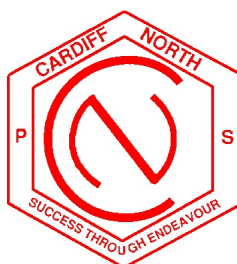


Cardiff North Public School Annual Report



2018



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Introduction

The Annual Report for **2018** 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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School background

School vision statement

Cardiff North Public School's *vision statement* was developed by staff, parents, students and the school community. It states:

"Cardiff North Public School – A hidden treasure where every student is known, valued and cared for.

We serve our community, delivering high quality education to produce successful learners, confident, creative individuals and positive contributors to society."

School context

Cardiff North Public School, situated in the Lake Macquarie suburb of Cardiff, has strong partnerships with the Cardiff Community of Schools, the Cardiff Business Chamber, Cardiff High School, the Kumaridha AECG and the University of Newcastle.

The school community's core values of care, respect, responsibility and co-operation are reflected in our well managed and happy classrooms, successful students and strong student social responsibility. Cardiff North Public School is small enough to offer more personalised educational opportunities while also offering the diverse and engaging programs of a larger school.

Our 2018 enrolment has grown to 160 and this has led to the appointment of a second Assistant Principal. The school's enrolments have been steadily growing over the past few years. 8% of the school population is Aboriginal and 9% have a language background other than English.

Strong Literacy and Numeracy programs, including the support of the Early Action for Success Instructional Leader and K–2 Interventionist, result in the vast majority of students meeting benchmarks. Cardiff North Public School strives to incorporate and effectively use diverse technologies to enrich student opportunities. The school also ensures educational programs have a multicultural and Aboriginal perspective.

As a result of our commitment to quality learning Cardiff North Public School provides a stimulating and challenging environment that nurtures children to reach their full potential and become global citizens.

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 and participated in an external validation. 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. 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 results of this process indicated that in the School Excellence Framework domain of **Learning**:

Cardiff North Public School is Delivering.

Cardiff North Public School is moving towards a PBL style focus for wellbeing. After the signage is displayed in the school, we will launch this more refined, whole school approach that is already being embraced by the school community and will be highly visible. It is envisaged that by Term 4, Sentral behaviour data will be used to inform the planning of lessons within PDHPE. By surveying the parents, teachers and students, we now have clearly defined expectations as evidenced by our school wide use of our classroom and playground behaviour management systems. In 2018, more refined LST and attendance procedures were written and explained to staff for implementation. This comprehensive learning support framework, together with the updating of our wellbeing and discipline policy is ensuring students are extremely well supported at Cardiff North.

Cardiff North Public School staff are receiving more professional learning around Wellbeing in line with our Strategic Direction 1. In 2017 and 2018 the Kids Matter modules formed a significant part of this training. Trauma training was included in this year's professional learning to provide additional support around mental health and students in OOHC. All students in OOHC have meetings with the LST every 6 months to update Personalised Learning Plans (PLSPs). The executive work closely with the HSLO and external agencies to identify and support students at risk as part of our LST procedures. Staff members and the AP Wellbeing were also trained in Positive Partnerships in order to formulate a plan to better support students diagnosed with autism, or showing autistic traits. This year also saw the introduction of regular training around attendance for staff in line with DoE policy. LST training ensured procedures are being followed to best support students with additional needs and create a positive learning environment.

In 2018 we have introduced the Drum Corp program for all of our Stage 3 students which focuses on self-esteem and social connections. Our Didge Group, linking our Aboriginal Students with Elders and mentors to build relationships through music. At Cardiff North Public School we have recently employed an Aboriginal SLSO mentor to help support the students in the playground, promoting positive behaviours and social skills whilst engaging in sporting activities.

Staff have worked extremely hard over a several years to develop and refine outstanding transition programs from pre-school to kindergarten and from year 6 to high school. We have built strong relationships with both our local preschools and feeder high school to ensure our students are supported through regular visits to sites and high levels of consultation. The LST collaborate with Cardiff High School to ensure correct class placement of students with additional needs and apply for appropriate support through Access Requests for identified students.

