2010 Annual School Report
Caringbah North Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

2010 has been an outstanding year for Caringbah North. Achievements in every area - academic, sporting and creative - continue to be of the highest order as this report reflects. 2010 has also been a challenging year as we have lived through significant construction throughout the school. However, the results of this construction - a marvellous hall, a fully refurbished library and two updated classrooms - will be enjoyed by the school community for many decades to come.

During 2010, the school has continued to focus on ensuring our students receive a quality education that both stimulates and challenges in a caring, nurturing environment. The many enrichment and extension programs offered by the school enhance this learning environment. In 2010 these programs included:

- Premier’s Spelling Bee;
- Maths Olympiad
- Sydney Youth Writers Competition;
- Go 4 Grains Challenge;
- Chess Club;
- public speaking;
- Premier’s Sporting Challenge;
- Live Life Well @ School;
- PSSA representative sport;
- gymnastics for Years K-2;
- Dancesport for Years K-6;
- three concert bands;
- two dance groups;
- three choirs;
- a vegetable garden; and
- the Watch Our Watts environmental challenge.

2010 has also seen a strengthening of the partnership between parents and the school. Parental assistance in the classrooms, in the canteen, at sporting events and on the P&C continues to be a highlight of this valued relationship.

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

P & C message

Congratulations to everyone involved in the P&C during 2010. We have enjoyed a hugely successful year. Membership has increased and participation and support from the school community continues to grow. At our first general meeting in 2010, the P&C identified technology and the development of interactive classrooms as the key recipient of our fundraising endeavours. During 2010, the P&C committed funds for the purchase of three interactive whiteboards and an upgrade to the electrical fit-out of the new school hall. Hopefully we will be able to continue in this direction to give the maximum benefit to our students and ensure our school keeps pace with technology.

A huge thank you to everyone for your enthusiasm and hard work - it has been sensational! I hope our great teamwork continues through 2011 as we strive to improve our school for the benefit of all students.

Karen Johnson, P&C President
Captains’ message

As the School Captains of 2010 we would like to thank all the teachers for their hard work this year. We would also like to thank our fellow prefects for the time they have given to carry out their duties at school.

This year we started the year by attending the Sydney Region Opening of the School Year with Mrs Purkiss and our Vice Captains.

Later on in the year our great new Principal Mr Roffe took over the position from Mrs Purkiss.

Throughout the year the SRC team has helped in the organisation of many fundraisers. We have raised money to pay a one-year sponsorship for our World Vision child Ana Fiorella. We also sold many Bandaged Bears for the Children’s Hospital at Westmead and dolphins for Stewart House.

This year we had a very successful Year 6 Market Day, raising well over $4000 for the school – an amazing effort. Thank you to the Year 6 teachers who made Market Day possible and thank you to all the other teachers who supported us.

Good luck to next year’s prefects and best of luck to Year 6 as they move into their high school years.

Rhianna Lucas and Dylan Tully

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

![Enrolments Chart]

Student attendance profile

![Student attendance rates Chart]

Management of non-attendance

Students are to attend school on each day that the school is open. Should a student be absent, a parent must send an explanation in writing to the school requesting their child’s leave to be approved. Should an absence remain unexplained, the parent/carer of the child will receive formal advice from the school. All attendance data is recorded on class roles and monitored regularly by the Department of Education and Training.
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 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total per Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KR</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>K/1C</td>
<td>K</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>1M</td>
<td>1</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>1/2H</td>
<td>1</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>2W</td>
<td>2</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>3C</td>
<td>3</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>3R</td>
<td>3</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>4C</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>4G</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>21</td>
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<tr>
<td>5D</td>
<td>5</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>5M</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>5/6C</td>
<td>5</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>6P</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6J</td>
<td>6</td>
<td>30</td>
<td>30</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>
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<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>0.525</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>School Administrative &amp; Support Staff</td>
<td>3.382</td>
</tr>
<tr>
<td>Total</td>
<td>25.963</td>
</tr>
</tbody>
</table>

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>88</td>
</tr>
<tr>
<td>Degree or Diploma plus Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

Professional learning
Staff members have continued to ensure currency through attendance at in-service courses as well as through targeted professional learning meetings within the school. Professional learning is based on school targets as well as the professional development needs of individual teachers (full details page 12).
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2010

