

Caringbah Public School Annual Report



2017



1508

Introduction

The Annual Report for 2017 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.

The success of the school has been underpinned by the three strategic directions which have guided staff training and development to deliver the high quality learning programs widely seen in 2017. We look forward to working together into 2018 to prioritise student learning and achievement where individuals are catered for appropriately in a welcoming setting. Ongoing assessment and evaluation delivers the evidence and assists with designing our continual growth plans.

I am very pleased to present Caringbah Public School's Annual Report for 2017.

Susan Oliveri

Principal

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School background

School vision statement

Statement of purpose:

The purpose of Caringbah Public School is to develop students who 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 Terms 2– 3 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. There is also a decrease in reports of behaviour problems in the SENTRAL recordings. Students are discussing the values of the school on a regular basis and the implementation of wellbeing focus groups every week is helping increase the sense of belonging students feel at our school. A more focused approach to individual learning needs has been a component of our progress throughout the year through the Learning Support Team and with the assistance of the Learning Support Teacher. 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 by the Learning Support Team. 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. An instructional leadership program was introduced in Semester 2 to support the growth and development of the K–2 staff in their understanding and implementation of best practice. 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.

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

All teachers engaged in Professional Learning related to comprehension –Focus on Reading as well as formative assessment strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the number of students who demonstrate growth in Literacy and Numeracy using a variety of data.	\$10000	Increase in average Year 3 growth was evident in NAPLAN results where all of the Year 3 NAPLAN results were considerably above the state proficiency percentage. Year 5 students were above or at the state proficiency percentages in writing, spelling and numeracy. Professional learning in use of PLAN. Professional learning in focus on reading comprehension strategies. Instructional leadership program one day / week in semester 2.
School-based data will show each student achieving individual learning goals in relation to appropriate stage outcomes using PLAN (Planning Literacy and Numeracy)	\$7000	PLAN data PAT test data In class assessment records as recorded by teachers eg reading data K-2

Next Steps

Investigate alternate programs to cater for lower achieving Stage 1 students as Reading Recovery will not be available in 2018.

Continue to monitor students through the Learning Support Team and ensure that appropriate differentiations are made for all requiring adjustments

Continue with professional learning in literacy and numeracy, specifically spelling and reading and the mathematics building blocks for numeracy course

Continue with Spelling Conventions program in 2018

Engage in data collection and tracking systems to better plan for student growth and achievement

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, accurate assessment practices and the use of effective feedback have been key professional learning focuses in 2017 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. Staff have worked productively in stage teams to improve curriculum knowledge and understanding and collaboratively program effective units of work for their students based on accurate assessment for learning.

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)	Funds Expended (Resources)	Progress achieved this year
New curriculum implemented according to BOSTES timeline	\$5000	Staff are familiar and comfortable with all aspects of the geography and history syllabus documents.
Performance and Development Framework implemented	\$2000	Staff are aware of their requirements in terms of their PDPs and executive have training in assisting staff to write accurate goals which reflect the school plan and the professional teaching standards.

Next Steps

Continual professional learning in the effective use of performance and development plans to ensure all staff are working towards their goals, whole school, stage and personal.

Ongoing professional learning in key curriculum areas related to the 2018–2020 school plan, with a specific focus on literacy, numeracy and STEM.

Full implementation of an Instructional Leadership program throughout the school utilising the skills and expertise of two assistant principals one day / week each.

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)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of parents and caregivers engaging purposefully in supporting their children's education.	\$500	Numbers of parents attending P&C has become more consistent – around 20 each meeting. Catering at events has been done well – numbers at other events have been very high eg open day, open classrooms, concerts
Engender a culture of success that relies on a system of values and the delivery of effective student wellbeing programs.	\$1000	The wellbeing and discipline system is being looked at to adjust for the new year and plan 2018 and onwards. School leader roles – stage 3 students are all involved in a variety of roles throughout the year. SRC representatives provide support to students Friendship bench is a feature of the playground along with the creative corner and library for quiet times

Next Steps

Look at engaging an outside agency to examine the notion of school rebranding / refreshing.

Continue to engage with the community in various events and activities throughout the school year eg open days, education week, Easter and Christmas events, open classrooms, parent pop in sessions, parent information sessions.