An increased commitment to collaborative planning and evidence-based teaching has ensured we have high expectations for learning. Support with programming and classroom practice has meant that teaching and learning programs are becoming more engaging and comprehensive. As a result of professional learning around the effective analysis of data, differentiation is provided for all students in Literacy and Numeracy. Strategic Direction 2 of our 2018–2020 school plan is focussed on assessment which was an identified area of need from our School Self Evaluation. Professional Learning is scheduled for Semester 2 and beyond around formative and summative assessment.

The leadership team have planned and delivered a variety of professional learning sessions throughout 2017. They have also supported staff by sharing the delivery of professional learning during 2018 in the areas of writing, wellbeing, data analysis and the Learning Progressions. Intensive PL for all staff in writing, began in Semester 1 with the executive and Writing Team engaging in the Writing Initiative PL and Seven Steps Coaching PL. All staff also received PL on the PLAT Writing Tool. From Term 1 this year, staff have used the writing rubric and Excel spreadsheets to identify students requiring tiered interventions and areas of focus for teaching and learning programs. In Semester 2 a Seven Steps to Writing Success consultant provided a one day PL session targeted at teaching strategies around areas of need from our internal and external writing data.

Communication around learning is a feature of Strategic Direction 3 of our 2018–2020 School Plan and this year parents have been provided with a variety of formal and less formal options to engage with their teacher about their child's learning. Parent/teacher interviews are formally provided twice a year and more often for students with additional learning needs. Student reports are provided to parents/carers with information on the learning progress of their children in accordance with DoE requirements.

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

Cardiff North Public School is Delivering

Cardiff North Public School has made significant progress in the development and implementation of effective classroom practice since the introduction of the EAfS initiative within the school. Staffing and timetabling have been restructured, with additional funds from the school, to ensure all teachers have been supported. These have included collaborative stage planning, using student work samples to identify learning goals and analysing student achievement data. Our teachers regularly reflect and evaluate lesson plans and ensure teaching and learning programs are based on the curriculum. Student progress data is regularly used in stage planning to develop quality teaching and learning programs. TEN, TOWN and L3 are our main evidence based practices implemented in the school. A range of evidence based strategies around writing are already producing improved student outcomes. As a school, explicit teaching and feedback during writing lessons will form the focus for professional learning in line with Strategic Direction 2 of our school plan.

The leadership team have ensured that all staff engage in regular professional learning that builds skills in the analysis, interpretation and use of student assessment data. Professional learning around the learning progressions, PLAT writing, NAPLAN and the analysis of running records has improved teacher understanding, their ability to differentiate and develop individual learning goals. As a result of this professional development, L3, TEN and TOWN data is collected and effectively analysed every 5 weeks. A writing assessment is administered every term and marked against the PLAT writing rubric. Stage teams collaboratively analyse student work samples to ensure consistency in teacher judgement. School data is used to ensure we are regularly monitoring student progress and identifying and addressing gaps in achievement. Internal and external data are reported to parents through the P&C and Annual report and are used to inform whole school planning.

Teachers contribute their ideas and knowledge to broader school programs and improve their teaching practice with support from the school. Teachers willingly demonstrate and share their expertise to support colleagues in their ongoing development including the use of Instructional Rounds and mentoring. Classroom observations occur at least twice a year where written feedback is given enabling teachers to reflect on their practice. This provides the opportunity for staff to monitor and improve their own performance to achieve their professional goals.