**Income**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$125,145.68</td>
</tr>
<tr>
<td>Global funds</td>
<td>$219,978.31</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$83,525.96</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$220,356.24</td>
</tr>
<tr>
<td>Interest</td>
<td>$8,671.19</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$9,817.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>$667,495.33</strong></td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>$35,355.88</td>
</tr>
<tr>
<td>Excursions</td>
<td>$76,183.20</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>$119,167.89</td>
</tr>
<tr>
<td>Library</td>
<td>$6,183.03</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>$2,029.96</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$65,351.54</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>$68,806.22</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>$55,400.25</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>$29,243.43</td>
</tr>
<tr>
<td>Maintenance</td>
<td>$20,797.35</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$6,856.11</td>
</tr>
<tr>
<td>Capital programs</td>
<td>$45,686.38</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$531,061.24</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward**

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$136,434.09</strong></td>
</tr>
</tbody>
</table>

Money has been retained to be used to construct a new sports court. A school hall was erected in 2010 under the Federal Stimulus Package. To further complement this, sound and projection facilities will be installed during 2011. Any additional funds will be put towards the purchasing of interactive whiteboards.

A full copy of the school’s 2010 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 2010

**Achievements**

**Arts**

Caringbah North continues to provide a broad range of quality programs in the creative and performing arts. Details for these programs for 2010:

- a senior band of 31 students, an intermediate band of 30 students, and a training band of 20 students;
- 29 Students participated in the Year 4-6 Dance Group;
- 23 students participated in the Year 2-3 Dance Group;
- 52 students in the Senior Choir and 70 students in the Year 2 Choir; and
- eight students participating in the CREATE program for gifted and talented creative arts students.

Highlights for 2010 include:

- the bands presenting outstanding performances both within and beyond the school including Education Week at Westfield Miranda, the Engadine Music Band Festival, the Beginner Band Bash, the Sutherland Shire Schools Music Festival, Cronulla Leagues Club and the Golden A Senior Citizens concert;
- eleven students achieving positions in the Sydney Region Band;
- the two dance groups performing for Education Week at Westfield Miranda and at the Sutherland Shire Schools Music Festival;
- the Senior and Year 2 Choirs performing at the Sutherland Shire Schools Music Festival;
- the Senior and Intermediate Bands attending a two-day band camp at Stanwell Tops;
- our own Education Week celebrations which featured performances by all our bands, dance groups and choirs;
- one student being a finalist in the Sutherland Shire Schools Music Festival art competition with her artwork being published in the program; and
- the Musica Viva program continuing with a visit to the school by The Sousaphonics.
Sport

The school continues to implement 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 and swimming (learn to swim and stroke improvement).

There is also an in-school house sport program based on development of the fundamental movement skills.

Highlights of the sporting year include:

- the 3 - 6 swimming carnival in Term 1, the 3 - 6 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 2 at school;
- K – 6 Footsteps dance program during Term 3;
- approximately 240 children participating in PSSA sport and out-of-school activities;
- nine students being selected in Sydney East teams in swimming, athletics, cross country, rugby union, soccer, and hockey;
- two students representing at state level in cross country and hockey; and
- the Junior Rugby League Team winning their competition.

Other

Once again, Caringbah North takes pride in the large number of additional opportunities and experiences we provide our students. In all of these, our students consistently achieve at high levels.

Highlights include:

- four students attending the Sydney Region Finals of the Premier’s Spelling Bee competition with one student reaching the state final, broadcast from the ABC Ultimo studios;
- one student receiving the University of New South Wales Medal for scoring top marks for a Year 5 student in the International Competitions and Assessments for Schools (ICAS) mathematics test;
- students in Years 3-6 achieving outstanding results in the ICAS tests in English (5 high distinctions), mathematics (9 high distinctions), writing (3 high distinctions), science (5 high distinctions) and computer skills (5 high distinctions);
- five students receiving awards in the Sydney Youth Writing Competition with all five being published;
- five students receiving awards in the Sutherland Shire Writers Group Competition with one student achieving first place;
- our chess teams reaching the regional semi finals in the weekly competition and the state finals in the NSW League one-day tournament;
• one student achieving ‘highly commended’ in the zone public Speaking Competition; and
• three classes achieving merit awards in the Go 4 Grains Challenge held at Hurlstone Agricultural High School with class 6J achieving the award for ‘best creative visual presentation’.

