Messages

Principal's message

I am proud to present this Annual School Report to the Caringbah North community. 2008 saw the continuing development of a number of significant programs at Caringbah North Public School (CNPS) to promote and improve student learning. The most significant of these has been a focus on quality teaching to improve student outcomes in literacy and numeracy. Teaching staff have undertaken significant training in this area and classroom programs reflect this training.

2008 also saw a continued focus on the use of information and communication technologies (ICT) in the classroom with substantial input by regional support staff. The school's computer network has been extended and there will be further development of this network throughout 2009.

The school's many performing arts ensembles have represented the school at the highest level with our choirs, bands and dance groups performing at both district and regional events.

On the sporting field, the school has continued to achieve outstanding results with students progressing to zone, regional and state carnivals.

Finally, the school has strengthened its focus on environmental sustainability. 2008 saw the completion of the native garden in the rear playground. Featuring 'bush tucker' plants, this beautiful area is the result of extensive planning and hard work by students, teachers and our community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

David Roffe, Relieving Principal

P&C message

At Caringbah North we have an active P&C. In 2008 we met twice a term to discuss a wide range of topics aimed at enhancing the school and improving the learning environment for its students. The topics included:

Canteen – Our canteen operates five days a week. We thank the numerous volunteers for their efforts under the guidance of Gale Easton, our supervisor and Jane Burwood, our treasurer. A big thank you to all involved.

Uniform shop - The operation of the uniform shop is a great ongoing fundraiser for our school. We thank the ladies who help out and all the parents who support it.

Fundraising activities – These included the chocolate drive, Easter raffle, Mother’s Day stall and various morning teas held throughout the year. Thank you for the tremendous job done by all our helpers.

Other items on the P&C agenda through the year were how we could best use the money provided by the fundraising efforts. The majority of the funds went to target literacy, numeracy, student welfare, library and sport. A special mention goes to Geoff Rout for all his time and effort to keep track of the generous amount raised in his position as P&C treasurer.

Thank you to everyone that helped through the year, both financially and by giving up their time. Your help is appreciated and your ongoing support will allow us to have many more great years.

Megan Ostin, P&C President

Student representative’s message

As School Captains during 2008, we have enjoyed leading the Prefects and taking on responsibilities to help the school.

At the beginning of the year we attended the Sydney Region Opening of the School Year, with Ms Glover and our fellow Vice Captains, Isabelle and Jason.

This year we have led Student Representative Council (SRC) meetings, where we have come up with many interesting ideas to improve the school and we have helped raise money for charities such as Jump Rope for Heart, Bandaged Bears, Stewart House and World Vision.

We would like to thank the Prefects for their hard work this year, as well as all other Student Leaders, including the Peer Mediators, Library Monitors, SRC class representatives and Sports House Captains.

Thank you to the teachers who have organised so many fun events and activities for all students this year, such as the Celebrating Cultures Day, the Spudlympics, the Walkathon, the Disco and the Book Fair.

We hope everyone enjoyed the Year 6 Market Day as much as Year 6 enjoyed organising and running it.

Good luck to the students who will be Prefects next year and best wishes to all Year 6 students as they leave primary school and move on to high school next year.

Chloe Malic & Jack Jaggard
School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>222</td>
<td>226</td>
</tr>
<tr>
<td>2005</td>
<td>224</td>
<td>240</td>
</tr>
<tr>
<td>2006</td>
<td>238</td>
<td>233</td>
</tr>
<tr>
<td>2007</td>
<td>232</td>
<td>219</td>
</tr>
<tr>
<td>2008</td>
<td>238</td>
<td>220</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>94.9</td>
<td>94.8</td>
<td>93.8</td>
</tr>
<tr>
<td>2006</td>
<td>95.0</td>
<td>95.0</td>
<td>94.0</td>
</tr>
<tr>
<td>2007</td>
<td>95.5</td>
<td>95.0</td>
<td>94.0</td>
</tr>
<tr>
<td>2008</td>
<td>95.5</td>
<td>95.2</td>
<td>94.1</td>
</tr>
</tbody>
</table>

