasing student voice as a proactive approach to student wellbeing.

Progress towards achieving improvement measures

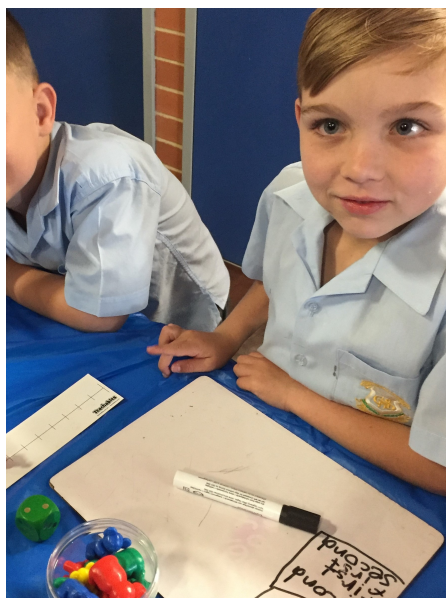
| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|--|
| Increasingly positive, measurable improvements in well-being and engagement with students reporting an increased sense of belonging, increased expectations for success and greater advocacy at school. | <ul style="list-style-type: none">Professional learning funds | <p>Positive, respectful relationships are demonstrated and widespread among students and staff promoting student wellbeing. Tell Them from Me survey data shows that the trend over 2017 to 2018 is positive and that performance against the state norm is in most areas equal to or above.</p> <p>Tell Them From Me data from 2017–2018 shows an increase in the number of students who feel they have someone at school who consistently provides them with advice and support.</p> |
| Increase in student leadership | <ul style="list-style-type: none">Professional learning | The Leader in Me program has increased the |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|---|---|
| and voice. | funds utilised to develop teacher understanding | opportunities for all students to see their leadership potential and for teachers to actively build student leadership. They are increasingly exhibiting skills that build intra- and inter-personal capabilities. |
| Increase in positive behaviour and a decrease in negative from PBL data sets. | Professional learning funds | <p>Tell Them From Me data showed students with positive behaviour at school increased from 88% in 2017 to 92% in 2018, demonstrating measurable improvements in student wellbeing. This school mean is 9% above the state norm.</p> <p>The PBL team regularly collects data on behaviours in various settings around the school to evaluate the effectiveness of the explicit lessons and implemented practices. From here, modifications are made to address areas of concern.</p> |

Next Steps

- Maintaining our support for a positive whole-school approach to behaviour through the PBL team;
- Strengthening our procedures around communication with home for identified students; and
- Embedding Connect 4 and The Leader in Me in school scope and sequences.



Strategic Direction 2

Informing: Feedback to practice

Purpose

To implement school wide practices for assessment that inform teaching, monitor student progress and report on learning to parents and students to support achievement across all learning areas, so that students learn what is taught and perform at high levels.

Overall summary of progress

2017 internal performance measures indicated that student assessment data, along with consistency in its interpretation, were not effectively evaluated to improve teaching practice and student outcomes. This instigated the practice of data collection, collaboration and tracking systems to identify students that are at risk of not achieving stage outcomes. Systems were implemented to ensure that individual goals established for students, are effectively communicated to parents and carers. This has resulted in school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. The system to refer students to the Learning Support Team has also been streamlined resulting in a refined tracking system. Through surveys, it was indicated that most staff were emerging in their understanding of how to personalise learning for students with significant needs. Professional Learning has been provided for staff to develop this area and this will continue to support the school plan. The impact of the above measures is that teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes and that the school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

Professional learning is giving teachers the knowledge and skills they need to implement formative assessment in all classrooms. This was an identified area of need for CNPS, as in 2017 more than two thirds of teachers identified that they were developing in their understanding of assessment strategies to inform teaching and learning. Teachers are becoming more confident in the use of formative assessment practices to inform teaching, adapt practice and meet learning needs. Teachers observe student use of strategies and responses to questioning to make immediate modifications to programs.

Teachers now engage with improved systems and practices in assessment in both literacy and numeracy and are using data to inform and differentiate their teaching and learning by tracking student progress and this supports learning across the school. Teachers have also had professional learning on the use of SCOUT to review NAPLAN and evaluate student understanding across both numeracy and literacy.

Data Circles are held each term, targeting different year groups, utilises consistent school-wide assessment and reporting practices where literacy data such as reading levels, fluency rates and phonemic awareness is collected every five weeks. These regular meetings and application of collaborative practices ensures consistency in teacher judgements. These meetings also provide opportunities for teachers to reflect and evaluate the effectiveness of teaching programs and make modifications to programs using evidence-based practices.

