Caringbah North Public School

2019 Annual Report

3972

Introduction

The Annual Report for 2019 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.

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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 570 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 encouraged, 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 committed and enthusiastic staff and fosters strong parent and community partnerships.

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

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.

Improvement Measures

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.
Increase in student leadership and voice.
Increase in positive behaviour and a decrease in negative from PBL data sets.

Progress towards achieving improvement measures

Process 1:   The Leader in Me (TLIM)

Implement a whole school approach to student voice and leadership.

Evaluation	Funds Expended (Resources)
The Leader in Me has provided students with opportunities to increase student voice through the integration of other well–being programs, such as PBL and Connect 4. Students are hosting Connect 4 lessons, running parent forums and beginning to take on more leadership roles across the school, in particular supporting positive behaviours in the playground.	Professional Learning funds

Process 2:   Positive Behaviour for Learning (PBL)

Develop and embed a consistent approach to student behaviour through implementing PBL.

Evaluation	Funds Expended (Resources)
PBL practices have been embedded in daily practice. A common language has been established amongst all staff and students are responding to this consistency. A positive improvement is reflected in the PBL data collection and the Teacher Fidelity Inventory (TFI)	Equity funding QTSS funding to release teachers for data collection

Process 3:   Grow Together

Implement a whole school well–being program in which students can connect through a coordinated peer support program.

Evaluation	Funds Expended (Resources)
The school has established a well–being team to coordinate all activities in the school and ensure a consistent approach. Tell Them From Me survey data shows improvement in data sets (see survey results later in Annual Report). Connect 4, the peer support program, is strongly supported by the school community and supports every student being known and cared for.	Equity funds

Next Steps

The well–being team will continue to embed successful practices across the school and provide professional learning to new staff to ensure consistency of practice. Leader in Me will be taught as part of the PDHPE syllabus through the RFF program. Tier 2 will be implemented in PBL in 2020.

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.

Improvement Measures

Increased percentage of students demonstrating expected growth in literacy and numeracy with baseline data drawn from internal and external measures.

An increased number of teaching and learning programs are data based and differentiated for individual learning needs.

An increased number of students achieving success in meeting personalised learning goals.

Progress towards achieving improvement measures

Process 1:   Formative Assessment

Professional learning to build **c**onsistent teacher judgement through improved systems and practices in assessment with a focus on literacy and numeracy.

Deep knowledge of learning progressions to inform teaching practice in literacy and numeracy.

Evaluation	Funds Expended (Resources)
Teaching and learning programs are co constructed by teachers and describe what students are expected to know, understand and do. Teachers are using technology to reflect on student understanding and provide opportunities to reteach and modify lessons to meet students at their point of need. The learning progressions are informing lesson learning intentions, which are visible to students. These intentions are beginning to be used as differentiated student goals.	Professional learning funds

Process 2:   Personalised Learning

Improved school–wide systems and practices to support individual learners, including gifted and talented students, to achieve learning goals through improvements in transition processes, individual education plans and differentiated learning.

Evaluation	Funds Expended (Resources)
Data collection and consistency of management of student IEP's has improved across the school. Data circles have been implemented across the school to monitor student progress.	Equity funding Professional learning funds

Next Steps

The Got it! program will be implemented in 2020 to build the capacity of all staff to work with students to manage their emotions. New steps will be put in place to provide better transition of students from one year to the next at the beginning of the year.

Analysis of NAPLAN data has indicated that comprehension will be the focus of professional learning in 2020. The skills of teachers in using data to improve student learning will be a focus. Further professional learning linking assessment and the learning progressions will be scheduled.

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.

Improvement Measures

Increased number of teachers applying content knowledge of new syllabus documents is demonstrated through observations, surveys and student work samples.

Increased number of teachers applying 4C pedagogy in teaching and learning programs.

Increased student understanding of 4Cs and learning dispositions.

Progress towards achieving improvement measures

Process 1:   4C learning

Embed culture of 4Cs (communication, collaboration, creativity and critical reflection) through authentic leadership practices that lead to changes in pedagogy.