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>KR</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2/3R</td>
<td>2</td>
<td>10</td>
<td>26</td>
</tr>
<tr>
<td>2/3R</td>
<td>3</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3/4CW</td>
<td>3</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>3/4CW</td>
<td>4</td>
<td>10</td>
<td>30</td>
</tr>
<tr>
<td>3S</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4/5G</td>
<td>4</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>4/5G</td>
<td>5</td>
<td>16</td>
<td>30</td>
</tr>
<tr>
<td>4H</td>
<td>4</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5O (OC)</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>6J (OC)</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>14</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.756</td>
</tr>
<tr>
<td>Part-time teacher</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.42</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>Total</td>
<td>22.776</td>
</tr>
</tbody>
</table>

Staff retention
Caringbah North PS has a staff retention rate of 91%

Staff attendance
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.7%.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>92</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>8</td>
</tr>
</tbody>
</table>
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>100 205.45</td>
</tr>
<tr>
<td>Global funds</td>
<td>173 196.29</td>
</tr>
<tr>
<td>Tied funds</td>
<td>35 038.61</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>208 941.79</td>
</tr>
<tr>
<td>Interest</td>
<td>9 297.80</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>17 563.80</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>544 243.74</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>21 153.63</td>
</tr>
<tr>
<td>Excursions</td>
<td>47 001.82</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>101 831.06</td>
</tr>
<tr>
<td>Library</td>
<td>4 959.80</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>9 835.68</td>
</tr>
<tr>
<td>Tied funds</td>
<td>69 520.67</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>61 645.66</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>38 710.66</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>26 046.56</td>
</tr>
<tr>
<td>Maintenance</td>
<td>19 123.16</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>16 099.57</td>
</tr>
<tr>
<td>Capital programs</td>
<td>7 273.55</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>423 201.82</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>121 041.92</strong></td>
</tr>
</tbody>
</table>

Money has been retained to purchase a new photocopier, flyscreens and to install new external doors for four classrooms.

A full copy of the school’s 2008 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts
Our school’s commitment to the arts in 2008 has been significant and includes:

- 21 students in the Year 4 - 6 dance group;
- our Year 1 dance group performed during Open Day in Literacy and Numeracy Week;
- 50 students in our Year 6 choir and 68 students in the Year 2 choir; and
- 9 students participated in the CREATE Program for gifted and talented students.

Highlights this year include:

- 2 students gaining entry into the Regional Band;
- training and intermediate bands attaining Gold and Senior band attaining silver at the Engadine Music Bandfest;
- the training band attending a Beginner Band Bash at Beverly Hills Primary School;
- performances by both the performing band and the dance group at Miranda Westfield Shopping Centre for Education Week;
- the performing band joining with other schools for the Around the World Concert at Cronulla Leagues Club;
- the senior band giving a concert for the Golden A Senior Citizens at Miranda Community Centre;
- the senior and intermediate bands attending a two-day band camp at Stanwell Tops Conference Centre;
- both the dance group and the junior and senior choirs performing at the Sutherland Shire Schools Music Festival at the Sutherland Entertainment Centre;
- student artworks being displayed at the Sutherland Entertainment Centre for the Sutherland Shire Schools Music Festival;
- the Musica Viva program continued for 2008 in Years K – 6; and
- A student selected in the State Dance Ensemble and performed at the Schools Spectacular.

Sport

The school implements a comprehensive sports program. This includes the PSSA sports of cricket, softball, netball, rugby league and soccer.

Out-of-school activities include hockey, gymnastics, flippa ball (an introduction to water polo), tennis, swimming (learn to swim and stroke improvement) and Kelly Sports (a skills-based program offered to Years K - 4 after school).
There is also an in-school house sport program based on skills development for Years 3 - 6.

