2022 Annual Report

Caringbah North Public School

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Introduction

The Annual Report for 2022 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	2022 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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
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

Per capita: $8,000.00
Professional learning: $10,000.00

Summary of progress

Reading

The school prioritised improving reading comprehension across all subject areas. Through high Impact professional learning, school teams developed their knowledge of how to improve vocabulary and reading fluency. Early Stage 1 (ES1) and Stage 1 (S1) teachers also focused on deepening their knowledge of effective practice, such as explicit teaching in reading, and the use of decodables, in preparation for syllabus implementation in 2023. This was a particular focus for early career teachers. ES1 and S1 teachers also focused on developing new assessment processes to measure reading growth. Stage 2 (S2) and Stage 3 (S3) teachers focused on the development of effective reading strategies. As a result of professional learning and dialogue, teachers confidently evaluated the literacy units of work they developed, in comparison to the DoE sample units of work, and developed checklists that track the use of the outcomes. The school's collaborative structures supported classroom observations and collaborative lesson development. Embedded professional learning time allowed a collaborative approach for ES1 and S1 teachers to complete learning in K-2 syllabus implementation in teaching reading. Decodables are now consistently used in all K-2 classrooms with enhanced student use of phonics. Teacher programs and student writing samples showed the quality of improvement in practice in student vocabulary, including an increase in the use of tier 2 vocabulary. Data analysis indicates that students in K-2 show growth in blending and segmenting sounds. Fluency data shows growth in words read per minute, indicating that students are developing greater fluency and the Progressive Achievement Test (PAT) data shows growth in reading comprehension.

Numeracy

In numeracy, the focus was on a whole school approach to developing Launch mathematics tasks, to activate cognition at the start of a maths lesson. ES1 and S1 focused on developing their understanding of effective pedagogy in teaching numeracy to support implementation of the new syllabus. S2 and S3 teachers revisited the school mathematics scope and sequence to ensure that all areas were covered and focused on developing lesson plans to incorporate explicit teaching with clear links to success criteria. Teachers collaboratively developed resources as well as observing each other's practice. This was supported by the assistant principals, who were released from face to face teaching, to observe lessons and provide feedback. Data analysis was incorporated into team meetings, as well as sharing quality resources. Teacher feedback has supported the approach of professional learning alongside in-class support as developing their confidence and expertise.

Where to next ?

While the school achieved targets in reading and numeracy in 2021, Covid -19 has had a minor impact results in 2022; however, we believe we have the correct teaching strategies in place to ensure further growth. In 2023 the focus will be on embedding vocabulary as part of the new curriculum implementation. Reading strategies will continue to be a whole school focus as well as aligning student reading goals, to ensure comprehension, accuracy and fluency are developed by all students. In numeracy, teacher professional learning will focus on developing opportunities for all students to engage in rich problem solving. It will also focus on designing units of work that build connections in mathematics.

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
Uplift of at least 5% of students in the top 2 bands in NAPLAN reading to reach the lower bound system-negotiated target.	• 2022 NAPLAN data indicates 62.71% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however the school progressed beyond the target baseline by 1%. The school achieved the lower bound target in 2021.
Uplift of at least 5% of students in the top 2 bands in NAPLAN numeracy to reach the lower bound system-negotiated target.	• 2022 NAPLAN data indicates 53.25% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 1 %. The school achieved the lower bound target in 2021.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 71.7%	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 72.1%	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

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

Professional learning: $3,600.00
QTSS release: $103,783.84

Summary of progress

Data Skills

Data Circles were conducted on a grade basis, as required, to identify students requiring additional support, and to monitor and differentiate practice. This continues to be an effective practice to ensure that all students are monitored for individual progress. Teacher professional learning focused on improving skills in data interpretation and analysis. SCOUT usage showed that one third of teachers had not completed e-learning and had not been accessing SCOUT, prior to the intervention. As a result of professional learning, all teaching staff are now accessing a range of SCOUT data, including check-in and NAPLAN data, with increased data literacy. The TTFM teacher survey responses in the area of *Data informs Practice* shows that the school is marginally below state mean (7.8) at 7.6. Identified strengths were *My assessments help me understand where students are having difficulty* (8.3) and *I use results from formal assessment tasks to inform my lesson planning (8.4).* The Universal Resource Hub was used for programming providing a clear link between a targeted resource and a need identified in the SCOUT NAPLAN data packages.

