

Caringbah Public School Annual Report



2016



1508

Introduction

The Annual Report for 2016 is provided to the community of Caringbah Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ms Penelope Passmore

Principal

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School background

School vision statement

Statement of purpose:

The purpose of Caringbah Public School is to develop students that are equipped with 21st century skills, are resilient and able to accept diversity within our community. We can achieve this by working together as a learning community with a culture of high expectations whilst driving a commitment to ongoing improvement.

Interpersonal skills and citizenship are developed through the promotion of our core values being excellence, caring, integrity and mutual respect.

School context

Caringbah Public School is a small, motivating, inclusive and caring school situated in a pleasant environmental setting. We offer large grassed playing fields, functional classrooms and modern facilities that include an extensive computer lab that caters for whole class and individual instruction, our library contains additional computer facilities, and the performing arts hall accommodates our highly successful performing arts programs.

The school prides itself on providing a balanced and inclusive curriculum that caters for a wide range of student needs.

Programs are implemented and delivered by a talented and dedicated staff that contribute enormously to the successful reputation that Caringbah has both in the local community and the wider district. We place a strong emphasis on academic excellence, student welfare and the values of education, therefore developing students as whole individuals. Students completing seven years of education here, experience well planned and relevant lessons that help them reach their full potential in academic achievements, social responsibility and personal needs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

This year, our staff at Caringbah Public School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of pursuing excellence. Time was dedicated at a series of staff meetings in Term 3 and Term 4 to thoroughly examine the school plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The strong performance of the school in creating a positive and productive learning culture among students and staff has been a feature of our progress. Many parents, community members and visitors comment positively upon the happy and positive playground behaviour of the students. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the ways students are relating to each other and, importantly, in the increased engagement in learning. A more focused approach to individual learning needs has been a component of our progress throughout the year. Students with high learning needs are being identified early and their parents/carers are increasingly involved in planning and supporting their learning directions. Identified students have been monitored the Learning Support Team. A feature has been the continuation of extension classes to address individual needs of students. We have successfully provided for the strong participation and contribution of our Aboriginal community through specific cultural activities and excursions and the creation of a dedicated space to the

original owners of this land.

Our major focus in the domain of Teaching has been on collaborative practice for staff members using the Performance and Development Plan. An important opportunity has been provided to staff in relation to planning, teaching and growing as a team in each of our Stages. The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, our staff continue to develop evidence-based practice through their reflections and evaluations of their collective work.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. Our leadership team is dynamic and robust, promoting many who indicate a desire to participate in leading aspects of our school's growth, thus we have been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning

Purpose

To improve student learning and outcomes through the development and delivery of consistent high quality teaching practice in all areas of the curriculum.

To enhance learning programs to cater for all student needs.

To develop a safe, secure and caring environment for student learning which promotes the knowledge, skills and experiences necessary to lead successful lives in the 21st Century.

Overall summary of progress

The Learning Support Team processes have been enhanced to provide guidance to classroom teachers for targeted students. This process allows us to monitor and plan student progress in literacy and numeracy assessment results. The Learning and Support teacher (LaST) has provided specific and varied programs for targeted students to be used not only in the classroom but also by both volunteer tutors and peer tutors which has enabled us to achieve success in this strategic direction. This early identification and intervention provide stronger and more focused support to individual students where appropriate.

EAL/D students have been provided for using a similar structure as above.

Continued delivery of Reading Recovery (RR) Program for our Year 1 students. These students involved in RR are continually monitored and supported throughout subsequent years to maintain reading levels.

The enrichment program was successfully implemented to further support students achieve considerable success. Students were identified through analysis of data by the classroom teacher and participated in specialised writing lessons with a specialist teacher.

Students have demonstrated expected growth across DEC literacy and Numeracy continuums relevant to expected time frames.

Caringbah PS undertook an audit of Mathematics and Spelling programs in Term 4 to identify strengths and weaknesses.

All teachers engaged in Professional Learning related to Maths and Spelling initiatives planned for 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the number of students who demonstrate growth in Literacy and Numeracy using a variety of data.	Increase in average 3 year growth for Literacy and Numeracy (NAPLAN). Audit conducted of Maths and Spelling programs to identify strengths and weaknesses. Professional Learning provided to staff in preparation to implement new maths and spelling programs in 2017. Parent workshops for each stage in new planned Maths and Spelling Programs.	\$10,000
School-based data will show each student achieving individual learning goals in relation to appropriate stage outcomes using PLAN (Planning Literacy and Numeracy)	Analysis of SMART data to monitor growth. PLAN/SENTRAL data used to inform writing of school reports. PLAN assessment provides data for both teaching	\$5,000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
School-based data will show each student achieving individual learning goals in relation to appropriate stage outcomes using PLAN (Planning Literacy and Numeracy)	and learning.	