Revise the schools value and award system to ensure we are meeting the needs of all students across the year groups.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2688	Through professional learning staff were made aware of Aboriginal perspectives and built their understanding of culture. SLSO support was offered to the indigenous students at times when required and resources were purchased.
Low level adjustment for disability	\$70445 (0.6 is staffing allocation)	All students requiring learning adjustments and learning support are catered for with class programs and other whole school strategies. Students referred to the Learning Support team were tracked through SENTRAL. School strategies were: Use of SLSOs for Kindergarten learning assistance in terms 3–4. Small group literacy and numeracy instruction Social skills support programs
Quality Teaching, Successful Students (QTSS)	\$20416	In Semester 1 teachers were released on a weekly basis in a roster scenario to engage in professional learning in the form of observations of their teacher mentor conducting demonstration lessons or for them to take time to attend appropriate professional learning opportunities. Time for programming and understanding syllabus was given. In Semester 2 an instructional leadership program was utilised with an AP being off class one day per week to engage in lesson studies and observations / demonstrations of best practice .
Socio–economic background	\$12821	Curriculum provision was enhanced through the use of the funding to enable access for all to the variety of programs. Students were also supported in class through additional school learning support officers throughout the year. School assistance was offered to specific students.
Support for beginning teachers	\$13450	Beginning teachers were allocated release time to meet with their mentor for coaching purposes and planning / programming and team meetings. Time was also allocated to meet with accreditation supervisors.
Targeted student support for refugees and new arrivals	NA	NA

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	169	153	137	150
Girls	129	138	121	118

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	96.2	96.7	96.3
1	96.4	95	95.5	96.5
2	96	95.8	96.3	95
3	96.5	96.3	95.9	95.9
4	94.8	95.8	94.5	94
5	94.8	96	94.9	93.6
6	94.8	94.5	92.3	93.1
All Years	95.6	95.6	95.2	94.9
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Non attendance at school is monitored through the use of our SENTRAL system. Students are referred to the AP and Learning Support Team when ongoing non attendance occurs. The HSLO is also contacted for support.

Class sizes

Class	Total
KS	17
K/1J	21
KT	19
1B	24
2G	27
2/3M	27
3J	27
4C	34
5W	27
5/6P	23
6T	28

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.16
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	2.52
Other Positions	0

*Full Time Equivalent

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 2017 to reflect on the school plan.

The areas of professional learning for staff focused on formative assessment strategies to be used across all learning areas as well as focus on reading comprehension strategies.

In the area of leadership and staff learning, performance and development plans were carefully maintained and staff also attended learning opportunities around growth coaching. Administrative procedures were examined and training was also completed in working towards evaluating the school against the School Excellence Framework, as well as evaluating programs using a logic model in the lead up to the development of the new 2018–2020 school plan.

In the area of school culture, staff were encouraged to be mindful of their own wellbeing as essential in developing a positive staff culture to enhance the overall positive culture throughout the school.

Two teachers worked on their accreditation in 2017 with the support of two assistant principals.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	222,326
Revenue	2,578,148
Appropriation	2,293,588
Sale of Goods and Services	19,708
Grants and Contributions	260,645
Gain and Loss	0
Other Revenue	0
Investment Income	4,207
Expenses	-2,674,400
Recurrent Expenses	-2,674,400
Employee Related	-2,202,764
Operating Expenses	-471,636
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-96,252
Balance Carried Forward	126,074

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,912,312
Base Per Capita	39,429
Base Location	0
Other Base	1,872,883
Equity Total	101,805
Equity Aboriginal	2,688
Equity Socio economic	12,821
Equity Language	15,850
Equity Disability	70,445
Targeted Total	50,305
Other Total	167,050
Grand Total	2,231,473

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.