Effective Classroom Practice

Instructional leader time was facilitated by the Assistant Principals and this allowed collaboration, team work and feedback on practice. Each Assistant Principal was released from face to face teaching one day per week to support their stage as an instructional leader. The Assistant Principal Instructional Leader role was developed through professional learning on educational coaching. Weekly executive collaboration, led by the Deputy Principal, supported the Assistant Principals in strengthening their skills in the role. In Early Stage 1 and Stage 1, the Assistant Principals focused on supporting change in pedagogy to implement the new K-2 syllabus in literacy and numeracy. Building on the skills developed in data analysis, Stage 2, formed Newman's maths groups to differentiated learning for students. In Stage 3, PAT reading data was used to form reading groups, with the Assistant Principal supporting staff to embed the explicit teaching of vocabulary. The culture of collaboration and trust, that has been developed in the school, meant that teaches were comfortable in sharing their data and to working with the Instructional leader..

The role of the Assistant Principals as instructional leaders was well received by class teachers and was embedded in the culture of the school through timetabled support. The timetabling of release time as grade cohorts also allowed for an increase in opportunities for teacher collaborations. The Tell Them From Me Teacher survey Focus on Learning shows the measure of collaboration to be 8.1 above the state at 7.8. *I work with other teachers in developing cross curricular or common learning opportunities* was rated a high 8.4 and *I talk with other teachers about strategies that increase student engagement* (8.3) and *teachers in our school share their lesson plans and other materials with me a* high (8.4).

Where to next ?

In 2023 the Assistant Principal Curriculum & Instruction (APC&I) ,a new role, will support Assistant Principals to in data analysis and the systematic collection of data. Assistant Principals will work with their teams to strengthen practices on effective feedback that informs students. They will continue to refne and develop their skills as instructional leaders to support the APC&I.

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 Summative Assessment to Excelling.	• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Summative Assessment where: *The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.*
Improvement in SEF element Data Skills by consolidating Data literacy, Data Analysis, Data Use in teaching and Data use in planning at S&G across K-6	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use where: *Teachers use data effectively to evaluate student understanding of lesson content. All teaches contribute to gathering and analysing data. Assessments are developed and used regularly to help promote consistent and comparable judgement. There is a coordinated effort by school staff to engage the school community to reflect on student progress.*
Improvement in SEF element Curriculum by increasing Teaching and learning programs from S&G to Exc.	• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Teaching and learning programs where: *Teaching and learning programs are dynamic, showing evidence of revisions, based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.*
Improvement in SEF element Effective Classroom Practice by Consolidating Lesson planning, Explicit teaching and Feedback at S&G across K-6.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Lesson Planning where: *Teachers collaborate across faculties/ stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.* • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Explicit Teaching where: *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.* • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Feedback where: *Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.*

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

QTSS release: $7,000.00
Professional learning: $14,500.00
Literacy and numeracy intervention: $48,266.00
Literacy and numeracy: $29,007.00
Low level adjustment for disability: $127,353.30
Aboriginal background: $4,420.76
New Arrivals Program: $22,191.00
English language proficiency: $21,473.45
Integration funding support: $154,000.00
Socio-economic background: $28,291.56

Summary of progress

High Potential and Gifted Education

In 2022 the focus for High Potential and Gifted Education was on student talent development. The school team has continued to refine identification processes and has provided professional development for all teachers in talent development. There was further refinement of recording student information to ensure effective monitoring and handover to new teachers.

Individualised Support

Three School Learning Support Officers (SLSOs) were trained in MiniLit and MacqLit allowing the Learning Support teachers to provide assistance to students with more complex learning needs and to support teachers in classrooms. This supported an increase in the number of students receiving learning adjustments monitored through the learning and support team. This informed the movement of students in and out of the COVID ILSP groups. The COVID tutoring funding proved to be an enabler as it allowed specific small group tuition. The quality of our SLSOs, and the professional learning that has supported them, has allowed the program to flourish and to increase the support to students.