Next Steps

- Engage the whole staff in data collection and tracking systems to better plan ongoing student learning growth (PLAN and SMART).
- LST continue to monitor case load with guidance and support.
- IEP's will be written for all students who are identified with specific learning needs.
- Evidence based teaching and learning through the use of qualitative and quantitative data to inform programs.
- Implementation K-6 North Coast Maths program in 2017 as result of audit in Term 4.
- Implement Spelling Conventions Program in 2017 as result of audit in Term 4.
- Continue with Professional Learning of updated 'Focus on Reading' for staff using new registered staff leader.

Strategic Direction 2

Staff and Leader Learning

Purpose

To improve staff knowledge and mastery of new curriculums and technology through collaborative teaching and programming.

To implement the Performance and Development Framework in line with the Australian Standards for Teachers.

Overall summary of progress

Quality teaching, assessment and the use of effective feedback have been a key professional learning focus in 2016 to achieve this strategic direction.

Staff continue to deepen their understanding of the new English and mathematics syllabus as well as implementing the new History and Geography syllabus. Staff from within the school and across our learning community are leading and supporting others through effective implementation strategies.

Teachers work together to improve teaching and learning in their stage groups through the completion of Performance and Development Plans.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
New curriculum implemented according to BOSTES timeline	<p>History and Geography syllabus implemented in 2016. School programs were developed reflecting the new curriculums.</p> <p>Stage leaders developed a program checklist to outline essential elements needed in class programs at C.P.S. This has set an expectation for all teachers of what is required and promotes consistency of programming standards across the school.</p>	<p>\$32 000</p> <p>Teacher Professional Development funding</p>
Performance and Development Framework implemented	<p>The school has developed a culture of collaborative professional learning. It is valued and builds the capacity of all staff.</p> <p>At the end of 2016, all Caringbah PS staff have a DEC Performance & Development Plan (PDP) based on the new Department policy.</p> <p>Each teacher establishes his/her personal teaching growth targets evaluating these against the Quality Teaching standards.</p> <p>All staff were trained in identifying and developing their SMART goals and they now have an understanding of how to best drive their own plans and actively seek feedback and mentoring as an important part of their ongoing professional growth.</p>	<p>\$17,327 Beginning Teacher Funding</p>

Next Steps

- Continue the process to develop and review PDP's for each teacher with their supervisors. More emphasis will be put on the specific goals and the specific training needed to meet these goals. Continued observations and

collaboration will be an ongoing process in 2017. Constructive feedback from these processes will continue in both a formal and an informal way. A timetable of Professional Development and Collaboration (Observations) will be developed in order to cater for the PDP implementation.

- All staff to develop a collaborative goal as part of this process to support the improvement of Literacy and Numeracy as indicated in NAPLAN results.
- Increase Growth Coaching for all staff members to promote outstanding collaboration, observation and professional sharing of evidence-based teaching focussed on impact and growth.

Strategic Direction 3

School Culture

Purpose

To encourage parent understanding through a collegial approach that builds a strong school community.

To ensure strong, clear communication between parents and teachers that builds community support to engage our students.

To encourage students to be highly engaged in schooling, emotionally aware and technologically skilled.

Overall summary of progress

Our school plan is the core of Caringbah Public School and staff have been engaged in the new strategic planning process throughout the year as they are routinely monitoring and reviewing milestone implementation and impact.

All staff are contributing to school planning and actively participating in milestone meetings. To further this we will work on reporting on impact to students, staff and community.

School data was used to inform future school directions by using surveys, interviews and focus groups promoting parent and caregiver engagement.

School resources were used successfully to improve student outcomes in line with the school plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increase the percentage of parents and caregivers engaging purposefully in supporting their children's education.	Community involvement in Kindergarten transition, Education Week, P&C events and fundraising, annual carols night. Review of popularity of school Facebook page. Survey conducted to determine parent satisfaction.	
Engender a culture of success that relies on a system of values and the delivery of effective student wellbeing programs.	Delivery of effective well-being programs, use of technology and provision of positive learning spaces. SRC representatives provide support to students at lunch breaks as a leadership role in the school. Students learn in an aesthetically pleasing environment that encourages self-worth and school pride.	