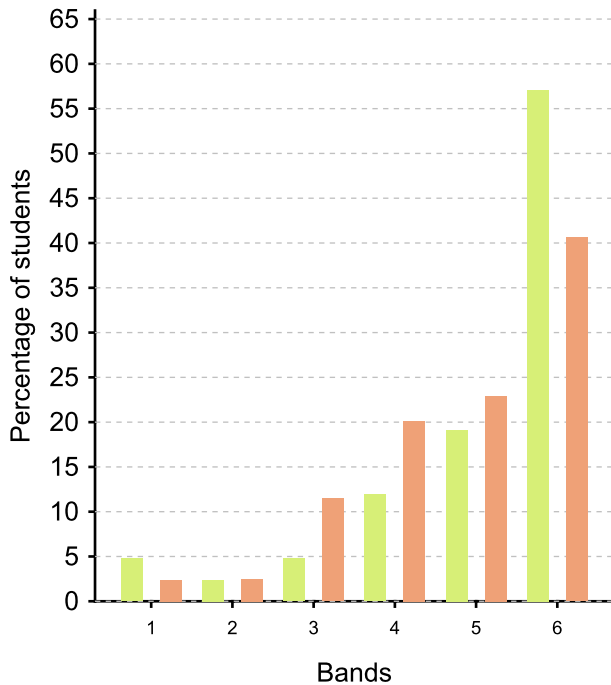
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

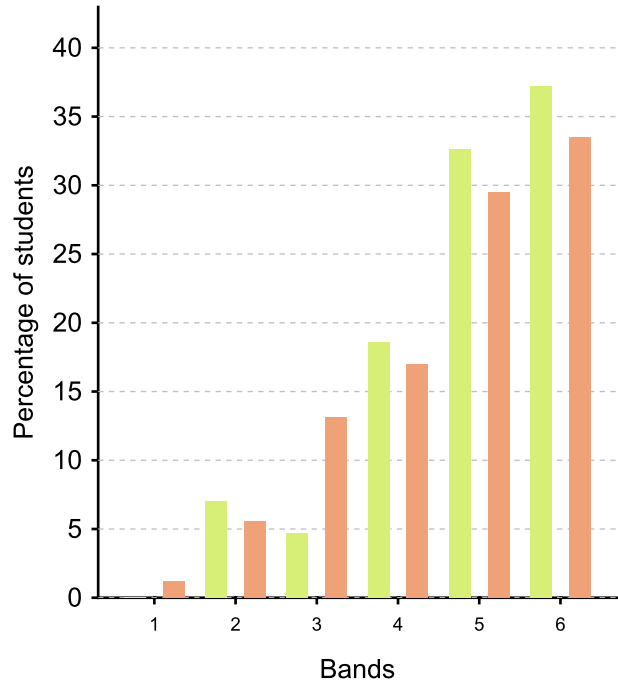
NAPLAN

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.

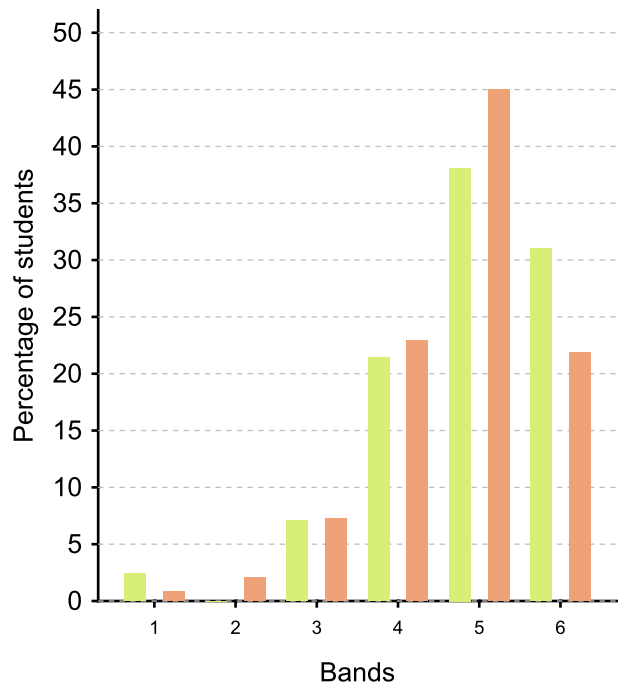
Percentage in bands:
Year 3 Grammar & Punctuation