Evaluation	Funds Expended (Resources)
Whole school professional learning as well as being part of a community of schools, has resulted in all staff increasing their understanding of effective pedagogy. Collaborative Classroom Visits (CCV) have increased teacher dialogue about student learning and the development of consistent practice. School systems and processes have changed to be more collaborative such as revised planning cycle so that forward planning is inbuilt into the program. Classrooms are moving to a more collaborative approach through approaches that encourage student voice and develop group processes.	QTSS funds Professional learning funds

Process 2:   New Curriculum

2018 – Implementation of Science Syllabus through development of units of work that focus on the general capabilities, embed the 4Cs and incorporate STEM

2019 – Review of whole school Creative Arts initiatives

2020 – Review of PDHPE

Evaluation	Funds Expended (Resources)
The focus continued to be on the implementation of the Science syllabus. Professional learning sessions were conducted so that all staff developed skill, knowledge and confidence to implement the new syllabus in 2020. Review of the PDHPE syllabus was brought forward, so as to be ready for 2020.	Professional learning funds

Next Steps

In 2020, Personal Development and Health (PDH) will be taught by a teacher who will specialise in this area and will include the Leader In Me. Creative Arts will now be reviewed in 2020.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($4 876.00)	• Aboriginal students have excellent attendance and are well supported by school programs including targeted SLSO time • 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	**Funding Sources:** • English language proficiency ($25 777.00)	• Additional support was provided to teachers, through stage learning sprints, to develop targeted writing programs using "Seven Steps to Writing Success". EAL/D students were the focus groups for each class.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($119 957.00)	• School learning support officers (SLSOs) were employed to support students with additional needs who do not have targeted funding to attain IEP goals. The Learning and Support program was also funded with additional days to meet the needs of students.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($98 926.00)	Additional teacher release time was provided for collaboration in a range of areas. Evaluation indicates that: • Data circles are a valuable way to support students with additional needs; • 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 is highly valued by staff; • Teachers used additional release time to collaboratively write units of work and implement them; and • Executive staff implemented coaching and mentoring skills to support staff.
Socio–economic background	**Funding Sources:** • Socio–economic background ($25 411.00)	• School learning support officers (SLSOs) were employed to support students with additional needs who do not have targeted funding to attain IEP goals. The Learning and Support program was also funded with additional days to meet the needs of students.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($42 390.00)	• The school mentoring program has supported achievement of proficient teacher accreditation for early careers teachers.
Targeted student support for refugees and new arrivals	**Funding Sources:** • ($21 565.00)	• Additional support in class has made a difference to student learning in the initial phase of learning English. • 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			
	2016	**2017**	**2018**	**2019**
Boys	290	295	283	284
Girls	262	266	273	281

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	97.5	95.7	93.8	95.7
1	96	95.8	95.1	92.1
2	96.3	95.4	96	95.7
3	95.9	94.4	94.7	94.6
4	96.3	95.6	94.3	94.1
5	96.8	95.6	95.6	95
6	95.2	95.3	93.2	94.1
All Years	96.3	95.4	94.6	94.5
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Caringbah North Public School 3972 (2019)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.84
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

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	787,219
Revenue	4,933,556
Appropriation	4,506,161
Sale of Goods and Services	10,362
Grants and contributions	407,574
Investment income	7,559
Other revenue	1,900
Expenses	-4,634,450
Employee related	-4,043,882
Operating expenses	-590,568
Surplus / deficit for the year	299,107

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	32,147
Equity Total	176,023
Equity - Aboriginal	4,876
Equity - Socio-economic	25,411
Equity - Language	25,777
Equity - Disability	119,957
Base Total	3,833,187
Base - Per Capita	130,459
Base - Location	0
Base - Other	3,702,728
Other Total	267,911
Grand Total	4,309,267

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.

Parent/caregiver, student, teacher satisfaction

Tell them from Me Survey results 2019

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 194 Year 4, 5 and 6 students in March 2019 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.

Student Survey Socio–emotional outcomes:
- 79% of students had a sense of belonging compared to the state norm of 81%;
- 92% of students have friends at school they can trust which compares to the state norm of 85%;
- 93% of students value schooling compared to the state mean of 96%;
- 97% of students had positive behaviour compared to state norm of 83%;
- 73% of students were interested and motivated compared to the state norm of 78%;
- 88% of students try hard to succeed in their learning compared to the state norm of 88%; and
- 57% of students had a positive attitude to homework compared to the state norm of 63%.

All measures of the Socio–emotional outcomes show a positive improvement from 2018 data.

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 (8.4) compared to the state norm of 8.2.
- Instruction is relevant to their everyday lives (7.8) compared to the state norm of 7.9.
- The classroom is well organised, with clear purpose and appropriate feedback (8.4) compared to the state norm of 8.2.
- They have someone who consistently provides encouragement and can be turned to for advice (8.0) compared to the state norm of 7.7.
- Teachers are responsive to their needs and encourage independence with a democratic approach (8.4) compared to the state norm of 8.4.
- Students understand there are clear rules and expectations for classroom behaviour (7.1) compared to the state norm of 7.2.
- The school emphasises academic success and holds high expectations (8.8) compared to the state norm of 8.7.
- 24% of students stated they had been bullied at school which is lower than the state norm of 36%. This shows that the percentage of students stating they have been bullied has dropped since 2018.

All Drivers of Student Learning show a positive improvement from 2018 data.

