

2021 Annual Report

Caringbah North Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

To be recognised as a centre for academic excellence and a leader in student wellbeing.

School context

Caringbah North Public School, with an enrolment of 580 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 promote 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.

The school community was consulted in the situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices to ensure all students have access to stage appropriate learning. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Work will take place on developing quality summative and formative assessment tasks, improving data collection practices and developing greater consistency of judgement within and across the school. This will be supported by the appointment of an Instructional Leader to support the school executive to strengthen evidence-based practices. There will be a focus on effective classroom practice to ensure that teaching and learning is informed by data. We will continue to build on our strengths-based approach to support student wellbeing. We will develop a case management approach to ensure that the individual needs of students are monitored and supported.

Continual monitoring of student performance data will determine areas of need and success at a class and school level. The involvement of the whole school community in this process will be essential for success.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
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: Student growth and attainment

Purpose

In order to improve student outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and refine effective classroom practices through the use of explicit teaching, dynamic programming and evidence-based teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

Resources allocated to this strategic direction

QTSS release: \$25,200.00

Professional learning: \$2,000.00

Summary of progress

In 2021 the school focused on reading comprehension and reading fluency, numeracy professional learning, collaboratively planning rich mathematics tasks and a scope and sequence in mathematics.

The quality of these programs can be evidenced by observations of practice, teacher programs and a data wall showing progress of students in reading fluency. Explicit scripts for teaching comprehension are evident in classroom practice.

What has been the impact of using consistent, explicit teaching on student performance?

The school NAPLAN results show high achievement in reading attainment and strong growth in reading. In numeracy there is strong growth from 2019 results.

Do teachers collaborate to evaluate, reflect on and adapt practice?

Teacher collaboration has been enhanced by aligned release from face to face time and collaborative programming. The teacher Tell Them From Me survey indicates, that in the area of collaboration, the school is well above state government norms (8.4>7.8). A strength identified was that teachers talk with other teachers about strategies that increase student engagement.

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Our school monitors for impact through the use of NAPLAN, check in assessments, learning progressions and a fluency data wall. The tracking of this data and internal classroom assessments shows positive improvement in reading and numeracy.

Where to next?

In 2022 the school will focus on vocabulary, K-2 syllabus implementation, fluency years 1-4, and student goal setting years 3-6. In numeracy we are developing launch tasks K-6 and further improving the mathematics scope and sequence 3-6 to link to explicit teaching tasks.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands in reading to be at or above 64%, working	Data indicates 68.16% of students are in the top two skill bands for reading which is an increase against baseline data of 6.87% This is an increase of 9% from 2019. This is above the schools lower bound target and close to

towards the school's lower bound system-negotiated target in reading of 66.3%.	the upper bound.
Improvement in the percentage of students achieving in the top 2 bands in numeracy to be at or above 56%, working towards the school's lower bound system-negotiated target in reading of 58.6%.	Data indicates 58.76% of students are in the top two skill bands for numeracy which is an increase against baseline data of 4.9% . This is an increase of 5% from 2019. This is above the schools lower bound target.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be at or above 69.5% and working towards the school's lower bound system-negotiated target of 71.7%	The proportion of Year 5 students achieving expected growth in NAPLAN reading has increased by 1.86% from baseline and 3.92% from 2019. We are moving towards our lower bound target.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be at or above 70.9% and working towards the school's lower bound system-negotiated target of 72.1%	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has decreased by 8.3% from baseline and a positive increase of 11% from 2019. We are moving towards our lower bound target.

Strategic Direction 2: Data Informed practice

Purpose

In order to improve student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will develop and sustain whole school processes for collecting and analysing data and refine teaching practices so that they are responsive to the learning needs of students. We will ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Skills
- Effective Classroom Practice

Resources allocated to this strategic direction

QTSS release: \$40,600.00

Professional learning: \$1,000.00

Summary of progress

In 2021 the school focused on developing staff data skills specifically with reading fluency, learning goals and a reading data wall. The school initiated an instructional leader program.

The quality of these programs is evidenced in the data wall showing student growth, while the instructional leader program, implemented by the Assistant Principals, was able to support teachers with collecting and analysing data.

To what extent have we achieved our purpose and can demonstrate impact and improvement in effective classroom practice and data skills and use?