Next Steps

- As a school community we will continue to follow the school plan in order to achieve our goals.
- Well-being and welfare programs will be developed and implemented in 2017 to cater for all diverse students in our school.

Key Initiatives	Impact achieved this year	Resources (annual)
<p>Aboriginal background loading</p>	<p><i>Strategic Direction 1</i></p> <p>IEP's ensure support is provided to focus on improving outcomes in literacy and numeracy for Aboriginal students. Support included Reading Recovery and Student Learning Support Officers (SLSO).</p> <p>Through Professional Development and Learning, staff is made aware of Aboriginal perspectives and therefore is building an understanding of their culture. This understanding and awareness will be integrated throughout our teaching and an increased awareness of Aboriginal perspectives will be evident across the curriculum.</p> <p><i>Strategic Direction 3</i></p> <p>Koori Art Express allowed students to engage in significant cultural experiences.</p> <p>Other activities designed to Connect Communities included:</p> <ul style="list-style-type: none"> • Visit to Woollooware HS for Indigenous Culture Day. • NAIDOC celebration • Aboriginal reconciliation garden established. 	<p>\$1851</p>
<p>Low level adjustment for disability</p>	<p><i>Strategic Direction 1</i></p> <p>All students requiring learning adjustments and learning support are catered for with class programs and other whole school strategies. Students referred to LST were tracked through Sentral to ensure strategies were used in class programs.</p> <p>School strategies included:</p> <ul style="list-style-type: none"> • SLSO support in class and excursions • Kindergarten program to identify students experiencing difficulties. • Small group numeracy program. • LST identifying students for social group sessions. • LaST assisting teachers and students identified with special needs. • Liaising with parents regarding identified needs of students. <p>These strategies assisted in improving outcomes and showed growth for all students.</p> <p>Students who attracted Targeted Funding Support were monitored and supported through LST and LaST.</p>	<p>\$66149</p> <p>0.5 is staffing allocation</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>The Quality Teaching Successful Students (QTSS) initiative will provide an additional staffing resource allocation to improve the quality of teaching in all primary classrooms.</p> <p>This initiative has enabled us to</p>	<p>\$10000</p>

Quality Teaching, Successful Students (QTSS)	implement strategies that allow teachers to: <ul style="list-style-type: none"> • be relieved from class to jointly plan and observe each other's lessons. • jointly develop units of work and assessment tasks. • work together to assess and analyse student data. • establish mentoring and coaching practices in the school. • provide comprehensive and focused support for teachers. 	\$10000
Socio-economic background	<p><i>Strategic Direction 1</i></p> <p>Curriculum provision is enhanced by employing the services of a Speech Therapist which students would otherwise not be able to access. Pre and post testing showed positive improvements in all tested areas.</p> <p>Extra-curricular learning opportunities are significant to support all students' needs.</p> <p><i>Strategic Direction 3</i></p> <p>Parents are kept well informed of student costs to allow planning for family budgets. All excursions for the year are displayed on our webpage at the beginning of the year.</p>	\$10154
Support for beginning teachers	<p><i>Strategic Direction 2</i></p> <p>In 2016 Caringbah PS supported two beginning teachers funded under Great Teaching, Inspired Learning. A timetable was devised to provide significant mentoring time and professional learning in:</p> <ul style="list-style-type: none"> • school induction • observation techniques including use of feedback • Best Start 	\$4080

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	177	169	153	137
Girls	135	129	138	121

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.1	96.1	96.2	96.7
1	96	96.4	95	95.5
2	95.1	96	95.8	96.3
3	95.1	96.5	96.3	95.9
4	94.2	94.8	95.8	94.5
5	94.5	94.8	96	94.9
6	92.7	94.8	94.5	92.3
All Years	94.9	95.6	95.6	95.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
KD	17
KT	19
1B	19
1M	19
2W	22
2E	23
3W	32
4C	28
4/5P	29
5R	28
6J	35

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Counsellor	0.2
School Administration & Support Staff	2.52
Other Positions	0.11

*Full Time Equivalent

There are no Aboriginal members of staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Staff engaged in professional learning throughout 2016 to reflect the school plan.