Enhancements have been made to student reports, based on staff and community feedback, by including 'Areas of Improvement' and 'Strengths' in all KLAS, not just English and Mathematics. This ensures parents are presented with clear information on how well their children are learning and strengthen student outcomes. Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps. Comparative data is available from class teachers.

Teachers regularly engage with parents in forums, Parent teacher interviews and individual appointment style meetings to discuss and report to families about student process. Within these meetings they are presented with clear information on what and how well their children are learning.

Students discussed at Data Circles receive an individual report that is provided to parents about support measures put in place to support students. This data is collected and stored in a centralised system SENTRAL, so it is accessible by all teachers, executive and support staff. Teachers adapt individual educational plans, based on the feedback received by parents to better support student needs. The school has explicit processes to collect, analyse and report specific student data.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|-------------------------------|--|
| Increased percentage of students demonstrating expected growth in literacy and numeracy with baseline data drawn from internal and external measures. | Professional learning funds | NAPLAN data shows a positive growth trend from years K–3 and 3–5 over the past 2 years. Growth trend data also indicates that 72% of Year 5 showed greater than or expected growth in reading from years 3 to 5 and 69% growth for writing. 49.3% of students are in the top 2 bands in reading in Year 5 compared to 35.1% of the state. In our Year 5 mainstream classes, the following percentage of students achieved higher than expected growth; Numeracy– 72% ; Reading– 76% ; Writing– 87% |
| An increased number of teaching and learning programs are data based and differentiated for individual learning needs. | Professional learning funds | Learning programs describe what students are expected to know, understand and do. The opportunity to reteach and revisit skills and content knowledge is evident in clearly annotated programs and units of work. Teachers have developed an understanding of expected student progressions and address these needs in their planning. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. |
| An increased number of students achieving success in meeting personalised learning goals. | Equity funds | Individual Education Plans are developed to support identified students. They are developed in consultation with parents and are reviewed each term. Student progress is tracked in LST meetings and stage Data circles. |

Next Steps

- Continuing with professional development in formative assessment through the duration of the current school plan. Resources will be made available for teachers to engage in collaborative lesson planning and observe each other's practices, offering support in areas requiring development. Teachers will also continue to engage with the Learning Progressions with professional development in PLAN 2 and tracking of student progress. This will ensure teachers are expertly using formative assessment strategies in all Key Learning Areas;
- Expanding the use of feedback from students on their own learning, which is derived from assessments, to inform future teaching and learning programs;
- Improving scaffolds for students to provide peer feedback; and
- Developing negotiated student learning goals which are formed after the analysis of internal progress and achievement data. These goals will be monitored through the collection of quality reliable data.



Strategic Direction 3

Learning: Evidence-based practice

Purpose

To implement evidenced-based quality teaching and learning that empowers our students to be responsible and independent learners, so that they are effective communicators, collaborative learners, creative and critical thinkers in a learning culture that promotes excellence and meets the needs of all students.

Overall summary of progress

There is an integrated, whole-school approach to curriculum delivery. Effective curriculum provision encompasses explicit planning guided by DoE syllabus documents and is addressed in school-wide processes that ensure teachers develop deep knowledge of current practices and progressions for student learning. Equitable opportunities encourage students to independently progress in all learning areas through effective evidence-based teaching practices and supports high expectations for student learning. The STEM (Science, Technology, Engineering, Mathematics) program was initiated in 2018 to introduce the new Science syllabus to students and staff. The confidence of the teacher in this curriculum area has resulted in the development of a STEM team that plans units of work and whole school experiences to promote this Key Learning Area. Student knowledge and engagement has increased and is evidenced by student work samples.

There has been active engagement by the school executive with other schools to enhance learning for all students. The introduction of Science week in Term 3 2018, further enhanced the learning opportunities for students K-6 by strengthening learning alliances with a local high school that has a strong embedded STEM program. High school mentors for our students added another element to the STEM program.

A shift in pedagogy, through professional learning as part of 4C Transformative Learning has resulted in teachers openly collaborating to tailor daily practice to meet the varying needs of students in their class and stage. Reflective practices, utilising formative assessment and enhanced by the collective knowledge of teams, allow class and stage plans to differentiate learning and assessment. Differentiation of curriculum delivery happens for students with identified needs, including adjustments to support learning or increased challenge.