School data clearly shows student growth in reading and numeracy. Observations of practice and teacher feedback through the Tell Them From Me survey show that classroom practice is being proactively supported and collaboration has increased. Teachers are increasingly using data to inform practice. School data shows that there is a significant improvement in student results and strong growth in teacher expertise with data.

Where to next?

In 2022 we will work further in numeracy around differentiated success criteria and explicit instruction through the launching of Assistant Principals as instructional leaders in numeracy across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in SEF element Assessment by increasing Formative assessment to Excelling.	Self-assessment against the School Excellence framework shows the theme of Assessment- Formative assessment to be at excelling Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.
Improvement in SEF element in Data Skills by moving Data Literacy from D to S&G	Self-assessment against the School Excellence framework shows the theme of Data skills and use- Data Literacy to be at sustaining and growing. The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools.

Improvement in SEF element in Data Skills by moving Data Literacy from D to S&G	Teachers use data effectively to evaluate student understanding of lesson content.
Improvement in SEF element Curriculum by increasing Teaching and Learning Programs from D to S&G	<p>Self-assessment against the School Excellence framework shows the theme of Curriculum- Teaching and Learning programs to be at sustaining and growing.</p> <p>Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.</p>
Improvement in SEF element Effective Classroom Practice by increasing Explicit teaching from D to S&G	<p>Self-assessment against the School Excellence framework shows the theme of Effective classroom practice- Explicit Teaching to be at excelling.</p> <p>A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.</p>

Strategic Direction 3: Inclusion, Well-being and Engagement

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing, inclusion and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Potential and Gifted Education
- Individualised Support
- Wellbeing

Resources allocated to this strategic direction

Professional learning: \$23,600.00
QTSS release: \$17,300.00
Low level adjustment for disability: \$125,440.00
Literacy and numeracy: \$29,073.00
Literacy and numeracy intervention: \$47,000.00
Integration funding support: \$86,778.00
Socio-economic background: \$28,475.00
English language proficiency: \$29,856.00
Aboriginal background: \$5,896.00

Summary of progress

In 2021 the school initiated the policy implementation for High Potential and Gifted Education (HPGE). Additional professional learning on twice exceptional students was accessed by the HPGE team and a process across the school for identification of HPGE students was implemented.

A strong learning support team included EALd and equity students for additional support. In wellbeing, we released two teachers to run social skills programs for targeted students several afternoons a week.

To what extent have we achieved our purpose and can demonstrate impact and improvement in inclusion, well-being and engagement?

Tell Them From Me data shows that students continue to demonstrate positive growth in the areas of inclusion, well-being and engagement.

The quality of school programs can be evidenced by the school being awarded the Secretary's award for school achievement for our Connect 4 well being program. The school was also awarded a Secretary's award for achievement for our work in the area of learning dispositions, which contributes to student well-being.

Where to next?

In 2022 the school will focus on HPGE implementation based on the 4 dimensions of High potential students. A staff member will be released to run a wellbeing program to support students and families. A staff member will be trained to support EALD progressions. Additional learning support teacher and 3 SLSOs to run small group intervention in Minilit and Macqlit.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increased percentage of students	The number of students attending greater than 90% of the time or more has

attending school more than 90% of the time to be at or above 86% and working towards the lower bound of 88.2%.	increased by 3% from baseline and 1% from 2019.
Increased percentage of students with a positive sense of wellbeing to be at or above 86.4% and working towards the lower bound of 90%.	Tell Them From Me data indicates 84.04% of students report a positive sense of wellbeing. This is a decrease of 2% from baseline.
Improvement in SEF element Curriculum by focusing on Differentiation for students who are identified as HPGE	<p>Self-assessment against the School Excellence framework shows the theme of Curriculum- Differentiation to be at sustaining and growing.</p> <p>Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement including high potential and gifted students, including adjustments to support learning or increase challenge.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$86,778.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Caringbah North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around reading interventions and behaviour • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Students supported by SLSOs to implement individual programs to provide classroom and playground support for targeted students. This allowed successful progress in mainstream classrooms and playground interactions.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 this program of support will continue and will be supplemented by school funds to support students with high needs.</p>
<p>Professional learning</p> <p>\$32,600.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Caringbah North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • High Potential and Gifted Education • Wellbeing • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release for targeted professional learning <p>The allocation of this funding has resulted in: Staff have engaged in a range of professional learning activities that have increased their capacity to deliver programs in the areas of literacy, numeracy and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 professional learning funds will continue to be used to support the implementation of the School Improvement Plan.</p>
<p>Socio-economic background</p> <p>\$28,475.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Caringbah North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing

<p>Socio-economic background</p> <p>\$28,475.00</p>	<ul style="list-style-type: none"> • Individualised Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement additional learning and support programs to support identified students with additional needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: This funding has been included inside the equity and learning support programs. It has allowed the extensive support of students with additional needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: This use of funding will continue as apart of the learning support and equity program.</p>
<p>Aboriginal background</p> <p>\$5,896.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Caringbah North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Every Aboriginal student had a Personalised Learning Pathway (PLP) and they were supported to meet their goals, in collaboration with families.</p> <p>After evaluation, the next steps to support our students with this funding will be: Support for the development and achievement of PLPs will continue in 2022.</p>
<p>English language proficiency</p> <p>\$29,856.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Caringbah North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: EAL/D students were included in the learning support program and identified needs were supported.</p> <p>After evaluation, the next steps to support our students with this funding will be: This will be continued and a teacher will be released to be trained in the EAL/D progressions.</p>

<p>Low level adjustment for disability</p> <p>\$125,440.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Caringbah North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in: These funds are essential to employ a specialist Learning support teacher to support the progress of students with additional learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program will continue in 2022 in conjunction with EALD funds and literacy numeracy intervention.</p>
<p>Beginning teacher support</p> <p>\$29,690.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Caringbah North Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional release time • allocation of a mentor <p>The allocation of this funding has resulted in: This has allowed the school to support beginning teachers in the areas of programming, curriculum design, assessment and reporting.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we plan to continue to support beginning permanent teachers in their second year of teaching as well as any new beginning teachers.</p>
<p>School support allocation (principal support)</p> <p>\$30,506.00</p>	<p>School support allocation funding is provided to support the principal at Caringbah North Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional time allocated to office to complete administrative tasks. These include monitoring of WHS administrative tasks, development and follow-up of health care plans and community use agreements. <p>The allocation of this funding has resulted in: This has allowed the school executive to focus on teaching and learning.</p>

<p>School support allocation (principal support)</p> <p>\$30,506.00</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 we will continue to fund additional SASS office time.</p>
<p>QTSS release</p> <p>\$108,100.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Caringbah North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • Data Skills • High Potential and Gifted Education • Wellbeing • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <p>Instructional leaders have been able to work across classrooms to build staff expertise in reading and numeracy. Teachers have been supported to further improve their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This program will be extended in 2022 with the training of APs as instructional leaders in numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Caringbah North Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST and SLSOs to address the identified needs for students who require additional support in literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in:</p> <p>Instructional leaders have been able to work across classrooms to build staff expertise in reading and numeracy. Teachers have been supported to further improve their classroom practice. An increase in the number of students supported in specialist programs is an outcome of the funding.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Literacy and numeracy intervention</p> <p>\$47,000.00</p>	<p>funding will be: This program will be extended in 2022 with the training of APs as instructional leaders in numeracy.</p>
<p>COVID ILSP</p> <p>\$91,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • providing intensive small group tuition for identified students who were identified as needing further support following remote learning • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: A covid teacher was employed 4 days a week for small group instruction and progress was tracked through Plan.</p> <p>After evaluation, the next steps to support our students with this funding will be: This program has been funded for 2022 and will continue.</p>
<p>Literacy and numeracy</p> <p>\$29,073.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Caringbah North Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Individualised Support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • teacher release to engage staff in Macqlit and Minilit • employment of an additional School Learning Support Officers <p>The allocation of this funding has resulted in: An increase in the number of students who are supported by specialist programs. School and external data shows an improvement in reading fluency and comprehension.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 202 we will continue to fund an intervention program implemented by SLSOs under the leadership of the Learning and Support team.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	283	284	296	309
Girls	273	281	275	272

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.8	95.7	96	94.9
1	95.1	92.1	94	95.1
2	96	95.7	94.1	94.7
3	94.7	94.6	92.9	94.7
4	94.3	94.1	94.4	94.6
5	95.6	95	94.2	95.4
6	93.2	94.1	95.3	94.3
All Years	94.6	94.5	94.4	94.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.88
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	1,025,267
Revenue	5,186,450
Appropriation	4,868,657
Sale of Goods and Services	9,521
Grants and contributions	307,025
Investment income	1,247
Expenses	-5,049,901
Employee related	-4,259,931
Operating expenses	-789,970
Surplus / deficit for the year	136,549
Closing Balance	1,161,816

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.