In the area of learning the professional learning for staff focused on sessions on reading, spelling, purposes for learning, benchmarking, technology use in the classroom and integrating music into the classroom.

In the area of staff and leader learning, the professional learning focus was on performance and development plans and understanding administrative procedures, as well as developing capacity in understanding the school plan.

In the area of school culture, the professional learning focus for staff was on the overall purpose of teaching and wellbeing. Staff have analysed the data from the survey data.

Two teachers are undertaking teacher accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	205 068.76
Global funds	0.00
Tied funds	0.00
School & community sources	0.00
Interest	4 412.40
Trust receipts	3 831.00
Canteen	0.00
Total income	799 991.15
Expenditure	
Teaching & learning	
Key learning areas	46 790.70
Excursions	28 637.51
Extracurricular dissections	94 153.65
Library	6 429.94
Training & development	208.30
Tied funds	114 111.81
Short term relief	45 435.68
Administration & office	68 765.32
School-operated canteen	0.00
Utilities	29 842.24
Maintenance	38 837.99
Trust accounts	6 138.20
Capital programs	0.00
Total expenditure	479 351.34
Balance carried forward	320 639.81

The information provided in the financial summary includes reporting from January 2016 to 31 October 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	345 267.09
(2a) Appropriation	320 639.81
(2b) Sale of Goods and Services	537.45
(2c) Grants and Contributions	23 788.98
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	300.85
Expenses	-122 941.04
Recurrent Expenses	-122 941.04
(3a) Employee Related	-76 107.77
(3b) Operating Expenses	-46 833.27
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	222 326.05
Balance Carried Forward	222 326.05

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school is holding funds for significant classroom upgrades and resource improvements to be completed during 2017.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	1 861 824.73
Base Per Capita	15 626.60
Base Location	0.00
Other Base	1 846 198.13
Equity Total	104 177.59
Equity Aboriginal	4 241.69
Equity Socio economic	10 154.28
Equity Language	23 632.18
Equity Disability	66 149.44
Targeted Total	36 330.01
Other Total	77 185.24
Grand Total	2 079 517.57

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

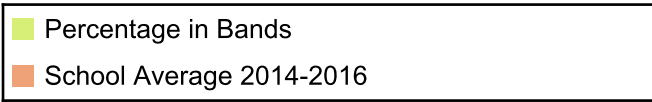
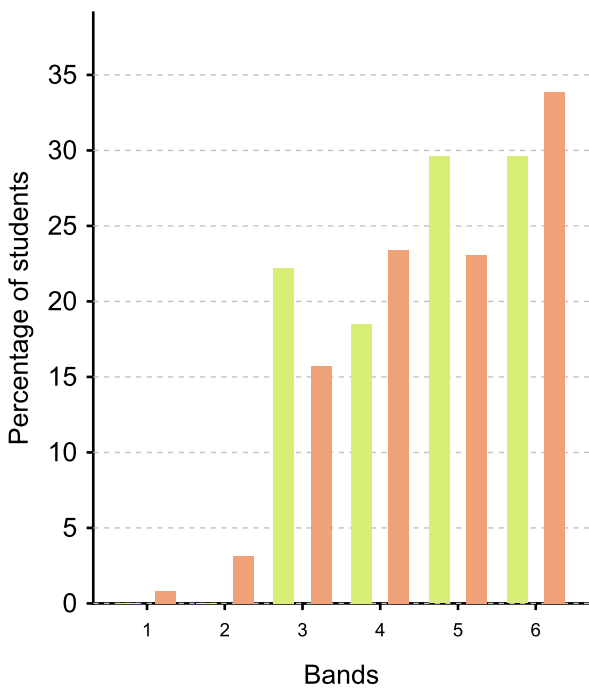
School performance