The results of this process indicated that in the School Excellence Framework domain of **Leading**:

Cardiff North Public School is Delivering

The school leadership team have worked towards building a culture of collaboration, which values learning and is responsive to individual student and community needs. We cater for the education and wellbeing of all students K–6 through the development and implementation of clearly communicated strategies and policies that impact on the experiences of every student. Effective teaching and learning practices are developed in collaboration with teachers and monitored by executive staff to ensure the implementation of syllabuses and associated assessment and reporting processes. The school leaders recognise the development and needs of our students and implement practices that reflect quality teaching and learning principles. The leadership team also understands the strengths and learning needs of all staff, teaching and non-teaching and ensures opportunities for shared leadership are planned and strategic to meet the needs of the school.

The leadership team undertake annual performance and development reviews of all staff in accordance with the Performance and Development Framework. Staff develop goals in consultation with their supervisor to improve their performance which is monitored and supported by the executive team. The school's succession planning has included training relevant staff in the PDP process and how to deal with performance issues.. This training will be used to refine our PDP processes for 2019 and ensure the delivery of an effective staff performance and development system.

Our school focusses on a culture of continuous improvement. The leadership team is responsible for planning, implementing, monitoring and self assessing the practices within the school plan. Instructional Rounds is one of the initiatives we have implemented throughout the school to create opportunities for staff to improve on their practice through observations and constructive feedback. The leadership team seeks parent feedback on school programs, processes and initiatives through surveys, formal and informal meetings and regular attendance at P&C meetings. Opportunities to seek feedback from students on school initiatives and programs are planned for. AECG feedback on our school plan was sought, received and implemented through the development phase. The EV process has provided the leadership team with a thorough school analysis of the school planning process, significantly increasing ownership and understanding around the school plan. The EV process has made very clear our areas for further development towards achieving excellence in the provision of a quality education for our students. As a school we collect and analyse learning and wellbeing data which is reported on through the Annual Report.

The priorities of our school plan drive financial decisions. The leadership team has employed a strategic approach to staff placement, both in classes and across the school with support staff – teaching and non-teaching. Strategic placement of SLSOs using Integration Funding Support, in addition to school funds, has meant all NCCD students and Integration students are catered for within our support timetable. We provide a safe environment for learning which includes the maintenance of school facilities. These facilities are used on a weekly basis by our local community groups. A variety of technology is accessible to all staff and students and supports learning. Processes are in place to ensure that our administrative systems and practices support school operations. This includes the use of Sentral and weekly timetables to support effective teaching and learning programs. Administrative systems are constantly being evaluated and adjusted to ensure that they deliver benefits to the whole school community.

The school regularly engages with the school community through workshops and surveys aimed at gaining valuable feedback for improvement of practices and procedures. It includes school commitment to the "Tell Them From Me Surveys" which provide valuable feedback from a cross-section of the school community, including students, teachers and parents/carers. The school then analyses the results of these surveys with a view to improve practice. Recent changes to processes resulting from this analysis include examining communication processes within the school and using the SeeSaw app regularly to provide parents with valuable information on their child's learning.

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.

Strategic Direction 1

LEARNING—Literacy, Numeracy & Wellbeing

Purpose

To ensure student wellbeing and data driven practice underpins student success.

Overall summary of progress

In 2018 Cardiff North Public School surveyed its parents, staff and students around the current wellbeing procedures and planned a whole school PBL style approach for student wellbeing. In 2018, more refined LST and attendance procedures were written and explained to staff for implementation. This comprehensive learning support framework, together with the updating of our wellbeing and discipline policy is ensuring students are extremely well supported at Cardiff North.

Cardiff North Public School staff are receiving more professional learning around Wellbeing. The Kids Matter modules formed a significant part of this training. Other training to support wellbeing included trauma informed practice, professional learning around writing quality Personalised Learning Plans (PLSPs) and Positive Partnerships autism support. LST training ensured procedures are being followed to best support students with additional needs and create a positive learning environment.

In 2018 we have introduced the Drum Corp program for all of our Stage 3 students which focuses on self-esteem and social connections. Our Didge Group, links our Aboriginal students with elders and mentors to build relationships through music. At Cardiff North Public School we have recently employed an Aboriginal SLSO mentor to help support the students in the playground, promoting positive behaviours and social skills whilst engaging in sporting activities.

