

2020 Annual Report

Caringbah Public School



1508

Introduction

The Annual Report for 2020 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.

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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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 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)
The school has Implemented whole school integrated approaches to the teaching of literacy and numeracy which are research based and explicit in nature. Students have been engaged in explicit instruction in the spelling program K-6 with consistency evident across the school. Specific support programs have been undertaken using Mini and MacLit resources and learning and support staff. Cars and Stars comprehension program has also been used. COVID interrupted much of the planned programs for 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)
Scope and sequences will offer a clear outline to begin 2021 with. It is a working document which will be constantly refined and updated to reflect and evaluate best practice/ what works best. All LANSAs and school executive are confident and agree on the focus for the project in 2021 to be centered on assessment and effective use of the progressions.	Stage teachers Key ideas for mathematics Stage 3 and ES1 Scope and sequences (as a guide) LANSAs

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)
On hold as guided and advised by the Director.	

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)
<p>What has been the impact on students' learning this year? The impact on student learning will be evident over time with embedded practice of working mathematically, rich tasks and questioning in K-6 programs. K-2 scope and sequence will be altered in 2021 to match the InitialLit program. Focus group survey (student voice)</p> <p>Which students will require support and intervention in 2021? The students targeted for support in 2021 will be a result of 2020 Semester 2 assessments data, along with recommendations from the Learning Support Team as a result of MiniLit and MacLit assessments.</p> <p>What will support look like in 2021? There will be an emphasis on K-4 support in literacy with MiniLit and MacLit programs.</p> <p>Have the resources been utilised effectively? Resources have been utilised equitably with time given to instructional leaders and leaders of mathematics to forward plan for 2021.</p> <p>What PL is required as a result of data collection and who will deliver it in</p>	<p>Instructional Leader time for analysis of yearly data, overview and reflection. Additional time to allow for team planning, growth coaching/mentoring.</p>

Progress towards achieving improvement measures

2021? Continued consultation with LaNSA's in 2021 to deliver PL. InitialLit PL for K-2 staff.

Will the PL schedule need adjusting next year? PL schedule to be adjusted term by term in 2021 in line with the new 4 year cycle.

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)
Much of the work in maintaining consistency was interrupted by COVID; however, when students returned from home schooling, staff were able to ensure much in class support was given to continuing to develop and maintain high standards of behaviour through the values education lessons and content through Caringbah Kids in class lessons. Wellbeing monitoring was made even more important owing to the period of homeschool and feelings of anxiety in and around our school with limited parent access and external events / attendance.	

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)
Many of planned events in which we would have traditionally seen much community involvement were on hold as a result of COVID and with minimal parent attendance owing to restrictions, we saw much of the engagement through social media channels. Social media was well monitored by families - SeeSaw from class teachers, Facebook from the school and the P&C and the school website was regularly updated. Our community really felt the impact of not being allowed onsite even for drop off and pick ups and for the events. We are hoping that in 2021, with hopeful easing of restrictions, we will see an increase in the positive climate of school culture.	

Process 3: BETA GROUP

Progress towards achieving improvement measures

Process 3:

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)
Interrupted by COVID (learning was occurring in a learning group with colleagues, meetings were unable to be held with COVID restrictions).	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1393 reading resources, teacher release for writing support plans	A successful and engaged year for our students who identify as indigenous.
English language proficiency	\$18707	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	\$85 185	Funds were used for supporting students through the use of targeted learning and support using learning and support staff, as well as additional SLSO time.
Quality Teaching, Successful Students (QTSS)	\$51629	A very successful and highly engaging IL program each Thursday with staff commitment and involvement.
Socio-economic background	\$14479	Various times given to support groups with SLSO or support teachers as required has been invaluable.
Support for beginning teachers	\$18856	An excellent program was conducted with teachers and mentors having time each week to work through support and accreditation requirements. teachers were supported by their mentors who both had time to look at the AITSL standards and lesson planning and programming. Reflection time was useful and productive.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	150	142	147	171
Girls	118	110	127	145

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.3	95.4	95.1	96.5
1	96.5	94.9	95.6	95.8
2	95	94	94.3	96.7
3	95.9	95.9	95.8	96.3
4	94	93.3	94.7	94.2
5	93.6	95.5	92.5	94.2
6	93.1	93.1	92.9	95
All Years	94.9	94.5	94.4	95.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

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. 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.

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)	12.77
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	5.82

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	535,592
Revenue	3,620,648
Appropriation	3,436,860
Sale of Goods and Services	2,292
Grants and contributions	180,141
Investment income	1,055
Other revenue	300
Expenses	-3,622,577
Employee related	-3,156,402
Operating expenses	-466,176
Surplus / deficit for the year	-1,929
Closing Balance	533,663

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.

	2020 Approved SBA (\$)
Targeted Total	67,378
Equity Total	119,763
Equity - Aboriginal	1,393
Equity - Socio-economic	14,479
Equity - Language	18,707
Equity - Disability	85,185
Base Total	2,850,483
Base - Per Capita	69,207
Base - Location	0
Base - Other	2,781,276
Other Total	277,460
Grand Total	3,315,084

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.

Feedback from home learning and the response of the school indicated a significant level of satisfaction with the programs offered and the commitment made to supporting the students and families during this extremely difficult time.

During 2020, the school managed the complications and stressors which came with COVID and then we managed External Validation. It was a very productive year in many ways with pleasing self assessment through EV, with clear directions being made available to lead into the new plan for 2021.

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.