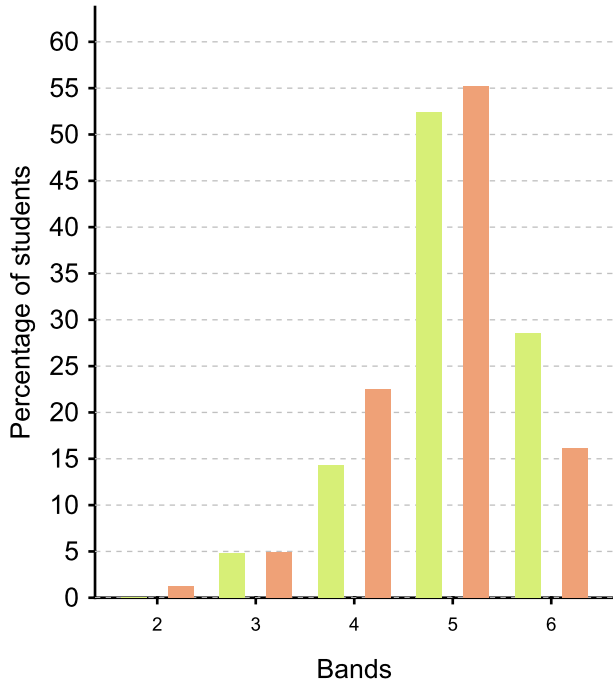
Percentage in bands:
Year 3 Reading



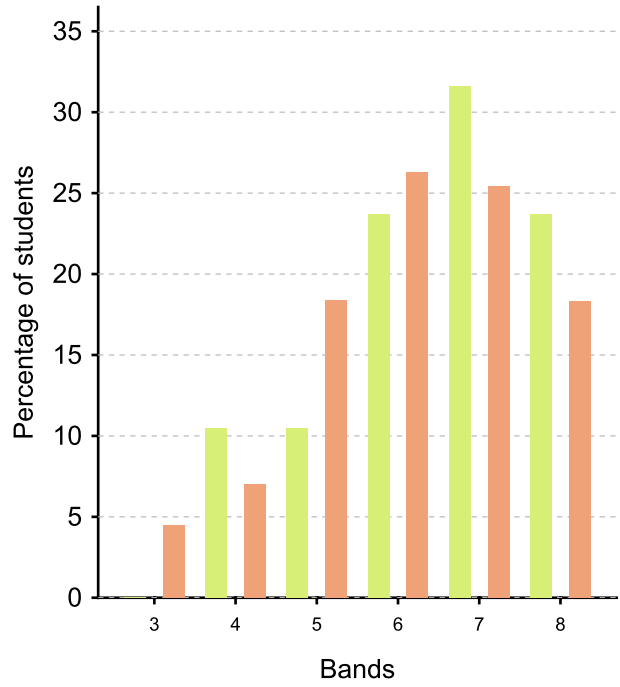
Percentage in bands:
Year 3 Spelling



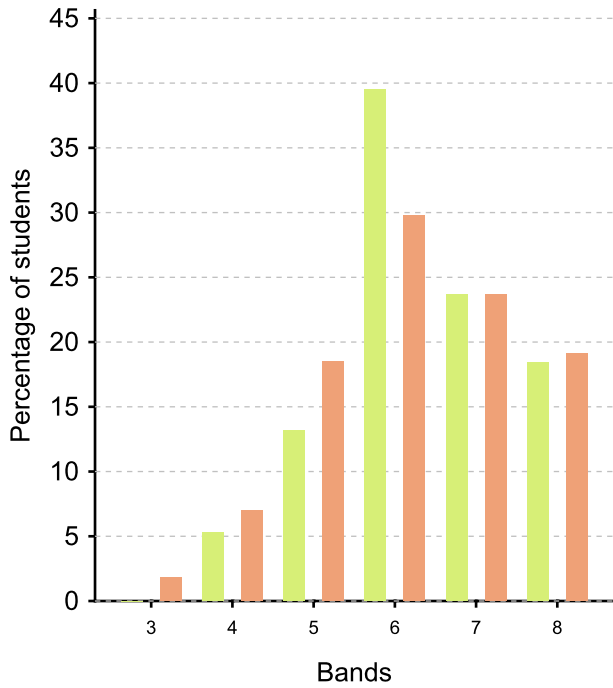
Percentage in bands:
Year 3 Writing



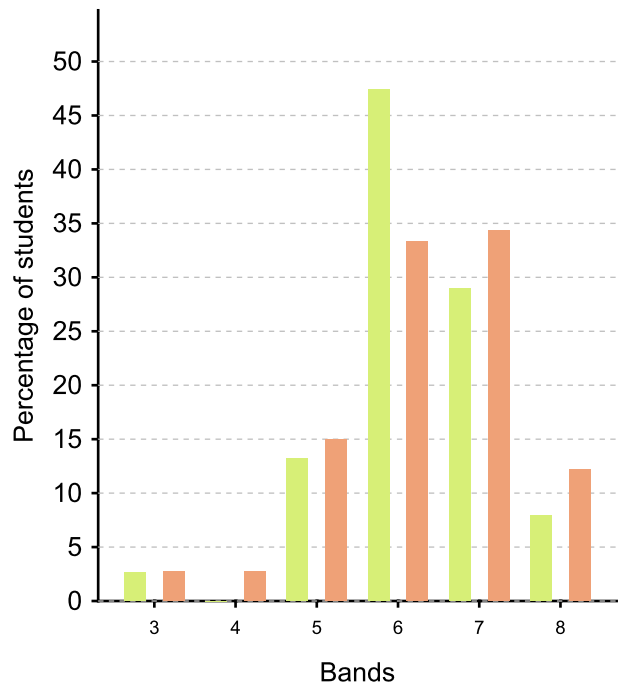
Percentage in bands:
Year 5 Reading



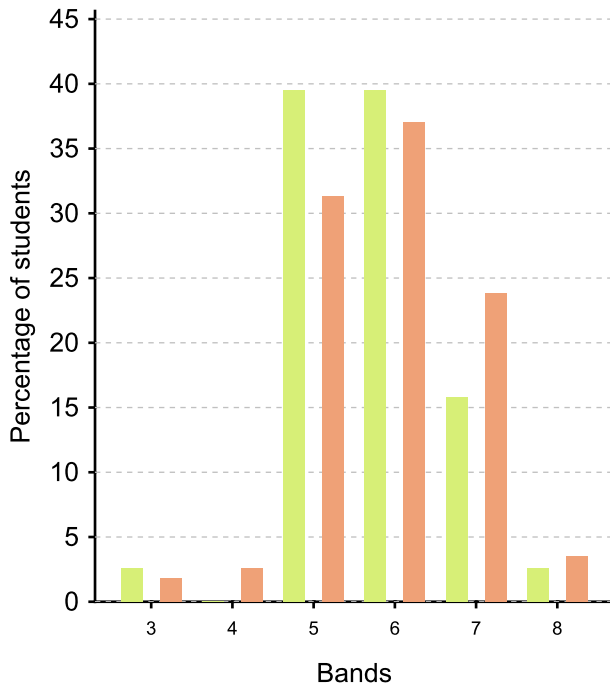
Percentage in bands:
Year 5 Grammar & Punctuation



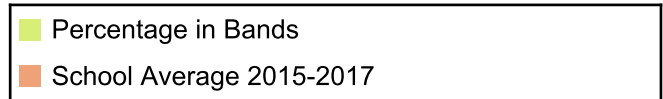
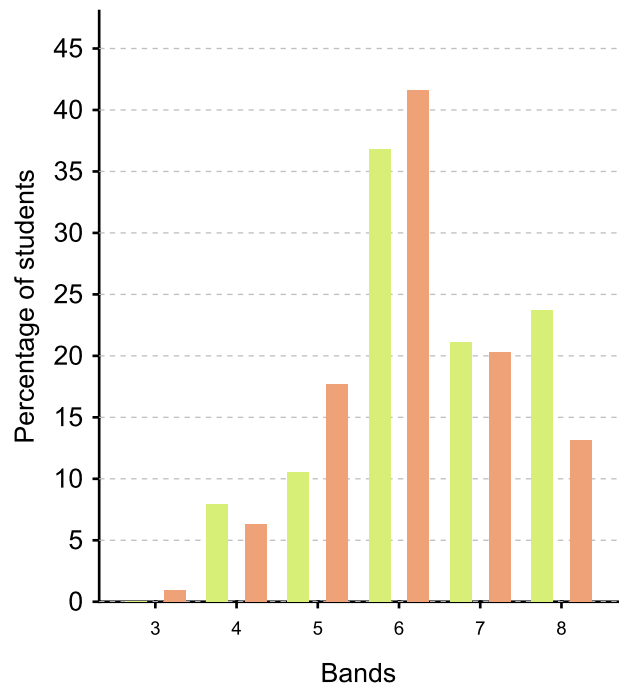
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy

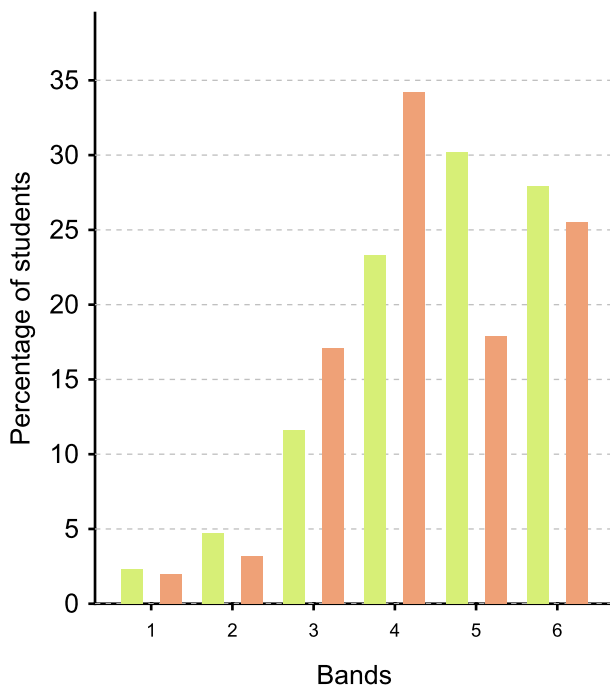


<Use this text box to comment on numeracy NAPLAN data>

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The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the Caringbah Public School data.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

At Caringbah PS in 2017, 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 positive choices.

96% of the students at Caringbah PS value the outcomes of schooling and believe that education will benefit them personally and economically.

76% of students indicated that they were interested and motivated at school and 95% said they try hard to succeed in their learning.

Students at Caringbah PS indicated that concepts were taught well (8.6), classroom instruction is relevant to their daily lives (8.4) and is well organised with a clear purpose (8.5).

Parent satisfaction with Caringbah PS has been evident in the high levels of attendance at school events (open days, grandparents day, Christmas 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. (8.1). The learning culture was strong (8.6) with the progress of individual students being monitored closely, with feedback given regularly. Student assessments help teachers at Caringbah PS inform practice (8.4) and teaching strategies encourage students to work toward achieving personal learning goals (8.7). Staff strongly felt that Caringbah PS was an inclusive school (9.2)

Policy requirements

Aboriginal education

Aboriginal culture and heritage were celebrated and respected throughout all class programs. The National Anthem is sung at all school assemblies and formal functions with the Dharawal verse being clear and strong. Aboriginal heritage was explored and appreciated in curriculum including geography, history and English, as well as through visual arts.

At our school, a Year 1 student was awarded a Deadly Kids doing well award and this was celebrated via the newsletter and school Facebook page. Her teacher and assistant principal attended the awards ceremony.

The school has adopted a local Aboriginal elder to be our community friend. Mr Colin Hardy OAM regularly attends functions at our school and sings I am Australian for us. We also sing this song to finish every special event, following Colin's recording. We participate in Koori Kids activities with other local school.

Multicultural and anti-racism education

We celebrated Harmony Day at Caringbah in 2017 where our diversity was celebrated. Students engaged in class based activities to bring awareness of the differences we may have with the theme of 'everyone belongs'. We participated in the Multicultural public speaking competition as well as engaged in Japanese language lessons with a specialist teacher. We support anti racism practices with the important role of the anti racism officer in the school and the encouragement of acceptance of difference through the values system.

Other school programs

At Caringbah PS we have a program called Caringbah Kids. This is a program where all students K–6 are split into groups and they meet each Tuesday morning for 20 minutes. In these groups we focus on life skills such as empathy, resilience, mindfulness, compassion and social awareness. We also address the school values through these groups – our core values are excellence, care, respect, responsibility and integrity. A teacher takes the same group every year they are at Caringbah PS.