Highlights of the sporting year include:

- the primary swimming carnival in Term 1, the primary cross country carnival in Term 2 and the K - 6 athletics carnival in Term 3;
- the continuation of a K – 2 fitness program three days per week and a sporting skills and games program each Friday;
- the continuation of a 3 - 6 fitness program two days per week in addition to the many sporting opportunities offered each Friday afternoon;
- K – 2 gymnastics in Term 4 at school;
- K – 6 participated in the Footsteps dance program during Term 3;
- approximately 240 children participating in PSSA sport and out-of-school activities;
- 14 children were selected in Sydney East teams in swimming, touch football, basketball, rugby league, hockey, softball, rugby union, athletics and water polo;
- 3 students represented at State in swimming, rugby union and basketball;
- 2 students becoming Athletics Champions at the Cronulla Zone carnival; and

Other

Caringbah North Public School prides itself on offering students a wide variety of opportunities and experiences. In all of these, our students consistently achieve at a high level.

Highlights include:

- 153 students completing the Premiers’ Reading Challenge (an increase of 20% from the previous year);
- 4 students attending the Sydney Region finals of the Premier’s Spelling Bee competition;
- a student was regional winner and represented the region in the state finals of the Multicultural Public Speaking Competition;
- students Years 3 - 6 achieving excellent results in the International Competitions and Assessments for Schools in English, Mathematics, Writing, Science and Computer Skills;
- the new Year 5 Opportunity Class (OC) students being given the chance to attend a three-day camp early in Term 1 at Cataract Park;
- in Term 4, Year 6 conducted a very successful Market Day;
- Year 5 students attending a two day, one night excursion to Canberra as a culmination to their studies of government in Term 4;
- Year 6 students participating in a three-day camp at Morisset in Term 4 at the Outdoor Educational Learning Centre;
- the school year book “Year of the Olympics” being enthusiastically developed by the SRC and a group of students. It contains class contributions and articles about school activities. Three hundred copies were sold to families in the school community;
- International Potato Day / Spud Day where buddy classes combined to organise activities using potatoes;
- another successful Easter Parade with Kindergarten students making colourful Easter hats, Year 1 students creating an Easter box or basket, and Year 2 students making beautiful Easter cards;
- Olympic Games Day Tribute where classes studied countries and performed dances and songs from their chosen country;
- Walk Around the World Tour – classes walked around to visit rooms and inspect student work;
- SRC charity fundraising programs (World Vision, Jump Rope for Heart, Stewart House and Westmead Children’s Hospital);
- continuing our involvement in the Buddies Program in which classes K - 3 were linked with older students. Buddy classes met regularly for activities in all Key Learning Areas (KLAs);
- all students participating in stage or grade excursions. Each excursion was linked to the KLA study the students were undertaking; and
- all students K - 6 participated in fundraising for the Heart Foundation through the Jump Rope for Heart Day. The students raised a total of $6886. On that day, the Year 3 - 6 students were part of the Heart Foundation’s Guinness Book of Records attempt for the greatest number of children skipping at the same time across Australia. Many parents participated in this record-setting attempt as volunteer starters, time keepers and witnesses to students’ signatures.
**Academic**

In the National Assessment Program (NAPLAN), the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 8.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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**Literacy – NAPLAN Year 3**

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[Graphs showing percentage of students in bands for Year 3 reading, Year 3 writing, and Year 3 spelling.]
### Numeracy – NAPLAN Year 5

<table>
<thead>
<tr>
<th><strong>Percentage of students in bands:</strong></th>
<th><strong>Year 5 spelling</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Band</strong></td>
<td><strong>Percentage of students</strong></td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

- **Percentage in band**
- **LSG average 2008**
- **State average 2008**

### Progress in literacy

#### Average progress in reading between Year 3 and Year 5

<table>
<thead>
<tr>
<th><strong>Progress</strong></th>
<th><strong>2004 - 2006</strong></th>
<th><strong>2005 - 2007</strong></th>
<th><strong>2006 - 2008</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td>95</td>
<td>85</td>
<td>80</td>
</tr>
<tr>
<td><strong>LSG</strong></td>
<td>95</td>
<td>85</td>
<td>80</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td>95</td>
<td>85</td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Band</strong></th>
<th><strong>Percentage in band</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
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<tr>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

- **Percentage in band**
- **LSG average 2008**
- **State average 2008**
Progress in literacy (cont.)