In 2018 our successful transition programs from pre-school to kindergarten and from year 6 to high school have continued to ensure our students are fully supported as they enter and leave primary school.

An increased commitment to collaborative planning and evidence-based teaching has ensured we have high expectations for learning. As a result of professional learning around the effective analysis of data, differentiation is provided for all students in Literacy and Numeracy.

The leadership team have supported staff in delivering professional learning during 2018 in the areas of writing, wellbeing, data analysis and the Learning Progressions. This professional learning helped staff to more effectively identify students requiring tiered interventions and areas of focus for teaching and learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve the positive sense of wellbeing of students, staff and parents.	Stage Meetings Staff Meetings Tell Them From Me Surveys \$22,380 Student Wellbeing Programs – Life Skills and Drum Corp	TTFM data indicates that in all areas of wellbeing in parent, student and teacher surveys our positive feelings around wellbeing practices at Cardiff North Public School are above state levels.
5% increase in the percentage of students in the top two skill bands in Reading, Writing and Numeracy.	Stage Meetings Staff Meetings NAPLAN, PLAT Writing Analysis, Progressions Analysis \$33, 81.06 K–2 Interventionist	Elements of effective writing strategies observed in classroom practice and evident in programs. Assessment data shows student improvement in Writing. Group mentoring / coaching sessions to share 'what worked, what could be better.' All staff indicate strong connections between evidence-based research and classroom practice. Positive impact for student outcomes. Baseline data on the percentage of students in the

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% increase in the percentage of students in the top two skill bands in Reading, Writing and Numeracy.		<p>top two skill bands in Reading, Writing and Numeracy was recorded.</p> <p>The percentage of students in the top two skill bands in Reading was 38%. In Year 5 this percentage was 11.8%. The percentage of students in the top two skill bands in Writing was 52.4%. In Year 5 this percentage was 5.9%. In Numeracy the percentage of Year 3 students in the top two skill bands was 33.3%. In Year 5 this percentage was 12.6%.</p>

Next Steps

Currently staff are happy with the PLAT Writing rubric; however this needs updating early in 2019 to include the new progressions as it was written based on NAPLAN markers, the syllabus and the continuum. NAPLAN writing data was analysed by the Writing Initiative team ready to present to staff early in 2019. In 2019 the focus needs to be on syllabus strands in writing where the Writing Initiative team and Literacy consultant give staff strategic PL.

A new reward system and PBL style plan will be written including a review of procedures and practices including the traffic light system, SOS reflection sheets and buddy class. SENTRAL data will be reviewed to find patterns of behaviour. SENTRAL data will be used with the You Can Do It program to create PBL style lesson plans to implement in all classrooms. The new reward system and PBL style plan will be communicated to staff, students and parents through a PBL launch day. The Wellbeing policy implementation documentation will be reviewed and refined to reflect the new PBL style changes and this new document will be communicated to all staff. The PD / H Scope and Sequence will be reviewed and updated. Student voice, through the school parliament will be used to review and refine procedures around the Wellness Hub and purchase new wellbeing resources. PBL style lesson plan focus videos written and directed by students will be shown to students and parents. Videos of students explaining what our new Wellbeing procedures are will be shown to parents. Staff, students and parents will be surveyed around wellbeing.

Strategic Direction 2

TEACHING – Form. Assess. & Feedback

Purpose

To ensure teachers are proficient in evidence-based teaching strategies, their use of formative assessment and quality feedback to drive student improvement

Overall summary of progress

In 2018 Cardiff North Public School has made significant progress in the development and implementation of effective classroom practice since the introduction of the EAfS initiative within the school. Staffing and timetabling have been restructured to include collaborative stage planning, using student work samples to identify learning goals and analysing student achievement data. Student progress data is regularly used in stage planning to develop quality teaching and learning programs. TEN, TOWN and L3 are our main evidence based practices implemented in the school. A range of evidence based strategies around writing are already producing improved student outcomes. As a school, explicit teaching and feedback during writing lessons has formed a large focus of professional learning.

