Caringbah Public School

2019 Annual Report

1508

Introduction

The Annual Report for 2019 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.

School contact details

Caringbah Public School

Port Hacking Rd

Caringbah, 2229

www.caringbah-p.schools.nsw.edu.au

caringbah-p.school@det.nsw.edu.au

9524 7217

School background

School vision

Statement of purpose:

Caringbah Public School provides quality education in an innovative, inclusive and nurturing teaching and learning environment. A culture of high expectations and purposeful collaboration between the school, students and community ensures effective partnerships enhance the pursuit of excellence for all students.

School context

Caringbah Public School is situated in the Sutherland Shire, near the coast and beaches. The school has large grassed playing fields, functional classrooms and modern facilities that include an extensive learning hub, classroom technology, library and canteen. There is a culture of high expectations and academic excellence across all learning areas and the literacy and numeracy programs are delivered through effective evidence-based teaching methods. The highly qualified and dedicated staff undertake ongoing professional learning, ensuring their capabilities are continually enhanced to ensure every student experiences high quality explicit teaching. The specialist programs offered include learning and support teachers who supported by a strong Learning and Support Team. The extracurricular activities offered include choir, chess, dance, debating, sport, public speaking, wellbeing groups / lessons and sustainability groups. Whole school student wellbeing is promoted through positive, respectful relationships and well being programs which include Caringbah Kids and Happiness HQ which promote the school values of excellence, respect, responsibility, care and integrity.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework: https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Engaging Empowering Learning

Purpose

To provide innovative, inclusive and nurturing learning programs and environments which engage and empower students, are informed by sound holistic wellbeing and learning information (data), and which ensure optimum conditions for student learning across the variety of curriculum areas.

Improvement Measures

By the end of the school planning cycle, there will be an increase in the proportion of students demonstrating active engagement with their learning and increased levels of achievement in literacy and numeracy as measured through the use of Tell Them From Me and other data such as PAT test results, NAPLAN results, in school program results and class data.

There is a collective responsibility for success and learning shared by the parents and students as measured by attendance at community forums eg parent pop ins, parent information sessions and P&C events and increased completion of Tell Them From Me Surveys and other feedback measures such as parent online surveys and paper feedback forms.

There will be an increased proportion of students in the top two NAPLAN bands for reading, spelling and numeracy in years 3 and 5..

Progress towards achieving improvement measures

Process 1: Project: Implement whole school integrated approaches to the teaching of literacy and numeracy which are research based and explicit in nature in which students :

A- are literate and read, comprehend, spell, write and speak with confidence using the current literacy continuum with a focus on the learning progressions in late 2018 and into 2019 as they become available.

Evaluation	Funds Expended (Resources)
What has been the impact on students' learning this year? The impact on student learning will be evident over time with the implementation of the new CPS K-6 spelling scope and sequence. Teachers have participated in professional learning to understand, develop and grow their capabilities to further student needs.	NAPLAN Analysis PAT Analysis Student and staff feedback Vocabulary PL SMART Spelling PL Planning Days for development of Spelling Scope and Sequence $5000
Which students will require support and intervention in 2020? All students completed comprehensive PAT Data assessment at the end of 2019 and data analysis professional learning was provided to all staff. Analysis of this data resulted in discussions and decision making regarding resources for 2020. The students targeted for support in 2020 will be a result of 2019 Semester 2 assessments data along with recommendations from the Learning Support Team.	
What will support look like in 2020? Further professional development on explicit, evidence based practices and utilising MiniLit and MacLit programs to support student developing in reading and phonics.	
Have the resources been utilised effectively? Resources have been utilised equitably with time given to instructional leaders and leaders of literacy to write the new scope and sequence for phonics and spelling and forward plan for 2020.	
What PL is required as a result of data collection and who will deliver it in 2020? Continued explicit instruction in spelling to cater for new 2020 staff and continued mentoring and coaching from the instructional leaders. Staff will also need training in the MiniLit and MacLit programs.	

Progress towards achieving improvement measures
Will the PL schedule need adjusting next year? PL schedule to be adjusted term by term in 2020 to cater for the needs of all learners. Significant changes have already been made to professional learning in 2019 to allow for more collaborative planning opportunities, reflection and data analysis. This will continue to be a priority in 2020.

Process 2: Project: Implement whole school integrated approaches to the teaching of literacy and numeracy which are research based and explicit in nature in which students :

B - are numerate with the acquisition of a progression of skills in accordance with the current numeracy continuum with a focus on the learning progressions late 2018 and into 2019 as they become available.

Evaluation	Funds Expended (Resources)
We have analysed the NAPLAN data and PAT Data and have a clear understanding of where we need to move to in 2020 and our staff planning is aligned with this for the area of numeracy. PAT data is being used effectively and efficiently to accurately record results and see gaps in learning for where our programming needs to hear. We are looking closely at the areas of measurement and geometry into 2020. We have reviewed and will continue to monitor the implementation of draft scope and sequence documents based on 'big ideas' in mathematics and will work closely with support staff from the DoE to review and consolidate these. 2020 will see us implement further rich open ended tasks and our school ha been target for further support through LANCER program to help develop and grow the skills of staff in providing more reasoning tasks to students.	New cluster based scope and sequences developed for most or all stages ready for teaching in 2020

Strategic Direction 2

Exemplary Explicit Teaching

Purpose

To provide an innovative, inclusive and nurturing learning environment through exemplary explicit teaching and programs underpinned by high expectations, evidenced based pedagogy and dynamic practices, providing continuous improvements for all students across the full range of abilities.

Improvement Measures

An increase in the proportion of teachers demonstrating active engagement with their own professional learning as members of their stage teams in relation to day to day teaching practice, effective pedagogy and the teaching standards.

A shared responsibility for success and learning in the area of STEM, involving critical and creative thinking skills, from all of the teaching staff. Teacher reflections / focus groups will show a shared responsibility for success

Increased confidence in the instructional leadership program as a result of feedback received and reflections undertaken when involved in the program and feedback on the program as a whole.

Progress towards achieving improvement measures

Process 1:   FUTURE FOCUSED LEARNING

Develop a whole school focus on the balanced integration of ICT in project based teaching and learning experiences within science and other curriculum areas where there are high expectations for student achievement within a framework of developing critical and creative thinking, collaboration and communication skills across the years.

Evaluation	Funds Expended (Resources)
The Director Educational Leadership was consulted about the 'on hold' status of this project. Mrs Shehata was happy with this owing to the involvement of all staff with the other projects and the time and work required to ensure that student need was being met in those areas. STEM and future focused learning will be a priority in 2020 through our regular programs and this area will be picked up again in 2020 with the new and evolving school planning cycle.	NA

Process 2:   INSTRUCTIONAL LEADERSHIP

Implement an Instructional Leadership program to develop whole school mentoring and coaching relationships as well as collaboration and regular classroom observation and feedback experiences to ensure the ongoing professional development and improvement of all teachers, particularly in the delivery of high quality literacy and numeracy lessons.

Evaluation	Funds Expended (Resources)
What has been the impact on students' learning this year? The impact on student learning will be evident over time with the implementation of the new CPS K-6 spelling scope and sequence and the inclusion of 'big ideas' into K-6 mathematics programs (integrated sub strand approach). Which students will require support and intervention in 2020? The students targeted for support in 2020 will be a result of 2019 Semester 2 assessments data along with recommendations from the Learning Support Team. What will support look like in 2020? SLSO trained in Multilit. Have the resources been utilised effectively? Resources have been utilised equitably with time given to instructional leaders and leaders of mathematics	Instructional Leader time for analysis of yearly data, overview and reflection. Additional time to allow for team planning, growth coaching/mentoring time and feedback. QTSS funds

Progress towards achieving improvement measures	
and spelling to write scope and sequence and forward plan for 2020. What PL is required as a result of data collection and who will deliver it in 2020? Continued explicit instruction in spelling to cater for new 2020 staff and continued consultation with department advisors in numeracy. Will the PL schedule need adjusting next year? PL schedule to be adjusted term by term in 2020.	

Strategic Direction 3

Effective Educational Leading

Purpose

To provide an innovative, inclusive and nurturing learning environment driven by effective educational leadership that is responsive to community consultation, monitors a range of data indicators and is committed to the pursuit of excellence, resulting in all students fulfilling their potential.

Improvement Measures

An increase in the proportion of students demonstrating active engagement with their own learning and their school as a community, achieving to their personal best and being responsible for their behaviour at all times as evidenced through a decrease in the recording of negative incidents on SENTRAL and in increase in students achieving the level certificates.

Increase in support for the school through the evidence of positive, respectful relationships within the community as evidenced from face to face feedback, social media reports as well as Tell Them From Me survey data and an increase in the intake of in area enrolments.

Executive staff will have an increased confidence in their ability to support and guide their stage teams in terms of goal setting and future planning.

Progress towards achieving improvement measures

Process 1: WELLBEING

Implement a program to revise the current behaviour and discipline / wellbeing policy to ensure there is consistency in approaches to student welfare through the awards system and other support programs to enable all students to connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
We have been working on staff consultation in the system wide process around monitoring negative incidents - pooling negative minors to make a major incident has been a question - we are working through whether this should occur and what would be the impact of such a change on the positive respectful relationships. There has been a general reduction in negative minor incidents as recorded in SENTRAL with the implementation of the behaviour management plan. Social skills group has been inconsistently attended as lunchtimes are precious and students have sometimes forgotten to attend.. we have been investigating how can this be streamlined to ensure consistent attendance and therefore consistent and useful instruction for all. .	Ck groups Stage groupings for students Staff joint RFF Staff wellbeing PL Clear communications - diary and SENTRAL Revised welfare and discipline system - trialled term 2

Process 2: SCHOOL CULTURE

Implement a series of community events aimed at promoting a positive school culture and high levels of community engagement and support including school rebranding, positive partners, ongoing parent feedback forums, The Fathering Project.

Evaluation	Funds Expended (Resources)
In 2020 the school is increasing numbers and is going up two classes. A significant effort has been put into community engagement and positivty around the Kindergarten orientation program with high numbers of parents and students attending the sessions. There are 59 enrolments for Kindergarten 2020 with 10 non local students applications were denied. A number of new enrolments are expected from local students who move into the area as the school's reputation is very much improving as evidenced by	$12 000

Progress towards achieving improvement measures	
parent comment and community involvement and positivity. New uniform has been met with great enthusiasm from all community. Numbers of students wearing the new uniform increased dramatically in term 4. There is much positivity around the rebranding of uniform and signage across the school.	

Process 3:   **BETA GROUP**

Collaborate in professional learning across a community of practice group of schools. Executive in a group of schools will increase their skills in growth coaching when working with stage teams to build the capacity of those they guide and support.

Evaluation	Funds Expended (Resources)
Staff in the leadership team have enjoyed the growth coaching sessions with the BETA team each term. Although the meetings have only been once per term, staff have been able to put skills into practice throughout the term in PDP and other coaching conversations with the staff they mentor. We are looking forward to continuing this initiative in 2020 with the community of schools group.	$300

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$1363	A successful and engaged year for our students who identify as indigenous.
English language proficiency	$17095	A teacher was employed half day / week to support EALD students and the remaining funds were combined to use as required for specific times of support with teachers or SLSOs.
Low level adjustment for disability	$21143	Throughout the year, these funds are used for SLSO support of small group instruction and teach support in the classroom. SLSO timetable is detailed and efficient. Support was also used for a kinder re start program for specific instruction for Kinder students identified as required extra support during semester 2.
Quality Teaching, Successful Students (QTSS)	$45 354	A very successful and highly engaging program each Thursday with staff commitment and involvement.
Socio-economic background	$11433	Various times given to support groups with SLSO or support teachers as required has been invaluable.
Support for beginning teachers	$28260	An excellent program was conducted with teachers and mentors having time each week to work through support and accreditation requirements.
Targeted student support for refugees and new arrivals	$27048	Funds were used to allocate a teacher one /day per week to support new arrival students. Small group instruction and in class support.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	137	150	142	147
Girls	121	118	110	127

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	96.7	96.3	95.4	95.1
1	95.5	96.5	94.9	95.6
2	96.3	95	94	94.3
3	95.9	95.9	95.9	95.8
4	94.5	94	93.3	94.7
5	94.9	93.6	95.5	92.5
6	92.3	93.1	93.1	92.9
All Years	95.2	94.9	94.5	94.4
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

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
Assistant Principal(s)	4
Classroom Teacher(s)	11.68
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	5.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	411,445
Revenue	3,338,121
Appropriation	3,138,633
Sale of Goods and Services	1,969
Grants and contributions	194,894
Investment income	2,525
Other revenue	100
Expenses	-3,213,975
Employee related	-2,816,024
Operating expenses	-397,950
Surplus / deficit for the year	124,147

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.

	2019 **Approved SBA** ($)
Targeted Total	602,883
Equity Total	115,064
Equity - Aboriginal	1,363
Equity - Socio-economic	11,433
Equity - Language	17,095
Equity - Disability	85,173
Base Total	2,008,242
Base - Per Capita	60,138
Base - Location	0
Base - Other	1,948,104
Other Total	285,854
Grand Total	3,012,043

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results - such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format - should be treated with care.

NAPLAN Online

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

Parents, students and teachers are satisfied with Caringbah PS. Parents are very happy with the staffing organisation and the structure and programs the school offers. Staff are pleased with communication, organisation and the general operational performance of the school on a daily basis. Students are happy to come to school with excellent attendance rates.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.