	2021 SBAR Adjustments (\$)
Targeted Total	86,778
Equity Total	189,665
Equity - Aboriginal	5,894
Equity - Socio-economic	28,476
Equity - Language	29,856
Equity - Disability	125,439
Base Total	4,013,811
Base - Per Capita	140,761
Base - Location	0
Base - Other	3,873,050
Other Total	282,586
Grand Total	4,572,840

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.

Parent/caregiver, student, teacher satisfaction

Tell them from Me Survey results 2021

Each year schools are required to seek the opinions of parents, students, and teachers about the school. The Tell Them From Me survey was completed in March 2021. It was completed by 255 Year 4, 5 and 6 students in April and November 2021. 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 a similar rate of participation in school sports and slightly less in other extracurricular activities.

Student Survey Socio-emotional outcomes:

- 67% of students had a sense of belonging compared to the state norm of 81%.
- 86% of students had positive relationships with peers compared to the state norm of 85%.
- 90% of students had positive behaviour compared to the state norm of 83%.
- 61% of students were interested and motivated compared to the state norm of 78%.

The survey was taken by students on the return to school after the term 3 COVID lockdown and reflects the period of time that students were learning from home.

Drivers of Student Learning

The following are scored out of 10.

- Students felt that important concepts are taught well, class time is used efficiently, and homework supports class objectives (8.0) compared to the state norm of 8.2.
- Students find the classroom relevant to their everyday lives (7.3) compared to the state norm of 7.9
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice (7.8) compared to the state norm of 7.7
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (7.6) compared to the state norm of 7.5.
- 27% of students stated they had been bullied at school, which is lower than the state norm of 36%.
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach (8.2) compared to state norm of 8.4.

All Drivers of Student Learning are consistent with data taken in 2020.

Teacher Survey

The Tell Them From Me teacher survey was completed by 28 teachers on the 8 Drivers of Student Learning. The results are scored out of 10 on a scale of strongly agree to strongly disagree on whether the school exhibits these drivers of students learning.

- School leadership - 7.8 compared to the state norm of 7.1.
- Collaboration - 8.6 compared to the state norm of 7.8.
- Learning culture - 8.1 compared to the state norm of 8.
- Data informing practice - 7.9 compared to the state norm of 7.8.
- Teaching strategies - 8.1 compared to the state norm of 7.9.
- Technology - 6.6 compared to the state norm of 6.7.
- Inclusive school - 8.4 compared to the state norm of 8.2.
- Parent involvement - 6.5 compared to the state norm of 6.8.

Four Dimensions of Classroom and School Practices

- Challenging and Visible Goals -7.6 compared to the state norm of 7.5.
- Planned learning opportunities - 7.9 compared to the state norm of 7.6.
- Quality Feedback - 7.5 compared to a state norm of 7.3.
- Overcoming obstacles to learning - 7.9 compared to a state norm of 7.7.

All measures showed improvement from 2020 scores.

Parent survey

All parents are encouraged to complete The Tell Them From Me parent survey. One hundred 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 6.9 compared with the state 7.4.

Areas of strength:

- Parents can easily speak to their child's teachers;
- Well informed about school activities;
- The school's administrative staff are helpful; and
- Written information from the school is in clear, plain language.

Areas to work on:

- Scheduling activities when parents can attend.
- Greater access to the school principal.

Parents are informed - school average 6.0 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.
- Parents are informed about a child's behaviour, whether negative or positive.

Areas to work on:

- Informing parents about their child's social and emotional development.

Parents support learning at home - school average 6.7 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 feelings about other children at school

Areas to work on:

- Talk about how important schoolwork is.

Parents support school learning - school average 7.0 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.
- Teachers expect my child to work hard.

Areas to work on:

- Teachers taking account of a child's needs, abilities and interests.

School supports positive behaviour - school average 7.0 compared with the state average of 7.3.

Areas of strength:

- Teachers expect children to pay attention in class.
- My child is clear about the rules for school behaviour.

Areas to work on:

- Teachers devoting their time to extra-curricula activities.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.