Wellbeing

The school employed a teacher as a wellbeing officer two days a week to provide Individualised support for students to increase student attendance, student engagement and support teachers with high needs students. A barrier to program has been the amount of time available for proactive strategies, such as social skill groups and teaching self regulation strategies, as more complex students needed additional support. As the student well being officer is a school funded position, the school is challenged in funding the position to the degree that is required.   An enabler has been the quality of the SLSOs who support our students.

Teachers in surveys say that they feel they can support high needs students well as the academic needs of their class. In the TTFM survey we are almost at the state mean for inclusive school. Our strengths are *I establish clear expectations for classroom behaviour (8.9)* and *I strive to understand the learning needs of students with special learning needs* (8.6). In the parent TTFM survey around Inclusive schooling, our strength is: *school staff take an active role in making sure all students are included in school activities (6.2).*

Where to next ?

In 2023, the school will focus on how to effectively work as learning teams to provide in-class support. The learning

support team will focus on improved practices in the handover of student data and progress. The PBL team will refine its processes in recording data online. To support the development of learning dispositions selected teachers will become part of a Leaders of Learning team to drive the pedagogy across the school. The role of the wellbeing teacher will support the implementation of the Grow Your Mind program across the school as well as provide targeted social skills small groups for identified students.

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
Uplift of 5% of students attending school more than 90% of the time to be at or above the lower bound target	• The number of students attending greater than 90% of the time or more has decreased by 23.9%; however, this figure was significantly affected by COVID public health orders.
Uplift of 5% of students with a sense of belonging to be at the lower bound target.	• 87.13% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating movement toward this school-based progress measure.
Improvement in SEF element Curriculum by consolidating Differentiation at S&G for all students.	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Differentiation where: *Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.*

Funding sources	Impact achieved this year
Integration funding support $154,000.00	Integration funding support (IFS) allocations support eligible students at Caringbah North Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Individualised Support **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in the following impact:** Students supported by SLSOs to implement individual programs to provide classroom and playground support for targeted students. This allowed successful progress for students in mainstream classrooms and playground interactions. Individual student data demonstrates the essential nature of these funds to maintain and support students in the mainstream setting. **After evaluation, the next steps to support our students will be:** In 2023 this program of support will continue and will be supplemented by school funds to support students with high needs. Professional learning for SLSOs will be integrated into the program.
Professional learning $33,242.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading • Numeracy • High Potential and Gifted Education • Wellbeing • Effective Classroom Practice • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Growth coaching • 4Cs • Teacher release to attend PL, engage in classroom observations and collaborative meetings • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** 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. **After evaluation, the next steps to support our students will be:** In 2023, professional learning funds will continue to be used to support the implementation of the Strategic Improvement Plan.
New Arrivals Program $22,191.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English

New Arrivals Program $22,191.00	language proficiency at Caringbah North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Individualised Support **Overview of activities partially or fully funded with this targeted funding include:** • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling **The allocation of this funding has resulted in the following impact:** Students who were identified as new arrivals were supported in their initial learning of English language, allowing them to increasingly access the curriculum. **After evaluation, the next steps to support our students will be:** Identified students will continue to be supported as part of the EAL/D program and monitored by the Learning and support team.
Socio-economic background $28,291.56	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through wellbeing initiatives such as 4Cs to support student learning • employment of additional staff to support wellbeing support program implementation. **The allocation of this funding has resulted in the following impact:** This funding has been included inside the equity and learning support programs. It has allowed the employment of a teacher to support the wellbeing needs of students and families. This has led to improved transitions for identified students, improved connection between home and school, reduction of Tier 2 behaviours. **After evaluation, the next steps to support our students will be:** The implementation of a wellbeing teacher will be continued in 2023 with further refinements to the program.
Aboriginal background $4,420.76	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Individualised Support **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:**