Average progress in writing between Year 3 and Year 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>70</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>LSG</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>State</td>
<td>50</td>
<td>60</td>
<td>70</td>
</tr>
</tbody>
</table>

Average progress in numeracy between Year 3 and Year 5

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>80</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>LSG</td>
<td>70</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>State</td>
<td>60</td>
<td>70</td>
<td>80</td>
</tr>
</tbody>
</table>

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>98</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>99</td>
</tr>
<tr>
<td>Spelling</td>
<td>99</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>99</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Significant programs and initiatives

Aboriginal education

Aboriginal education is addressed throughout the curriculum by all classes, particularly in the Combined Outcomes Groups (COGs) units studied by each stage. Class work, excursions and special events enhanced learning in Aboriginal education.

An Aboriginal performer, Maa-room Fourmile, came to the school to explain and demonstrate aspects of the Yindinji culture. All the students had opportunities to watch and participate in his performance.

Early Stage 1 used the ‘Big Mob Books By Little Fellas’ heavily in their COGs units of work.

Stage 1 classes studied dreamtime stories. This study enhanced their learning and understanding of Aboriginal culture and was an integral element of one of their COGs units. The work the students undertook involved reading dreamtime stories, writing and artwork.

Stage 3 students studied some original Aboriginal art and then produced artworks of their own using a variety of the styles they had learnt about. This was related to their work in a COGs unit.

A major project initiated was a ‘bush tucker’ garden which was funded by a grant from the Enviro Schools Trust. A Green Web Officer from Sutherland Council came to the school to speak to the children and staff about plants from which Aboriginals acquired their food.
Large quantities of native soil mix and native tube stock were purchased from a local business.

The entire Year 3 - 6 population was involved in positioning of the soil and mulch. Senior classes and their buddy class planted 150 small native plants into this area.

Future plans are to extend this native area by applying for further funding from the Enviro Schools Trust to double the size of the existing garden.

**Multicultural education**

Multicultural education is addressed throughout the curriculum by all classes. The COGs units include multicultural education and both the school and individual classes utilise opportunities to celebrate cultural special days and events.

Each year, the school celebrates Harmony Day. This is a special day on which we celebrate the diversity of our school and our country. We embrace the understanding that we are all friends and able to live harmoniously together, without discrimination.

The school has an Anti-Racist Contact Officer (ARCO), to whom any school community member can report racist words or actions. The ARCO works with those involved to resolve issues and to develop an understanding of racism and how to prevent it.

**Respect and responsibility**

Positive relationships are underpinned by mutual respect and individual responsibility. Staff, parents and students are developing a commitment to these shared values.

The values of respect and responsibility were highlighted throughout the year to develop children's respect for each other and to promote ways to demonstrate responsible actions and behaviour. To encourage students to focus on values, we followed a ‘targeting’ program, featuring values as a major school focus. These included Good Manners, Respect, Responsibility for Possessions and Being Safe. These values were reported to the community through the Bulletin.

Our social skills programs emphasise the development of interpersonal skills. Buddy classes incorporating the ‘Better Buddy Program’ and the Peer Support program have established a support network for all students across our school. Students are encouraged to take responsibility for their actions, recognise others who may have been harmed by their actions and be a part of the resolution in order to move forward.

Buddy classes also participated in many activities throughout the year including events in Literacy and Numeracy Week and a major celebration day for ‘Year of the Potato’ with buddies engaged in games and fun activities.

**Other programs**

**Student welfare**

Our school has a positive approach to student welfare and actively promotes student leadership, student representation (SRC) and student interaction and support through our Buddy program.

Programs aimed at developing students’ social skills and creating a positive, supportive environment for all students, while emphasising the core values, are a primary focus of student welfare. Each term a major student welfare topic is implemented K - 6: Term 1 – Social Skills; Term 2 – Anti-bullying; Term 3 – Drug Education; and Term 4 – Child Protection.