All staff engage in regular professional learning that builds skills in the analysis, interpretation and use of student assessment data. Professional learning around the learning progressions, PLAT writing, NAPLAN and the analysis of running records has improved teacher understanding, their ability to differentiate and develop individual learning goals. School data is used to ensure we are regularly monitoring student progress and identifying and addressing gaps in achievement.

Teachers contribute their ideas and knowledge to broader school programs and improve their teaching practice which are supported by the school. Teachers willingly offer to demonstrate and share their expertise to support colleagues in their ongoing development including the use of Instructional Rounds and mentoring. Classroom observations occur at least twice a year where written feedback is given enabling teachers to reflect on their practice. This provides the opportunity for staff to monitor and improve their own performance to achieve their professional goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching programs demonstrate evidence based consistency in planning and assessment as per DoE and NESA guidelines.	Staff Meetings Stage Meetings \$4950.70 collaborative practice	100% of class programs within the school show consistency in planning and assessment as per DoE and NESA guidelines. Some KLA areas within programs need the scope and sequences refined for 2019 implementation. Evaluation from staff indicated that the K–2 model of collaboration through EAfS was successful and that they believed the 3–6 model needed more intervention support in class to have as much impact.
All teachers show evidence of a growth in capacity to meet student needs.	\$33,811.06 – 3–6 Intervention	All staff participated in strategic professional learning around enhancing their ability to collect quality data and analyse it effectively to best meet student needs.. A Writing Team has been established to plan more support in demonstrating quality pedagogy in writing for staff. The Writing Initiative Team will meet in 2019 to refine the PLAT rubric for implementation in term 2.

Next Steps

Writing Centres and evidence of using the writing process will be visible in all classrooms and utilised effectively. Resources will be purchased for writing centres. All staff will be trained in using the Seven Steps to Writing Success resources. Writer's Notebooks will be purchased for every student and used effectively. Evidence of modelled writing will be evident in class programs. All staff will participate in lesson observations around quality teaching in writing. Strategic professional learning will occur around the writing strand in the syllabus and the writing strand in the learning progressions. The PLAT Writing rubric will be updated with progressions to be used from Term 2, 2019. The new PLAT Writing rubric will be trialled and professional learning on consistency of teacher judgement around the markers will occur to assist staff in their understanding of how to analyse their student's needs in writing.

Strategic Direction 3

LEADING – Leadership & Community Engagement

Purpose

To develop and model effective leadership skills that build capacity and create a thriving school community.

Overall summary of progress

In 2018 the school leadership team have worked towards building a culture of collaboration, which values learning, shared leadership and is responsive to individual student and community needs. The leadership team understands the strengths and learning needs of all staff, teaching and non-teaching and ensures opportunities for shared leadership are planned and strategic to meet the needs of the school.

The leadership team undertake annual performance and development reviews of all staff in accordance with the Performance and Development Framework. Staff develop goals in consultation with their supervisor to improve their performance which is monitored and supported by the executive team.

Our school focusses on a culture of continuous improvement. The leadership is responsible for planning, implementing, monitoring and self assessing the practices within the school plan. Instructional Rounds is one of the initiatives we have implemented throughout the school to create opportunities for staff to improve on their practice through observations and constructive feedback. The leadership team seeks parent feedback on school programs, processes and initiatives through surveys, formal and informal meetings and regular attendance at P&C meetings. The External Validation process has provided the leadership team with a thorough school analysis of the school planning process, significantly increasing ownership and understanding around the school plan. The EV process has made very clear our areas for further development towards achieving excellence in the provision of a quality education for our students.