NAPLAN

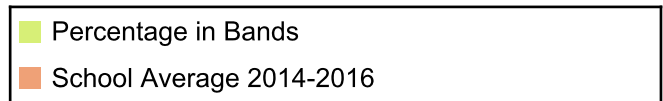
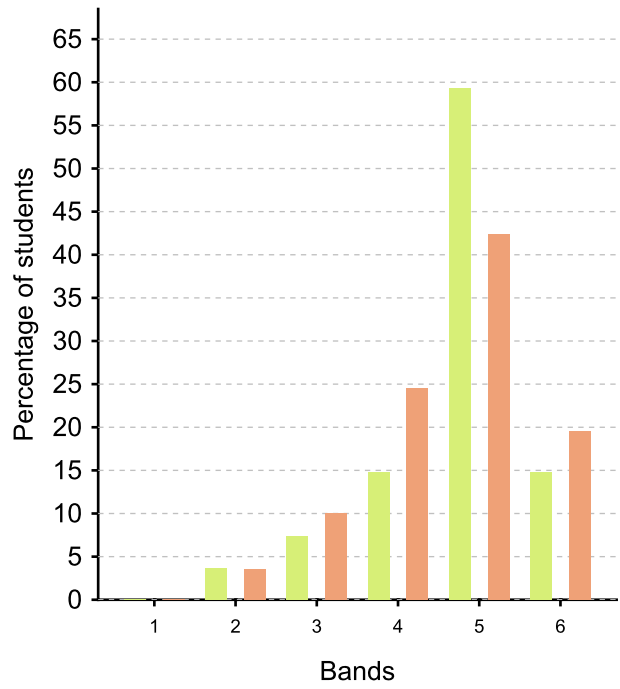
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016, 52% of Year 3 students and 44% of Year 5 students placed in the top two bands in literacy (reading).

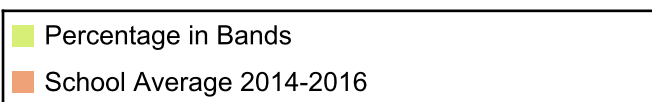
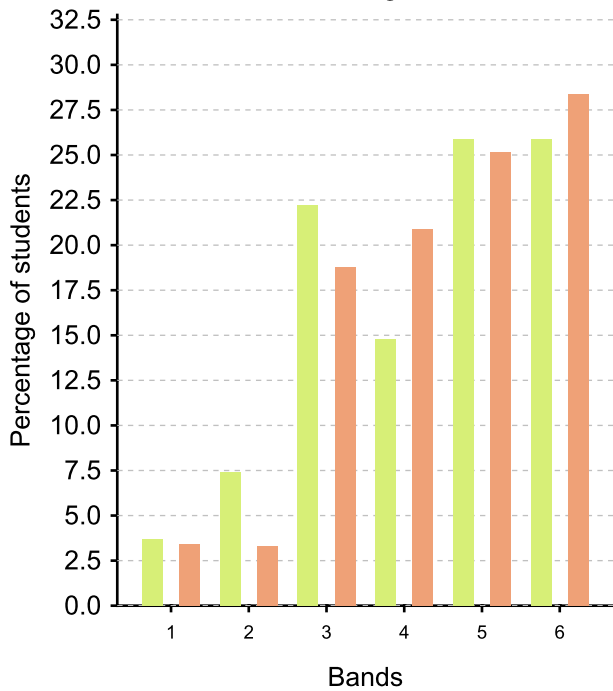
Percentage in bands:
Year 3 Grammar & Punctuation