Aboriginal background $4,420.76	Every Aboriginal student had a Personalised Learning Pathway (PLP) and they were supported to meet their goals, in collaboration with families. **After evaluation, the next steps to support our students will be:** Support for the development and achievement of PLPs will continue in 2023.
English language proficiency $21,473.45	English language proficiency equity loading provides support for students at all four phases of English language learning at Caringbah North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Individualised Support **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support **The allocation of this funding has resulted in the following impact:** EAL/D students were included in the learning support program and identified needs were supported. **After evaluation, the next steps to support our students will be:** EAL/D students will continue to be supported and monitored by the Learning and support team.
Low level adjustment for disability $127,353.30	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Individualised Support **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers **The allocation of this funding has resulted in the following impact:** There has been an increase in the number of students supported in Individualised programs leading to improved attainment of learning goals. **After evaluation, the next steps to support our students will be:** This program will continue in 2023 in conjunction with EALD funds and literacy numeracy intervention.
Beginning teacher support $19,814.00	Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Caringbah North Public School during their induction period. **Funds have been targeted had to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:**

Beginning teacher support $19,814.00	• additional release time • allocation of a mentor **The allocation of this funding has resulted in the following impact:** This has allowed the school to support beginning teachers in the areas of programming, curriculum design, assessment and reporting. **After evaluation, the next steps to support our students will be:** In 2023 we plan to continue to support beginning permanent teachers in their second year of teaching as well as any new beginning teachers.
QTSS release $110,783.84	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Caringbah North Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Potential and Gifted Education • Wellbeing • Effective Classroom Practice **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • 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 • additional staffing to support staff collaboration in the implementation of high-quality curriculum **The allocation of this funding has resulted in the following impact:** Assistant Principals have worked as Instructional leaders in their stages and have been worked across classrooms to build staff expertise in reading and numeracy. Teachers have been supported to further improve their classroom practice through the development of learning goals and increased classroom observations. The HPGE team has developed processes for student identification and talent development. **After evaluation, the next steps to support our students will be:** In 2023 the school will continue to support the role of instructional leaders in working with the APC&I to focus on improvement in literacy and numeracy.
Literacy and numeracy intervention $48,266.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Individualised Support **Overview of activities partially or fully funded with this initiative funding include:** • employment of additional LaST 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 Strategic Improvement Plan **The allocation of this funding has resulted in the following impact:** 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 through lesson observations. An increase in the number of students supported in specialist programs is an outcome of the funding.

Literacy and numeracy intervention $48,266.00	**After evaluation, the next steps to support our students will be:** The program of support will continue in 2023.
COVID ILSP $73,160.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • development of resources and planning of small group tuition **The allocation of this funding has resulted in the following impact:** A teacher was employed 4 days a week for small group instruction and progress was tracked through PLAN. Data indicates hat students are consolidating their learning. **After evaluation, the next steps to support our students will be:** The program has been funded for 2023 and will continue with reduced resourcing.
Literacy and numeracy $29,007.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Individualised Support **Overview of activities partially or fully funded with this initiative funding include:** • literacy and numeracy programs and resources, to support teaching, learning and assessment • updating reading resources to meet the needs of students and to create Individualised resources. • online program subscriptions to support literacy and numeracy such as MultiLit • employment of an additional School learning and support officers **The allocation of this funding has resulted in the following impact:** This funding has also been utilised in other literacy and numeracy intervention programs to support the work of the Learning and Support Team. There has been an increase in the number of students receiving Individualised support. Post-test data demonstrates the value of the program. **After evaluation, the next steps to support our students will be:** In 2023 we will continue to fund an intervention program implemented by SLSOs under the leadership of the Learning and Support team.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	284	296	309	310
Girls	281	275	272	264

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	95.7	96.0	94.9	91.7
1	92.1	94.0	95.1	90.5
2	95.7	94.1	94.7	91.1
3	94.6	92.9	94.7	89.9
4	94.1	94.4	94.6	90.1
5	95.0	94.2	95.4	89.3
6	94.1	95.3	94.3	90.5
All Years	94.5	94.4	94.8	90.4
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:
- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	20.87
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	4.06

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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.

Caringbah North Public School 3972 (2022)

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	1,051,108
Revenue	5,554,369
Appropriation	5,150,055
Sale of Goods and Services	8,180
Grants and contributions	383,375
Investment income	12,759
Expenses	-5,533,940
Employee related	-4,692,631
Operating expenses	-841,309
Surplus / deficit for the year	20,429
Closing Balance	1,071,536

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.