The school regularly engages with the school community through workshops and surveys aimed at gaining valuable feedback for improvement of practices and procedures. It includes school commitment to the "Tell Them From Me Surveys" which provide valuable feedback from a cross-section of the school community, including students, teachers and parents/carers. The school then analyses the results of these surveys with a view to improve practice. Recent changes to processes resulting from this analysis include examining communication processes within the school and using the SeeSaw app regularly to provide parents with valuable information on their child's learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff collect evidence related to the impact of their authentic instructional leadership roles.	\$4950.70 casual relief for planning PL	Staff are visibly taking ownership of areas within the school – relating their achievement to the school plan and areas of the SEF as well as their own PDPs. Culture is shifting from previous culture of executive only delivering PL to more staff feeling pride in their leadership potential and ability.
An increase each year in the number of community members actively engaged in the school.	P&C meetings	Baseline data established for community members actively engaged in the school. Improved use of SeeSaw APP to engage parents with student learning
An improvement each year in positive parent comments around parent engagement (TTFM).	P&C Meetings	In all areas of the TTFM surveys parent satisfaction with Cardiff North Public School was above state levels of satisfaction.

Next Steps

Collaboratively analyse the next steps for Cardiff North Public School in the School Excellence Framework and plan the practices and processes we need to complete or refine within the school in order to move us further towards excelling. An action plan for each SEF area will be developed using these ideas and opportunities for all staff to lead areas within these teams will be strategically planned and implemented. Collaborate with the staff and parents to write more

personalised TTFM questions relating to teacher and parent satisfaction and also analyse results with parents and formulate a genuine plan for improved parent involvement with them. Survey teachers, parents & students regarding key initiatives and their implementation (mini surveys). Publish analysis of survey results in Bulletins and use to inform future planning

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Mentor SLSO</p> <p>Meeting times for PLPs</p> <p>Aboriginal community experts travel to and from excursion venues</p> <p>Catering for excursions</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$6 966.00) 	<p>Aboriginal Mentor employed for 3–6 students which reduced negative playground incidents around team sports</p> <p>Successful PLPs written and implemented</p> <p>Aboriginal students participated in local community of schools cultural experiences</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	60	59	65	68
Girls	93	91	94	91

School enrolments increased from 150 in 2016 to 159 in 2017 and 159 again in 2018. Enrolments are expected to steadily increase each year. There were 68 male students and 91 female students in 2018.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.9	95.4	96.1	95.1
1	94.6	94.5	94.3	93.3
2	92.2	96.2	94.8	94.8
3	94.2	94.5	94.1	94.9
4	95.1	95.1	94.2	96.1
5	92.3	95.2	92.8	92.3
6	92.8	95.2	92.5	93.8
All Years	93.8	95.2	94.3	94.4
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

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(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.67
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.92

*Full Time Equivalent

There were no staff members at Cardiff North Public School in 2018 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 2018.. With research supporting teacher quality being the single largest indicator of student success, teacher professional learning was a major focus area for our school. Specific professional learning areas that were priorities for 2018 were L3, OPL, Learning Progressions, Writing Initiative, Seven Steps and the Kids Matter Wellbeing Framework. All teaching staff at Cardiff North Public School are accredited to proficient teacher level or higher. One teacher completed their Accreditation to proficient teacher status throughout 2018. All teachers will be working towards maintenance hours of registered training.

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	171,328
Revenue	1,974,541
Appropriation	1,881,466
Sale of Goods and Services	1,787
Grants and Contributions	88,889
Gain and Loss	0
Other Revenue	0
Investment Income	2,399
Expenses	-1,939,142
Recurrent Expenses	-1,939,142
Employee Related	-1,698,440
Operating Expenses	-240,702
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	35,399
Balance Carried Forward	206,727

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; further school promotional communication and engagement signage, building works including painting, the employment of a part-time interventionist to 'Bump Up' student results in targeted areas K-6; future focussed furniture and collaborative classroom resources and some will remain in savings for a future module of the fixed equipment and further upgrades to outdoor learning spaces..