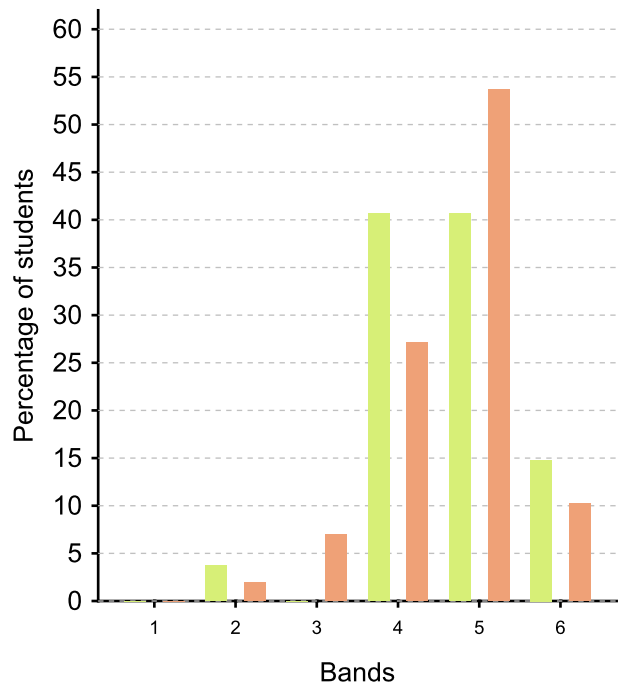
Percentage in bands:
Year 3 Spelling



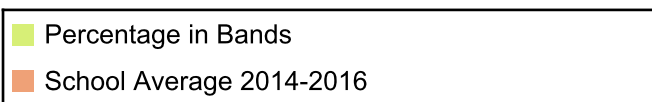
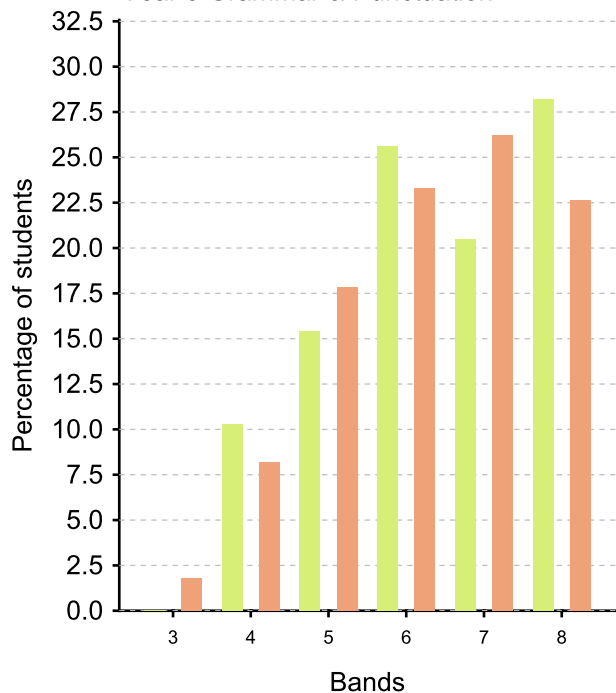
Percentage in bands:
Year 3 Reading



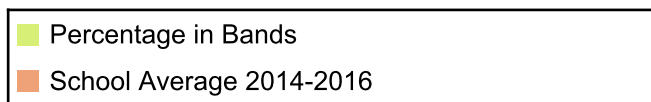
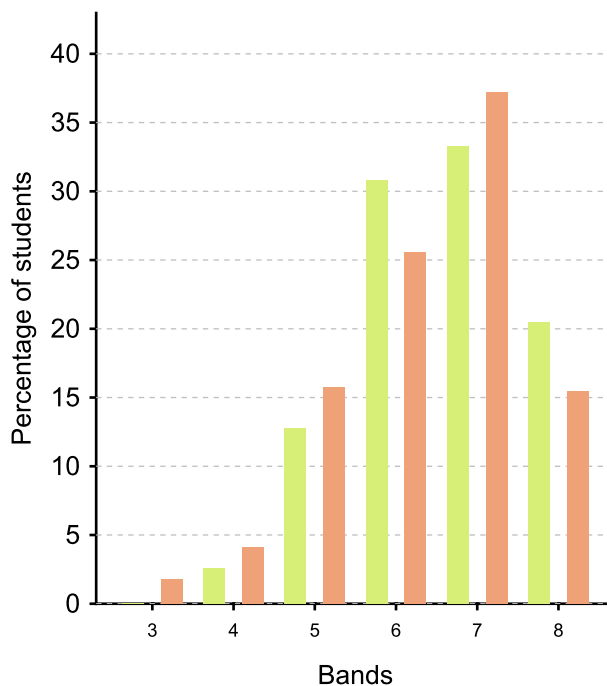
Percentage in bands:
Year 3 Writing



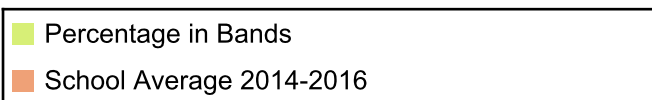
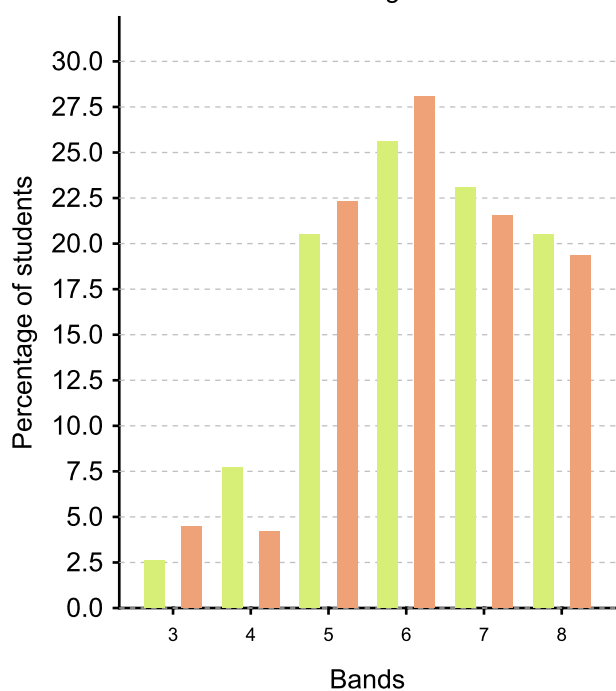
Percentage in bands:
Year 5 Grammar & Punctuation