The key features and principal teaching strategies of these programs are communicated to parents each term through the Information Bulletin.

Drug education is a focus for K - 6 in Term 3 and teachers follow a scope and sequence of personal development / health outcomes so that students gain knowledge targeted at their developmental level. Some aspects of the units were supported by lessons presented by the Life Education program, which visited in Term 3.

Student Leadership continues to be significant and Year 6 students have opportunities to lead their peers as prefects, peer mediators, sports house captains and library monitors, while students in Years 2 - 6 represent their classes in the SRC which actively works to give children a voice in keeping the school a safe and happy environment. All Year 6 students were trained as
peer mediators to develop conflict resolution skills and mediate in low level conflict situations, whilst also providing a support network for younger students.

At all times we value a proactive approach to student welfare, celebrating achievements and successes and providing a support network for children experiencing difficulties with behaviour. This has resulted in fewer recorded instances of inappropriate behaviour, particularly in the playground. It has also allowed us to support children to develop the social skills required for maintaining positive relationships.

**Learning Support**

The Learning Support Team (LST) met weekly and continued to identify and support those children needing assistance because of academic, emotional, social or behavioural needs. The team liaised with teachers, parents, counsellors and other professionals regarding appropriate strategies to support these students.

The Itinerant Support Teacher Behaviour (ISTB) supported a student with special needs. Our school counsellor continued to conduct social skills programs and anger management programs for individual children needing help with these issues – their progress is being monitored.

The Support Teacher Learning Assistance (STLA) worked with identified students designing, implementing and monitoring individual learning programs in literacy and numeracy.

The Early School Support Program (ESSP) was accessed for four students. A teacher worked with these students for a term.

State funding for students with difficulties in regular classes has continued for a number of students and a teacher’s aide was employed for four days each week.

The Autism Outreach teacher supported students and their teachers with strategies to address this special need. The outreach teacher spoke to the whole staff on traits of children with Aspergers Syndrome and how to support their individual needs.

The Itinerant Support Teacher Hearing (ISTH) has continued to support and monitor students in their classrooms throughout this year.

The LST has held transition-to-school meetings for students with special needs starting in 2009 to assist with their entry into school.

**Progress on 2008 targets**

**Target 1**

Assessment and Reporting

*To ensure all students are assessed regularly throughout each term based upon identified outcomes and common assessment tasks.*

Strategies included regular stage meetings each term for staff to identify outcomes and to plan common assessment tasks. A timeline was implemented for the spread of assessment tasks across each term. The assessment results were used for future planning and to create student reports.

Our achievements include:

- teaching programs that identified common assessment tasks for all KLAs each term; and
- valid and reliable student reports that were created using data from common assessment tasks.

**Target 2**

Numeracy

*To improve ‘working mathematically’ strategies, to enhance the learning cycle in ‘space and geometry’, and to further develop the use of learning objects in the teaching and learning of mathematics.*

Teachers worked with regional support staff to increase their knowledge of the mathematics curriculum as well as resources available to assist with the teaching of mathematics. The focus was the use of on-line resources, especially to support the teaching of *space and geometry.*
Our achievements include:

- student use of learning journals;
- students using a ‘shared’ mathematical language, especially in space and geometry;
- a development of teachers’ skills in the use of learning objects in the teaching of mathematics; and
- a significant number of teachers now accessing the Internet for teaching resources, especially within the Teaching and Learning Exchange (TaLE) website.

**Target 3**

**Technology**

*To increase student technology skills and use of technology for learning by all teachers.*

Staff members undertook a number of professional development sessions with the district Information Technology (IT) consultant. The aim of these sessions was to encourage staff to integrate technology across the KLAs within their classrooms. This involved:

- the education of staff on the use of various departmental programs and websites (TaLE, Create-A-Graph, Photostory, Drawing for Children and Excel), and the opportunity to practise these skills with IT consultancy support;
- the provision of opportunities for staff to discuss and choose appropriate technology for integration within their stage, and collaboration with the IT consultant for individual class lesson plans;
- the IT consultant working with each teacher and class to introduce the identified technology within a team-teaching situation;
- the reinforcement by class teachers of the skills taught through follow-up lessons with their own class;
- the sharing of each student’s technology-based projects with their classmates thereby showcasing the skills learnt; and
- the evaluation by staff members of the success of the programs implemented and the value of the IT consultancy support as a whole.