Two staff members were also recognised for outstanding achievements:
• Mr Comerford was made a Life Member of the PSSA for his significant contribution over many years; and
• Mrs Hogan was honoured in the Sydney Youth Writing Competition for her outstanding contribution to the teaching and nurturing of student writing.

Academic
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.

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)
Percentage of students in bands:
Year 3 spelling

Percentage of students in bands:
Year 3 numeracy

Percentage of students in bands:
Year 3 grammar and punctuation

Percentage of students in bands:
Year 5 reading

Numeracy – NAPLAN Year 3

Literacy – NAPLAN Year 5
Progress in literacy

Average progress in reading for matched students:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>85.5</td>
<td>89.2</td>
<td>77.2</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>83.2</td>
</tr>
<tr>
<td>State DET</td>
<td>87.5</td>
<td>88.4</td>
<td>83.4</td>
</tr>
</tbody>
</table>

Average progress in writing for matched students:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>77.6</td>
<td>65.5</td>
<td>34.8</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>64.3</td>
</tr>
<tr>
<td>State DET</td>
<td>69.3</td>
<td>57.7</td>
<td>66.8</td>
</tr>
</tbody>
</table>

Average progress in grammar and punctuation for matched students:

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>92.6</td>
</tr>
<tr>
<td>SSG</td>
<td>90.4</td>
</tr>
<tr>
<td>State DET</td>
<td>95.7</td>
</tr>
</tbody>
</table>

Average progress in spelling for matched students:

<table>
<thead>
<tr>
<th></th>
<th>2008 - 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>85.6</td>
</tr>
<tr>
<td>SSG</td>
<td>89.4</td>
</tr>
<tr>
<td>State DET</td>
<td>84.5</td>
</tr>
</tbody>
</table>

Progress in numeracy

Average progress in numeracy for matched students:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>110.1</td>
<td>99.9</td>
<td>95.8</td>
</tr>
<tr>
<td>SSG</td>
<td>N/A</td>
<td>N/A</td>
<td>89.4</td>
</tr>
<tr>
<td>State DET</td>
<td>77.3</td>
<td>93.4</td>
<td>89.3</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 for 2010.

### Percentage of Year 3 students achieving at or above minimum standard

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></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>95</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93</td>
</tr>
<tr>
<td>Writing</td>
<td>94</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>95</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

The requirements for inclusion of Aboriginal education in classes continue to be a priority throughout the school. These are covered in the Connected Outcome Groups (COGs) units studied by all students.

This year saw all senior classes attend a performance of “My Girragundji” – the dramatisation of this landmark book which was taught in library lessons.

Our ‘bush tucker’ garden continues to be a major project within the school with classes involved in maintaining and extending the site.

An Aboriginal student was successfully nominated for the “Deadly Kids Doing Well” award. This is the second time the school has participated in these awards that recognise the achievements of Aboriginal students.

Multicultural education

A multicultural focus continues to be maintained within school programs. A significant focus during 2010 was on Asian history and culture. Many students were involved in the “Chinese Whispers” excursions that involved visiting the Chinese Garden in Darling Harbour and then walking through China Town with guides supplied by Sydney City Council.
The school has the services of an English as a Second Language (ESL) teacher who supports students and teachers in the development of suitable programs for students with a language background other than English.

Harmony Day this year saw all students in the school working with their ‘buddy’ classes to produce art and craft works on the theme of harmony.

Respect and responsibility

The social skills of respect and responsibility continue to be taught throughout the school through a combination of programs both within and beyond the classroom. The Assistant Principal trained prefects in a combination of the “Better Buddy Program” and Peer Mediation. This allowed the school leaders to assist students when they had a ‘problem’ on the playground by helping students talk through their concerns either with the prefect or with another student.

The school Learning Support Team has instigated a social skills lunchtime program that emphasises and develops students’ interpersonal skills. Students have the opportunity to participate in this program either as a learner or as a positive role model for other members of the group.