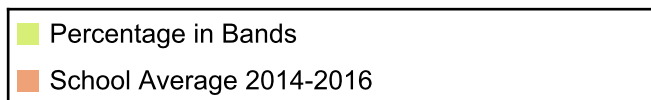
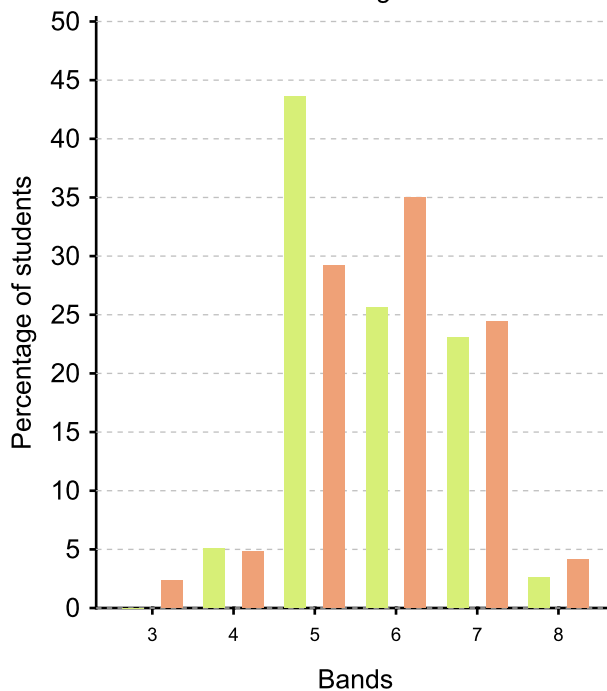
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



In 2016, 30% of Year 3 students and 33% of Year 5 students placed in the top two bands in numeracy.

LITERACY (READING) OVERVIEW

Areas of relative strength identified include directlocation of stated information and inference of word meaning through use intext. Areas for further development include recognition of author and textpurpose, literary techniques and navigation of multimodal texts. 74% ofstudents made the expected growth between Year 3 and Year 5, and the averagescaled score growth was 100 (state average 80).

NUMERACY OVERVIEW

Areas of relative strength identified include addition andsubtraction using written methods, place value concepts classification ofangles. Areas for further development include matching word problems to anumber sentence, mass concepts and understanding area. 82% of students made theepected growth between Year 3 and Year 5, and the average scaled score growthwas 114 (state average 92).

Parent/caregiver, student, teacher satisfaction

At Caringbah PS in 2016, student feedback was sought through the Tell them from Me surveys.

87% of students at Caringbah PS had a high sense of belonging, with 93% of students reporting positive relationships with friends they can trust and who encourage them to make positivechoices.

100% of the students at Caringbah PS value the outcomes of schooling and believe that education will benefit them personally and economically.

82% of students indicated that they were interested and motivatd at schooland 94% said they try hard to success in their learning.

Students at Caringbah PS indicated that concepts were taught well (8.8), classroom instruction is relevant to their daily lives (8.6) and is well organised with a clear purpose (8.7).