	2022 **SBAR Adjustments** ($)
Targeted Total	154,347
Equity Total	181,540
Equity - Aboriginal	4,421
Equity - Socio-economic	28,292
Equity - Language	21,473
Equity - Disability	127,354
Base Total	4,087,628
Base - Per Capita	146,807
Base - Location	0
Base - Other	3,940,822
Other Total	301,448
Grand Total	4,724,963

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 2022

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 2022. It was completed by 225 Year 4, 5 and 6 students in April and November 2021. Parents and staff participated in the survey in October and Novemb*er.*

Student Survey

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:
- 65% of students had a sense of belonging compared to the state norm of 81%.
- 88% 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%.
- 57% of students were interested and motivated compared to the state norm of 78%.

Drivers of Student Learning

The following responses by students are are scored out of 10.
- Students felt that important concepts are taught well, class time is used efficiently, and homework supports class objectives (7.8) compared to the state norm of 8.2.
- Students find the classroom relevant to their everyday lives (6.8) 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 (7.3) compared to the state norm of 7.7
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback (7.3) 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 (7.8) compared to state norm of 8.4.

All Drivers of Student Learning are consistent with data taken in 2021, with a decrease in student motivation. This will be a focus the school in 2023 to investigate further. for The Student Representative Council focused on supporting all students in the school to identify who to go to if they felt bullied by devising an advertising campaign and promoting the information in their classes. This resulted in a slight improvement in the number of students saying they knew where to go to for help.

Teacher Survey

The Tell Them From Me teacher survey was completed by 27 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 - 7.4 compared to the state norm of 7.1.
- Collaboration - 7.9 compared to the state norm of 7.8.
- Learning culture - 7.9 compared to the state norm of 8.0
- Data informing practice - 7.6 compared to the state norm of 7.8.
- Teaching strategies - 7.9 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 -7.3 compared to the state norm of 7.5.
- Planned learning opportunities - 7.5 compared to the state norm of 7.6.
- Quality Feedback - 7.3 compared to a state norm of 7.3.
- Overcoming obstacles to learning - 7.6 compared to a state norm of 7.7.

All measures are consistent with previous years.

Teacher response: What areas would you like to see improvement in? There were 16 responses to this question. There was a common theme of more support to deal with challenging behaviour as well as the ongoing demands of teaching.

Teacher response: What are our strengths? There were 22 responses from teachers. They appreciated the focus on

student wellbeing, including programs such as Connect 4 and 4Cs. The work of the Learning and Support team and PBL team were seen as a strength. The collaborative nature of the staff that supported planning and classroom practices was valued in the school.

Parent survey

All parents are encouraged to complete The Tell Them From Me parent survey. 85 parents completed the survey, which is a decrease of 15% on the previous year. The results are scored out of 10. Parents were also consulted at the P&C meetings on communication to parents on students out of uniform and changes to the time out procedures.

Two-way communication with parents

Parents feel welcome- school average 6.4 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 5.2 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.

Areas to work on:

- Parents are informed about a child's behaviour, whether negative or positive.
- Informing parents about their child's social and emotional development.

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 feelings about other children at school·
- Ask about any challenges their child might have at school

Areas to work on:

- Talk about how important schoolwork is.

Parents support school learning - school average 6.4 compared with the state average 7.3.

Areas of strength:

- Teachers show interest in my child's learning.
- Teachers expect homework to be done on time.
- 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.
- Teachers maintain control of their classes.

Areas to work on:

- Teachers devoting their time to extra-curricular activities.

Safety at school 6.4 compared with the state average of 7.4

Areas of strength:

- My child feels safe going to and from school
- My child feels safe at school

Areas to work on:

- Behaviour issues are dealt with in a timely manner
- The school helps prevent bullying

Parent response: What areas would you like to see improvement in?

There were 25 responses by parents to this question. A common theme was increase in communication between home and school with more parent teacher meeting opportunities. Communication around excursions ahead of time, their purpose in relation to the curriculum and associated costs. Parents also noted that they were keen to attend more events at school, both sporting and classroom based.

Parent response: What are our strengths at CNPS?

There were 24 responses by parents to this question. Parents commented about the kind, caring and thoughtful staff that are welcoming and approachable. This included the teaching staff as well as the administrational staff. Our wellbeing programs, such as Connect 4 were also mentioned as a program that supports their child's sense of belonging. Another strength included the range of extra curriculum activities on offer, dance, sport, music and public speaking.

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.