Our achievements include:

- students were able to access a variety of learning objects and programs to enhance their learning and increase their technology skills; and
- staff confidence and expertise in the use of technology in their teaching and learning programs increasing over time.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of Technology and the Physical Education component of the Personal Development, Health, Physical Education (PD.H.PE) Curriculum.

**Educational and management practice**

**Technology**

**Background**

Staff members were surveyed regarding the many aspects of technology planning within the school. The survey was conducted over a period of several weeks to ensure that the data collected covered all aspects of teaching and learning. The focus of the survey was to ascertain hardware and software usage and requirements. This evaluation was aligned to 2008 Target 3.

**Findings and conclusions**

The strengths in the school’s technology planning include:

- the integration of technology within the various Key Learning Areas;
- the wide range of hardware and software that is easily accessed by students and staff;
- the willingness of staff to participate in professional development and apply new skills to classroom practice; and
- the use of the extensive school computer network.

**Future directions (also refer to Target 1, 2009):**

- continued professional development of staff to improve student learning outcomes;
- professional learning meetings to develop a school scope and sequence of Information and Communication Technology (ICT) skills to be taught in each stage;
- increase in the technology budget to support the purchase of whiteboards and laptops; and
- continue updating existing hardware;
• continue development of staff skills through ongoing evaluation of and response to staff needs; and
• increase capacity of the existing school network.

Curriculum

Physical Education

Background
Many students are encouraged by their parents to have an active involvement in sports and physical activities outside of school.

Parents are also very supportive of our school sports program and each year we have a number of students who achieve at elite levels in individual and team sports.

Whilst our school has an active PE program, the teaching staff felt that there were areas of the syllabus which could be better met by specialist teachers running targeted programs, particularly in the areas of dance and gymnastics.

Findings and conclusions
All children K - 6 are involved in an active PE program. Highlights of the program include:

• fitness programs that are timetabled three days a week;
• K - 6 Footsteps Dance Program – 10 weeks in Term 3;
• K-2 Kelly Sport Gymnastics Program – 10 weeks in Term 4
• school sport which involved a variety of activities throughout the year;
• involvement in PSSA sport;
• fun activities e.g. Spud Olympics, the Walkathon and Jump Rope for Heart;
• peer tutoring where older children teach skills to younger children;
• use of Buddy classes for the teaching of basic ball skills, skipping, relays and games; and
• Years 2 and 3 participating in a learn-to-swim program

Future directions:
• continuation of both the gymnastics and dance programs;
• more opportunities for older children to tutor younger children through the Buddy program;
• investigate the possible inclusion of different dance styles into the dance program; and
• continuation of our comprehensive sports program.

Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

• Students were happy at school. The majority said learning was fun and that what they learnt was useful. They did not feel lonely or worried about their learning.
• Discussions with parents in a variety of settings were used to measure parent satisfaction. Results indicate a positive and constructive partnership between the school and the community with parents expressing confidence in the programs of the school. Parents continued to be very satisfied with the wide range of opportunities available to students.
• All staff members continue to be dedicated and committed to the school. Teaching staff indicated a high degree of satisfaction in the school. They valued the partnership between the parents and teachers and felt supported by the parents.

Professional learning
In 2008 all staff member participated in training for their professional development. The staff attended conferences, courses and network meetings. These were held at regional and district offices, at other schools and within our school.