The school curriculum provision supports high expectations for student learning.. This is demonstrated through the implementation of evidenced based teaching and learning programs that meet the requirements of the DoE and are adjusted to meet the needs of students. Students are support through the incorporation of learning alliances with other schools, as shown through the Caringbah High tutor program. School scope and sequences in Key Learning Areas describe expected student progression in knowledge, understanding and skills. They are supported by assessment schedules for summative assessment. Programs are annotated and show revisions based on student feedback and continuous assessment. Curriculum delivery is differentiated to meet the needs of individual students and ensure the optimum level of challenge is provided. This is demonstrated within teaching and learning programs and Individual Education Plans (IEPs) which are prepared in consultation with the Learning Support Team (LST) and parents.

Stage meetings and planning days provide opportunities for teachers to collaborate on units of work, share data of summative assessment and student progress. These weekly meetings and collaborative planning sessions involve discussions around the implementation of evidence based practices, such as the use of data, to inform programs that meet the needs of students. Extensive professional learning in TEN has enabled teachers to provide explicit, specific and timely feedback to students against skills and strategies outlined in the Learning Progressions. Systematic monitoring of teaching programs throughout the school enhances curriculum delivery by providing clear guidelines and expectations for all teachers regarding school and DoE requirements and to meet the challenging requirements of all students. This explicit feedback is used effectively to coach and guide teachers across the school regardless of teaching experience levels. The opportunity to reteach and revisit skills and content knowledge is evident in clearly annotated programs and units of work. Teachers have developed an understanding of expected student progressions and address these needs in their planning. Stage collaboration allows for a collective plan to identify needs and provide opportunities for student learning. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| Increased number of teachers applying content knowledge of | • QTSS funds | The Tell Them from Me data comparing 2016 to 2018 for skills and challenge shows the impact of |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|-------------------------------|--|
| new syllabus documents is demonstrated through observations, surveys and student work samples. | | the changes that have been implemented in curriculum. |
| Increased number of teachers applying 4C pedagogy in teaching and learning programs. | • Professional learning funds | Teachers increasingly engaging in collaborative planning to design lesson sequences that meet school and DoE requirements. |
| Increased student understanding of 4Cs and learning dispositions. | • Professional learning funds | Teachers increasingly building their knowledge of learning dispositions and applying in the classroom. |

Next Steps

- continue with systematic planning and scheduled review of whole school programs to address consistency of delivery across the school;
- further develop easily accessible class program storage;
- further implement Seesaw K–2;
- continue well planned and systematic Implementation of new syllabi as they are released to schools;
- Continue to develop a culture of feedback from colleagues to improve practice;
- refine IEP processes to include increased input from parents and students;
- clearly link assessment to classroom programs; and
- continue implementation of 4C transformative learning.



| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| Aboriginal background loading | <ul style="list-style-type: none"> • Release for teachers. Total amount – \$4042 for 2018 • Aboriginal background loading (\$1 000.00) | <ul style="list-style-type: none"> • Aboriginal students have excellent attendance and are well supported by school programs. • Aboriginal students are achieving at the same level as their peers. • Improved practices around PLPs has ensured a consistent approach across the school. |
| English language proficiency | <ul style="list-style-type: none"> • Total funds for 2018 – \$36,166 Flexible and supplemented from Equity funds to fund 2 teacher days per week • English language proficiency (\$36 166.00) | <ul style="list-style-type: none"> • 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. |
| Low level adjustment for disability | <ul style="list-style-type: none"> • Total funds for 2018 – \$37,955 plus .7 FTE • Low level adjustment for disability (\$37 955.00) | <ul style="list-style-type: none"> • School learning support officers (SLSOs) were employed to support students with additional needs who do not have targeted funding to attain IEP goals. |
| Quality Teaching, Successful Students (QTSS) | <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$ 98,179.00) • Quality Teaching, Successful Students (QTSS) (\$98 179.00) | <ul style="list-style-type: none"> • Data circles evaluated and supported by staff. • Stage planning highly valued by all staff. • 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 them. • Executive staff developed coaching and mentoring skills to support staff |
| Socio–economic background | <ul style="list-style-type: none"> • Socio–economic background (\$ 23,464.00) • Socio–economic background (\$23 464.00) | <ul style="list-style-type: none"> • CISP program (Speech) in year 1 has demonstrated growth in oral language and writing skills. |
| Support for beginning teachers | <ul style="list-style-type: none"> Funding for 1 teacher (temporary) for 1 year only. • Support for beginning teachers (\$ 12,500.00) • Support for beginning teachers (\$12 500.00) | <ul style="list-style-type: none"> • Professional learning using the Teaching Standards (TSA) courses to further support Early Career Teachers to develop a deeper understanding of the Quality Teaching Framework and the Standards. • Mentor has supported achievement of proficient teacher accreditation. |
| Targeted student support for refugees and new arrivals | <ul style="list-style-type: none"> Funding received in term 3 for 2 new students – 1 day per week. | <ul style="list-style-type: none"> • 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

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 282 | 290 | 295 | 283 |
| Girls | 257 | 262 | 266 | 273 |

Data shows that enrolments remain steady from 2017 to 2018.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 95.9 | 97.5 | 95.7 | 93.8 |
| 1 | 95 | 96 | 95.8 | 95.1 |
| 2 | 95.2 | 96.3 | 95.4 | 96 |
| 3 | 95.8 | 95.9 | 94.4 | 94.7 |
| 4 | 95.5 | 96.3 | 95.6 | 94.3 |
| 5 | 94.9 | 96.8 | 95.6 | 95.6 |
| 6 | 93.5 | 95.2 | 95.3 | 93.2 |
| All Years | 95.1 | 96.3 | 95.4 | 94.6 |
| State DoE | | | | |
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.4 | 94.4 | 94.4 | 93.8 |
| 1 | 93.8 | 93.9 | 93.8 | 93.4 |
| 2 | 94 | 94.1 | 94 | 93.5 |
| 3 | 94.1 | 94.2 | 94.1 | 93.6 |
| 4 | 94 | 93.9 | 93.9 | 93.4 |
| 5 | 94 | 93.9 | 93.8 | 93.2 |
| 6 | 93.5 | 93.4 | 93.3 | 92.5 |
| All Years | 94 | 94 | 93.9 | 93.4 |

Management of non-attendance

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

Class sizes

| Class | Total |
|-------|-------|
| KB | 18 |
| KR | 19 |
| KP | 17 |
| KG | 19 |
| 1K | 24 |
| 1P | 23 |
| 1M | 23 |
| 2E | 23 |
| 2D | 22 |
| 2W | 23 |
| 4-Mar | 29 |
| 3W | 31 |
| 3A | 30 |
| 4B | 31 |
| 4C | 30 |
| 5U | 30 |
| 5C | 27 |
| 5B | 27 |
| 6/5Y | 28 |
| 6T | 27 |
| 6K | 30 |
| 6D | 29 |

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 20.85 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.7 |
| Teacher Librarian | 1 |
| School Administration and Support Staff | 4.06 |

*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 2018, for a variety of personal reasons, allowing for the full year employment of temporary staff. Mrs Sonia James, Assistant Principal, gained the position of Principal at another school from 2019, creating a staffing vacancy. This vacancy was filled by merit selection and we welcome Mrs Ann Coleby to the position of Assistant Principal, beginning 2019. Mrs Coleby was a member of the teaching staff of Caringbah North Public School prior to her appointment.

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 | 40 |

Professional learning and teacher accreditation

Staff participated in valuable weekly professional learning sessions designed to meet individual professional goals, system needs and school priorities and directions. All staff received compliance training in emergency care, cardio-pulmonary resuscitation (CPR), asthma, anaphylaxis 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 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.

The school executive joined with eight local schools to continue develop the coaching skills of executive staff. This will be continued in 2019.

The executive engaged with four other schools to work with the Transforming Schools team on how collaboration, communication, critical reflection and creativity need to be incorporated into staff learning so that it can be transferred to students. The professional learning was then offered to all staff and will be continued in 2019.

All staff completed Seven Habits professional learning to be able to implement The Leader In Me program for students.

External professional learning opportunities included:

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

Total expenditure by the school on professional learning for 2018 was \$29675. In addition, the school utilised the QTSS staffing allocation to allow staff to attend professional learning.

Beginning Teachers

In 2018 there was one beginning teacher in their first year of professional support. A range of additional professional learning opportunities were negotiated that included classroom observations, in-class support, team teaching, attendance at external professional learning courses.

All teachers are now recognised as Proficient teacher through the transition of all remaining staff to the NESA teacher registration. All teaching staff are at various stages of their maintenance at proficient accreditation and are working towards completion of 100 hours of professional learning over the maintenance period.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

| | 2018 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 489,918 |
| Revenue | 4,724,119 |
| Appropriation | 4,280,905 |
| Sale of Goods and Services | 10,750 |
| Grants and Contributions | 418,786 |
| Gain and Loss | 0 |
| Other Revenue | 6,201 |
| Investment Income | 7,476 |
| Expenses | -4,426,818 |
| Recurrent Expenses | -4,426,818 |
| Employee Related | -3,799,555 |
| Operating Expenses | -627,262 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 297,301 |
| Balance Carried Forward | 787,219 |

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 \$130,000 and are reflected in the balance carried over. The school is planning several projects for 2019 to improve the physical nature of the school including air-conditioning, 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.

| | 2018 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 3,768,749 |
| Base Per Capita | 108,480 |
| Base Location | 0 |
| Other Base | 3,660,269 |
| Equity Total | 174,506 |
| Equity Aboriginal | 4,042 |
| Equity Socio economic | 23,464 |
| Equity Language | 36,166 |
| Equity Disability | 110,834 |
| Targeted Total | 53,143 |
| Other Total | 146,840 |
| Grand Total | 4,143,239 |

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

School-based assessment

The school has strategies for the collection of summative assessment data in both literacy and numeracy to ensure that the learning of all students is systematically monitored. A range of tools are used to collect data which is presented and analysed during 'Data Circles'. These collaborative meetings include the LST and classroom teacher and are led by the stage Assistant Principal. NAPLAN data is analysed and areas for improvement are identified. Additional data including reading levels, fluency rates, comprehension, phonemic awareness and early numeracy strategies is collated and analysed every 5 weeks with the aim to identify students at risk of not achieving stage outcomes. These internal assessments are compared with external measures such as NAPLAN data to highlight inconsistencies. During these meetings the team establish individual learning goals. Systems are in place for the recording of this data in a centralised system to evaluate student learning over time. Teachers reflect upon and validate the effectiveness of teaching and learning programs.

At CNPS, student assessment data is regularly collected and discussed to identify areas of strength and also areas of concern. Data collected identified a need for improvement in comprehension levels within stage 3 students. An explicit evidenced based program was introduced across years 3 & 5, and processes were put in place to support teachers with the delivery of the program through the utilisation the LST.

Data of students Lexile (comprehension) levels are collected and analysed each quarter. Teachers use this comparative data to gain insight into student learning and evaluate student understanding.

Teachers are able to compare results against reading ages expectations to determine if student growth falls into the expected range.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

2018 NAPLAN results shows the following percentage of mainstream students performing in the top two bands.

Year 3

58.44% were in the top 2 bands in reading compared to 61.7% of the state;

46.8% were in the top 2 bands for grammar and punctuation compared to 47.5% of the state;

42.9% were in the top 2 bands for spelling compared to 49.3% of the state; and

65.4% were in the top 2 bands for writing compared to 65.4% of the state.

Year 5 (mainstream)

40% were in the top 2 bands for reading compared to 35.3% of the state;

50.8% were in the top 2 bands for grammar and punctuation compared to 33.4% of the state;

40% were in the top 2 bands for spelling compared to 33.8% of the state; and

16.9% were in the top 2 bands for writing compared to 14.6% of the state.

Year 5 (OC)

100% of the OC (selective school students) were in the top 2 bands for reading, grammar and punctuation, spelling.

74% of the OC (selective school students) were in the top 2 bands for writing.

Year 5 Growth Data

Analysis of NAPLAN data shows a positive growth trend from years 3–5 over the past 2 years in literacy. Year 5 growth data indicates that 72% of year 5 showed greater than or expected growth in reading from years 3 to 5 and 69% growth for writing.

In our mainstream classes, the following percentage of students achieved higher than expected growth;

Reading– 76%

Spelling – 61%

Grammar and Punctuation – 72%

Writing– 87%

Selective students within CNPS also maintained strong growth, whilst already being identified as extremely high performing students in NAPLAN. It is recognised that there is uncertainty in evaluating growth for extremely high performing students and this will be more accurate in future years with the transition to NAPLAN online.

Reading– 93%

Spelling – 57%

Grammar and Punctuation – 70%

Writing– 77%

Future Directions

41.6% in Year 3 were in bands 3 and 4 for grammar and punctuation, which is an area identified to work in in 2019.

48% of the students were in bands 3 and 4 for spelling, showing that we need to do more work to move the middle.

In our mainstream classes, the following percentage of students achieved higher than expected growth ie growth from Year 3 to Year 5;

Numeracy– 72%

2018 NAPLAN results shows the following percentage of students performing in the top two bands.

Year 3

43.04% in numeracy and

Year 5

41.54% in numeracy

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Data, as reported above, indicates that students in both Year 3 and Year 5 are performing in line with the literacy and numeracy priorities of the Department of Education. The school has identified Year 3 grammar and punctuation as an area to focus on in 2019.



Parent/caregiver, student, teacher satisfaction

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 223 students in Years 4, 5 and 6 students in March 2018 and repeated in September. Parents and staff participated in the survey in September. 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%
- 87% of students have friends at school they can trust which compares to the state norm of 85%
- 90% of students value schooling compared to the state mean of 96%
- 88% of students had positive behaviour compared to state norm of 83%
- 66% of students were interested and motivated compared to the state norm of 78%
- 87% 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.

- students felt that important concepts are taught well and class time is used efficiently, and homework supports class objectives 7.9 compared to the state norm of 8.2
- instruction is relevant to their everyday lives (7.7) compared to the state norm of 7.9
- the classroom is well organised, with clear purpose and appropriate feedback (7.8) compared to the state norm of 8.2
- they have someone who consistently provides encouragement and can be turned to for advice (7.6) compared to the state norm of 7.7
- teachers are responsive to their needs and encourage independence with a democratic approach (8.1) compared to the state norm of 8.4
- students understand there are clear rules and expectations for classroom behaviour (6.7) compared to the state norm of 7.2
- the school emphasises academic success and holds high expectations (8.6) compared to the state norm of 8.7

29% 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 107 respondents which is a significant improvement from the 30 who responded in 2017. The results are scored out of 10.

- Parents feel welcome – 7.1 compared to state norm of 7.4
- Parents are informed – 6.1 compared to state norm of 6.6
- Parents support learning at home – 6.2 compared to state norm of 6.3
- School supports learning – 6.8 compared to state norm of 7.3
- School supports positive behaviour – 7.6 compared to state norm of 7.7
- School supports safety at school – 6.9 compared to state norm of 7.4
- Inclusive school – 6.3 compared to state norm of 6.7

Parents commented on the strength of the school including;

- supportive staff, proactive and positive well-being programs;
- the range of opportunities provided to students and families including sport options;
- the range of opportunities in the Arts;
- engaging fundraising activities; and
- the strong sense of community and welcoming nature of the school.

Parents commented that they would like to see improvement in;

- communication between home and school concerning student progress and school events;
- they also noted the need for improved communication around public speaking, homework and the student reward system.; and
- improving the physical facilities at the school was also noted.

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 – 6.8 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 – 7.4 compared to the state norm of 7.8
- Teaching strategies – 7.6 compared to the state norm of 7.9
- Inclusive school – 7.7 compared to the state norm of 8.2
- Parent involvement – 6.5 compared to the state norm of 6.8

Teachers commented that a strength of the school is the collaborative, supportive staff that work together on programming, learning activities and whole school programs. The well-being programs across the school were also recognised as making a difference. They identified developing the strengths of all teachers in

curriculum as an area to continue working on as well as the need to concentrate on a small range of programs so that staff don't feel overwhelmed.



Policy requirements

Aboriginal education

School staff have attended the Sutherland Aboriginal Education Consultative Group (AECG) and support the endeavours of this parent and community body. Caringbah North PS has taken a lead role in the organisation of "One Mob", a cultural day for all Aboriginal and Torres Strait Islander students in Sutherland schools.

In 2018, the focus was on improved practices around Personalised Learning Plans for all Aboriginal students. Aboriginal students have excellent attendance and are well supported by school programs. A range of opportunities were provided including Yarn Up!, the Public speaking competition and One Mob, a day of celebration for all Aboriginal students in the shire.

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.

Reconciliation week was remembered by all students with whole school activities building knowledge and understanding of the issues around reconciliation.

In November, a ceremony was held to recognise the installation of a flagpole for the Aboriginal flag. It included a smoking ceremony and was attended by staff of the Department of Education Aboriginal Education unit.



Multicultural and anti-racism education

In 2018, Caringbah North Public School celebrated Harmony Day, recognising our school's culturally diverse society. The school promotes tolerance and acceptance 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.

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.

Two students participated in the Multicultural public speaking competition.