Teacher Survey

The *Tell Them From Me* teacher survey was completed by 25 teachers on the 8 Drivers of Student Learning. The results are scored out of 10.
- School leadership – 6.6 compared to the state norm of 7.1
- Collaboration – 8.1 compared to the state norm of 7.8
- Learning culture – 7.6 compared to the state norm of 8
- Data informing practice – 7.7 compared to the state norm of 7.8
- Teaching strategies – 7.5 compared to the state norm of 7.9
- Technology – 6.6 compared to the state norm of 6.7
- Inclusive school – 7.4 compared to the state norm of 8.2
- Parent involvement – 6.6 compared to the state norm of 6.8

Four Dimensions of Classroom and School Practices
- Challenging and Visible Goals –7.2 compared to the state norm of 7.5
- Planned learning opportunities – 7.5 compared to the state norm of 7.6
- Quality Feedback – 6.9 compared to a state norm of 7.3
- Overcoming obstacles to learning – 7.5 compared to a state norm of 7.7

All measures show a similar response to 2018 survey data.

Teachers commented that a strength of the school is the student wellbeing programs and the positive culture that exists

in the staff. There is a strong commitment to improve student outcomes through professional learning and to share expertise. They identified that communication, school facilities, professional learning and staff wellbeing were areas to focus on.

Parent survey

The *Tell Them From Me parent survey* was completed by 19 respondents, which is a significant decrease from the 107 who responded in 2018. The results are scored out of 10.

- Parents feel welcome – 7.4 compared to state norm of 7.4;
- Parents are informed – 6.4 compared to state norm of 6.6;
- Parents support learning at home – 6.9 compared to state norm of 6.3;
- School supports learning – 7.5 compared to state norm of 7.3;
- School supports positive behaviour – 7.8 compared to state norm of 7.7;
- School supports safety at school – 7.1 compared to state norm of 7.4; and
- Inclusive school – 7.0 compared to state norm of 6.7.

All measures show a positive improvement from 2018 data.

Parents commented on the strength of the school including;

- teacher professionalism;
- strong sense of community;
- wide range of opportunities;
- strong wellbeing programs;
- friendly, dedicated staff who show positive relationships with students; and
- good physical environment with a welcoming and safe feel.

Parents commented that they would like to see improvement in;

- improved communication from teachers to parents including parent interviews and student reports;
- more detailed homework;
- around public speaking, homework and the student reward system.; and
- improving the physical facilities at the school was also noted.

Parent Forum

A parent forum was conducted in term 4 to gather the opinions of parents. This was in addition to the annual Tell Them From Me survey completed by parents. To gather feedback the school used a tool called "The Seasons". Parents were asked to contribute ideas under the following headings.

These are the things that were contributed:

Summer – School activities that are flourishing and growing

- use of See–Saw especially in K–2 (a classroom to home sharing program)
- Connect 4
- Lexile reading (a 3 to 6 program)
- Support for individual students through social stories

Outcome: There was then a general discussion about the purpose of the See–Saw program across the school and how it might be used in a wider context. The school will look at this further in 2020.

Spring – School activities that are beginning to bud and grow

- You Earned Its – there has been greater consistency across school but it still needs to be managed well by teachers
- Newslink – it would be helpful to give more advance notice of events
- Online maths program (Matific) are particularly useful in the setting of homework
- Student reports are providing useful information to parents

Outcome: The school is looking into the online programs on offer to students for 2020.

Autumn – School activities that are beginning to hibernate

- Communication – Alerts have been working well from the office. Parents would like to know who the teachers are for the next year before the end of the school year.
- Homework – look into consistency in marking and how parents can support at home.

Outcome: There was discussion around other ways of giving parents the events for the week. Currently the school does this through the Newslink, in both the digital and hard copy versions. The school will look into additional ways to do this that don't double up on work load for the office. It is not possible to tell parents who teachers are prior to the commencement of the school year as things can change right up till the last moment. The Learning support team work with teachers and parents to support individual students with transition to the new school year.

It was felt that there were too many speeches for students to do in class in some grades and they sometimes didn't get to do them. This will be reviewed by staff. Homework should always be a revision of classwork.

Winter – School activities that are dormant
- Maths tutor program – why didn't It occur in 2019?
- Parent teacher interviews –timing in the year.

Outcome: The maths tutor program didn't occur in 2019 as we couldn't fit it into to timetables. The program involved the OC students tutoring younger students in the school in mathematics. It was highly valued by all. We will look into how we can do this in 2020.

There was a discussion about when parent/ teacher interviews take place in the year. These are highly valued by teachers at the beginning of the year. Parents are also encouraged to make an appointment with a teacher if they would like to at any time of the year.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.