Professional learning included: The Opportunity Class Conference; Roving Mars Space and Astrobiology at Caringbah High School; Gifted and Talented training; Stage 2 Space and Geometry Project; Growing the Gains (Year 1 literacy); Technology and the Connected Outcomes Groups; Best Start Kindergarten (assessment of Early Stage 1 students); Operation Art; Road Safety; Occupational Health and Safety; Autism Spectrum Disorders; NAPLAN; Peer Support; First Aid; and an introduction to the Enrolment & Registration Number (ERN) database which is used to track students from Kindergarten through high school and beyond (TAFE).

Staff members also regularly attended: Executive Network meetings; Computer Coordinator network meetings; Learning Support network meetings; and Early Childhood meetings.
School development 2009 – 2011

Targets for 2009

Target 1
To increase student technology skills and the use of technology by all teachers for student learning

The school recognises the important role technology plays in today's teaching and learning. During the 2009 - 2011 planning cycle we will continue to develop teachers' skills in this area and continue to update and improve resources.

Strategies to achieve this target include:

• development of an ICT scope and sequence during professional learning meetings;
• teachers working in stage teams to develop teaching programs that incorporate ICT activities;
• purchasing of interactive whiteboards and teacher participation in appropriate training;
• allocation of time to allow for collegial sharing of expertise; and
• evaluation of student and teacher ICT use.

Our success will be measured by:

• increased teacher knowledge and understanding of ICT components and Board of Studies syllabi;
• embedded ICT teaching components evident in teaching and learning programs; and
• interactive whiteboards installed in a number of classrooms.

Target 2
To improve numeracy outcomes for all students

Although producing outstanding results in the NAPLAN tests, the school has identified that we can further improve in the areas of space and geometry and patterns and algebra.

Strategies to achieve this target include:

• further familiarise staff with relevant resources (including on-line) that are available to help devise and implement effective teaching and learning activities;
• participate in professional learning opportunities by teachers;
• target support for individual students identified from the NAPLAN numeracy results;
• ascertain resources available for teaching numeracy and the purchasing of additional resources as needed;
• communicate with parents about the focus on space and geometry and patterns and algebra and sharing ways parents can support their children in these areas; and
• participate in the Best Start assessment program designed to identify the numeracy knowledge and skills that each student brings to school as they enter Kindergarten and the use of these data to plan teaching programs.

Our success will be measured by:

• an increased proportion of students meeting or exceeding space and geometry and patterns and algebra proficiency standards in accordance with state targets;
• increased community understanding and learning about space and geometry and patterns and algebra; and
• Kindergarten assessment data being used to improve numeracy achievements in the early years.

Target 3
To improve literacy outcomes for all students through a focus on “Kindergarten: a Good First Year” for Early Stage 1 students

With the introduction by the government of a number of programs to support students in their first year of schooling, the school will focus on implementing these programs and training teaching staff to use them effectively.
Strategies to achieve this target include:

- fully implementing the ‘Kindergarten: A Good First Year’ program across ES1;
- regular meetings by the ES1 team, providing support and opportunities for reflection and dialogue; and
- professional learning opportunities being provided for all staff to support this program and share knowledge of skills and strategies.

Our success will be measured by:

- the successful implementation of the ‘Kindergarten: A Good First Year’ program across ES1;
- teaching staff using the skills and strategies in their classroom programs; and
- improvement in ES1 children’s reading, writing, talking and listening skills throughout the year.

Target 4
To ensure valuable student welfare programs are successfully implemented

The school is looking in 2009 to revise and update the our Student Welfare Policy. This revision will bring the policy into line with the related DET policies.

Strategies to achieve this target include:

- accessing the DET Discipline Policy and Suspension Policy to inform staff of content;
- surveying staff about current issues in student welfare and discipline;
- reviewing existing CNPS policy and writing a draft of the revised policy;
- presenting the revised policy to staff and the school community;
- refining the draft document and implementing the policy;
- evaluating the revised, implemented policy; and
- investigating future directions e.g., Restorative Practices and Engagement and Retention

Our success will be measured by:

- updated Student Welfare Policy which includes reference to the revised DET Discipline Policy; and
- reduced behaviour issues in the classroom and playground resulting in improved social and emotional wellbeing for every student.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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with input from all members of the school staff

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: