2020 Annual Report

Caringbah North Public School

3972

Introduction

The Annual Report for 2020 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.

School contact details

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School vision

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

Self-assessment using the School Excellence Framework

Elements	2020 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 and helping staff create leadership opportunities. The 7 habits have been taught explicitly in class lessons. New staff have had professional learning to ensure consistency of practice.	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)
.A positive improvement in PBL practices is reflected in the data collection and the Teacher Fidelity Inventory (TFI). The regular review of data has provided feedback as to the adjustments that are needed to be made for ongoing refinement of the program. The focus in 2020 has been on developing Tier 2 intervention structures. As a result of this, social groups have been implemented, to support individual students develop stronger relationships. This has been facilitated by two teachers.	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 and ensure a consistent approach. The Tell Them From Me survey was only implemented in the second part of the year due to COVID. 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. Unfortunately, this program was not able to operate fully in 2020, due to COVID restrictions.	QTSS funds to release staff for planning

Next Steps

- Review ongoing participation in Leader In Me.
- Continue to support PBL practices.
- Support Connect 4 so that it can be restarted after the hiatus.
- Continue to build on the social skills groups to support tier 2 students.

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)
Professional Learning for all staff on implementing learning progressions had a positive impact on how teachers programmed units of work, assessed students and developed learning intentions. Teachers used the progressions to report on students in both the semester 1 and 2 reports. Assessment has been more strongly embedded as a reflection tool for forming classes (Best Start) and informing term planning (SENA in K-2). Phonics summative assessment has driven planning in K-2 and has led to booster groups for ES1 students. Effective classroom practice has been improved through developing a culture of classroom observations and support from the instructional leader K-2.	QTSS funds to release staff for observations. Literacy and numeracy funds to release AP 3 days per week for instructional leadership.

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)
Improved processes in the development and implementation of individual learning plans has seen increased contact between home and school. Teachers are now demonstrating that they are using SMART goals to plan for students and are regularly reviewing individual plans. Data circles are ensuring that teachers are adjusting classroom programming to support students. All staff have completed professional learning to implement the HPGE policy and recognise the individual needs of students.	QTSS funds for Planning time

Next Steps

- Professional learning for all staff on evidence-based practices including explicit teaching will be a focus of the new

strategic plan.
- Focus on developing learning intentions in programming.
- High Potential and Gifted Education to be a focus of the new strategic plan beginning with identification of students.

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)
All staff participated in classroom observations focusing on collaboration and communication. Collegial discussions supported staff in unpacking change in classroom culture and the development of understanding learner dispositions.	Release for teachers for classroom observations and discussion.

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)
Seven steps strategy for writing implemented across K-6, showing teachers using in classroom practice. PDHPE programming implemented across the school and delivered through RFF lessons leading to consistency of practice.	QTSS funding to release staff for planning and observations.

Next Steps

- Focus on creativity and critical reflection in Professional Learning for staff.
- Review creative arts initiatives.
- Strengthen student voice through development of learner dispositions.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($4 994.00)	• 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 ($31 334.00)	• Additional support was provided to teachers, through an AP released 1 day per week 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 ($123 525.00)	• 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) ($102 712.00)	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 ($28 627.00)	• 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 ($28 962.00)	• 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:** • Targeted support for refugees and new arrivals ($16 872.00)	• 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			
	2017	2018	2019	2020
Boys	295	283	284	296
Girls	266	273	281	275

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.7	93.8	95.7	96
1	95.8	95.1	92.1	94
2	95.4	96	95.7	94.1
3	94.4	94.7	94.6	92.9
4	95.6	94.3	94.1	94.4
5	95.6	95.6	95	94.2
6	95.3	93.2	94.1	95.3
All Years	95.4	94.6	94.5	94.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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.

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Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	21.99
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Caringbah North Public School works closely with Miranda North Public School and Jannali Public School as a

Community of Practice, engaging in professional learning to bring about school transformation. In 2020, this work was recognised by the three schools being named finalists in the Australian Education Awards in the category of Professional learning, receiving a Highly commended award.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	1,086,326
Revenue	4,946,136
Appropriation	4,729,523
Sale of Goods and Services	6,663
Grants and contributions	207,152
Investment income	2,598
Other revenue	200
Expenses	-5,007,195
Employee related	-4,231,440
Operating expenses	-775,755
Surplus / deficit for the year	-61,059
Closing Balance	1,025,267

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.

Financial summary - Equity loadings

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

	2020 **Approved SBA** ($)
Targeted Total	33,207
Equity Total	188,480
Equity - Aboriginal	4,994
Equity - Socio-economic	28,627
Equity - Language	31,334
Equity - Disability	123,525
Base Total	4,075,072
Base - Per Capita	135,885
Base - Location	0
Base - Other	3,939,187
Other Total	249,111
Grand Total	4,545,870

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Tell them from Me Survey results 2020

Each year schools are required to seek the opinions of parents, students, and teachers about the school. The Tell Them From Me survey was not undertaken in March 2019 due to COVID lockdown. It was completed by 259 Year 4, 5 and 6 students in September 2020. The survey was in a shortened form and did not address all previous areas.

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:
- 75% of students had a sense of belonging compared to the state norm of 81%.
- 93% of students had positive behaviour compared to state norm of 83%.
- 74% of students were interested and motivated compared to the state norm of 78%.

All measures of the Socio-emotional outcomes are consistent with data taken in 2019.

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 (8.2) compared to the state norm of 8.2.
- They have someone who consistently provides encouragement and can be turned to for advice (7.9) compared to the state norm of 7.7.
- The school emphasises academic success and holds high expectations (8.8) compared to the state norm of 8.7.
- 23% 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 2019.

All Drivers of Student Learning are consistent with data taken in 2019.

Students were also surveyed about the following areas:

Their classrooms
- 86% agreed that everything works in their classroom.
- 79% agreed that classrooms were clean and well looked after; and
- 85% agreed classrooms can fit everyone.

Learning from home during lockdown
- 67% agreed that they had quality learning from home.
- 77% agreed they had adequate resources.
- 77% agreed they received feedback.
- 49% felt connected; and
- 78% felt they had clear instructions.

Teacher Survey

The *Tell Them From Me* teacher survey was completed by 31 teachers on the 8 Drivers of Student Learning. The results are scored out of 10.
- School leadership - 8.0 compared to the state norm of 7.1.
- Collaboration - 8.3 compared to the state norm of 7.8.
- Learning culture - 7.7 compared to the state norm of 8.
- Data informing practice - 7.9 compared to the state norm of 7.8.
- Teaching strategies - 7.7 compared to the state norm of 7.9.
- Technology - 6.3 compared to the state norm of 6.7.
- Inclusive school - 8.0 compared to the state norm of 8.2.
- Parent involvement - 6.2 compared to the state norm of 6.8.

Four Dimensions of Classroom and School Practices
- Challenging and Visible Goals -7.4 compared to the state norm of 7.5.
- Planned learning opportunities - 7.7 compared to the state norm of 7.6.

- Quality Feedback - 7.2 compared to a state norm of 7.3.
- Overcoming obstacles to learning - 7.7 compared to a state norm of 7.7.

All measures showed improvement from 2019, except for technology and parent involvement.

Parent survey

All parents are encouraged to complete The Tell Them From Me parent survey. Sixty parents completed the survey which is an improvement on the previous year. The results are scored out of 10.

Two-way communication with parents

Parents feel welcome- school average 7.2 compared with the state 7.4.

Areas of strength:
- Administrative staff are helpful.
- Well informed about school activities; and
- Teachers listen to concerns.

Areas to work on:
- Scheduling activities when parents can attend.

Parents are informed - school average 6.3 compared with the state 6.6.

Areas of strength:
- School reports are written in terms parents can understand.
- If there were concerns about a child's behaviour, parents would be informed.
- Teachers would inform if a child was not making progress.

Areas to work on:
- Being informed about opportunities for their child's future.

Parents support learning at home - school average 6.6 compared with the state 6.3.

Areas of strength:
- Parents praise their child when doing well at school.
- Encourage their child to do well.
- Discuss with their child their progress.

Areas to work on:
- Talk about how important schoolwork is.

Parents support school learning - school average 7.1 compared with the state average 7.3.

Areas of strength:
- Teachers show interest in my child's learning.
- my child is encouraged to do their best.
- Teacher expect homework done on time.

Areas to work on:
- Teachers setting high expectations for students to succeed.

School supports positive behaviour - school average 7. compared with the state average 7.3.

Areas of strength:
- Teachers show interest in my child's learning.
- My child is encouraged to do their best.
- Teacher expect homework done on time.

Areas to work on:
- Teachers setting high expectations for students to succeed.

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.

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