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	1,357,840
Base Per Capita	30,746
Base Location	0
Other Base	1,327,094
Equity Total	131,644
Equity Aboriginal	9,466
Equity Socio economic	65,197
Equity Language	0
Equity Disability	56,981
Targeted Total	17,081
Other Total	208,995
Grand Total	1,715,560

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.

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.

Year 3 Literacy

Grammar and Punctuation

In Year 3, 42.8% of our students achieved results in the top bands 5 and 6 for Grammar and Punctuation. 19% of our students were placed in the bottom two bands and 38% 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. 4.8% of students were placed in the bottom two bands and 57.2% were placed in the middle two bands 3 and 4.

Spelling

In Year 3, 66.7% of our students achieved results in the top bands 5 and 6 for Spelling. No students were placed in the bottom two bands and 33.3% were placed in the middle two bands 3 and 4.

Writing

In Year 3, 52.4% of our students achieved results in the top bands 5 and 6 for Writing. 4.8% of students were placed in the bottom two bands and 38.1% were placed in the middle two bands 3 and 4.

Year 5 Literacy

Grammar and Punctuation

In Year 5, 29.4% of our students achieved results in the top bands 7 and 8 for Grammar and Punctuation. 29.4% of students were placed in the bottom two bands 3 and 4 and 41.2% were placed in the middle two bands 5 and 6.

Reading

In Year 5, 11.8% of our students achieved results in the top bands 7 and 8 for Reading. 23.6% of students were placed in the bottom two bands 3 and 4 and 64.7% were placed in the middle two bands 5 and 6.

Spelling

In Year 5, 23.5% of our students achieved results in the top bands 7 and 8 for Spelling. 11.8% of students were placed in the bottom two bands 3 and 4 and 64.7% were placed in the middle two bands 5 and 6.

Writing

In Year 5, 5.9% of our students achieved results in the top bands 7 and 8 for Writing. 11.8% of students were placed in the bottom two bands 3 and 4 and 82.3% were placed in the middle two bands 5 and 6.

Year 3 Numeracy

In Year 3, 33.3% of our students achieved results in the top bands 5 and 6 for Numeracy. 23.8% of students were placed in the bottom two bands and 42.9% were placed in the middle two bands 3 and 4.

Year 5 Numeracy

In Year 5, 12.6% of our students achieved results in the top bands 7 and 8 for Numeracy. 37.6% of students were placed in the bottom two bands 3 and 4 and

50.1% were placed in the middle two bands 5 and 6.

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 38%. In Year 5 this percentage was 11.8%. In Numeracy the percentage of Year 3 students in the top two skill bands was 33.3%. In Year 5 this percentage was 12.6%.

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, we have a very small number of Aboriginal students therefore we are not required to report on their percentages.

Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek the opinions of parents, students and teachers about our school. A summary of their responses is presented below: In the seven researched, identified perspectives that make a great school, (Parents Feel Welcome, Parents Are Informed, Parents Support Learning At Home, School Supports Learning, School Supports Positive Behaviour, Safety At School, Inclusive School), Cardiff North Public School scored on average one percentage point above the average NSW school in 2018. This is a wonderful achievement for the school and our staff as we continue on our journey of continued excellence.

The domains of parent perception around teachers supporting learning, supporting positive behaviour and supporting safety are areas that the school will continue to strengthen in 2019.

In averaging the school's score out of 10 for each of the seven key areas, our school averaged 7.8 out of 10 overall.

In 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 for 2018 is 53% and 54% of our students placed themselves in this quadrant, an improvement of 10% for our school from 2017.

Our staff survey results 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.

Improving perceptions around our Technology and Parent Involvement domains remain a key priority for 2019 and beyond.

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 and Literacy 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 and Literacy programs.

In 2018, classes explored multiculturalism through units covering diversity and world issues like the refugee crisis. 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 and our Indian dance group to share a performance.