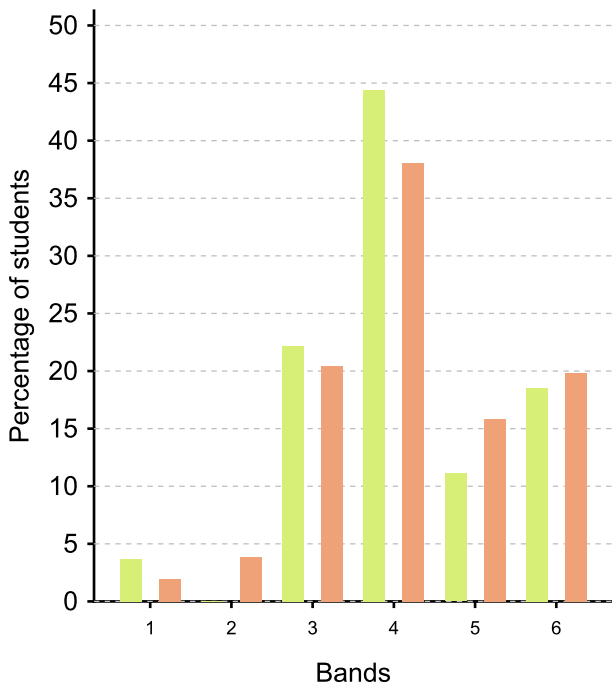
Parent satisfaction with Caringbah PS has been evident in he high levels of attendance at school events, P&C and other school events.

Teachers at Caringbah PS indicated that collaboration among staff was common practice and that learning problems of particular students were discussed with other teachers. (8). The learning culture was strong with the progress of individual students being monitored closely, with feedback given regularly (8.8). Student assessments help teachers at Caringbah PS informa practice (8.5) and teaching strategies encourage students to work toward achieving personal learning goals (8.8).

Policy requirements

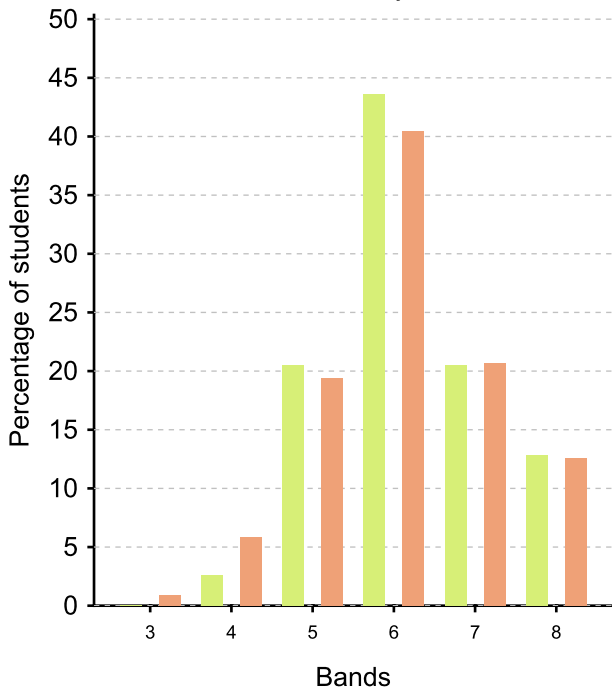
Aboriginal education

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert Caringbh PS in the Find a school and select GO to access the school data.

Aboriginal culture and heritage were celebrated and respected throughout all class programs. The National Anthem was sung at school assemblies, including the singing of the Dharawal verse and Aboriginal heritage was explored and appreciated in curriculum including Geography, History, English and visual and Performing Arts. Resources including picture books were purchased as part of the cross curricula priority of Aboriginal and Torres Strait Islander histories and cultures.

A Caringbah Public School Year 6 student was awarded a Deadly Kids Doing Well Award and the principal and classroom teacher attended the ceremony at the University of Technology. This award was recognised and celebrated in the community in both the newsletter and at an assembly.

Four students from Caringbah Public School were accompanied by a teacher and they joined students from across Sutherland Shire to participate in Koori Kids By The Sea at the Royal National Park. There they participated in a culturally rich day of activities and were given the opportunity to celebrate their culture.

Multicultural and anti-racism education

The Japanese language program continued for all students from Kindergarten to year 6. A specialist Japanese teacher was utilised to deliver the program which covered aspects of the Japanese culture including oral and written language, geography, food and traditions.

Three students represented the school at the local Multicultural Perspectives Public Speaking Competition final.

Acknowledgement and celebration of our community's cultural diversity was highlighted during our Harmony Day celebrations. In keeping with the theme, *Our diversity is our strength*, students wore full school uniform with an orange accessory. A gold coin donation was collected by the SRC and used towards helping a damaged school in Fiji. Students created and displayed artworks to show their support for cultural diversity and an inclusive Australia.