Within the classrooms, teachers model and promote respect while allowing students to take responsibility for their actions wherever possible. Students, as they move through the school, are also encouraged to take responsibility for their learning in preparation for the high-school years and beyond.

Progress on 2010 targets

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.

Our achievements include:

- targeted professional learning sessions for teachers in the use of online resources and interactive whiteboards;
- interactive whiteboards installed in six classrooms; and
- embedded ICT teaching components evident in teaching and learning programs with many class teachers now presenting lessons using interactive whiteboards.

Target 2

To improve numeracy outcomes for all students particularly with regard to the language of mathematics and its importance in mathematical questions

While still producing outstanding results in the NAPLAN tests, the school has identified that we can further improve in the area of numeracy by focusing on, and raising awareness of, the language of mathematics.

Our achievements include:

- the production and/or purchasing of charts of mathematical terminology for display and use in all classrooms;
- teachers using a common language throughout the school when focusing on word problems;
- teachers reporting that students are using correct mathematical language to explain mathematical situations; and
- Best Start assessment data being used to improve numeracy achievements in the early years with a focus in Years 1 and 2.
Target 3
To improve literacy learning outcomes for all students

The school continues to make literacy learning a focus of school development.

Our achievements include:

- increased teacher confidence in DET literacy initiatives and improved program development;
- Stage 1 teachers using the Best Start package to assist sharing of programming, knowledge and resources and the development of individualised programs for all students;
- the purchasing of $4000 worth of additional guided reading resources;
- all teachers accessing SMART data to analyse NAPLAN results during both staff and stage meetings; and
- the revision of the school scope and sequence for writing.

Target 4
To ensure valuable student welfare programs are successfully implemented

The school is continuing to revise and evaluate the School Discipline Policy.

Our achievements include:

- the school Student Welfare Policy has been updated; and
- teachers are reporting reduced behaviour issues in classrooms and the playground.

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 2010 our school carried out evaluations of School Management and the teaching of Personal Development, Health and Physical Education (PD/Health/PE).

Educational and management practice

School Management

Background

Caringbah North Public School is committed to providing high quality teaching and learning programs to maximise student learning outcomes. To ascertain student, parent and staff attitudes towards school management, a survey was utilised. The survey was completed by staff, a selection of students and a selection of parents and carers.

Findings and conclusions

Overall, results were positive from students, parents and staff with regard to the management of the school. Areas in which we were identified as doing very well were: the meeting of the educational needs of the students; the provision of fair discipline; and the care the school has for the students.

Parents and students however, identified the school as only ‘sometimes’ making changes to educational programs and only ‘sometimes’ assessing these programs. Also, a small number of staff members felt that the school’s processes and procedures did not address staff welfare needs.

Future directions

It is obvious that the school must improve its communication strategies within the school and its community. Some parents noted on their surveys that they could not answer questions relating to assessment of, and changes to school programs because they were not sure if these things were happening. Significant program evaluation and development is underway at the school and it is obvious that we will need to regularly inform the community of this project,
including the assessments that are being used to inform the project.

For the identified staff welfare needs, a working party will be formed to identify and address, where possible, these needs.

**Curriculum**

**Teaching of Personal Development, Health and Physical Education (PD/Health/PE)**

**Background**

2010 saw the school participate in the “Live Life Well @ School” strategy which aims to improve student knowledge and understanding of key health messages and focuses on the importance of developing positive attitudes towards regular physical activity.

**Findings and conclusions**

This project was undertaken because staff members felt that physical education was taught in an ad hoc way with no whole-school approach to skills development. Also, the foods being brought to school by many students, especially for recess, lacked the nutritional needs of hardworking students in a challenging educational environment.

The strategy has:

- refocused the school on the teaching of the fundamental movement skills;
- reinforced the importance of fruit and water in a child’s diet; and
- involved an assessment of the foods offered by the school canteen.

**Future directions**

To ensure these practices are sustained, it was decided to make this a target for 2011 (please see 2011 Target 5).

**Parent, student, and teacher satisfaction**

In 2010 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Students were very positive about their relationship with the teachers and felt encouraged and supported to do their best. Students reported that they felt successful and that their learning was relevant. Many students did identify that there was not a lot of time given in class to working with other students during periods of learning.

Parents were also positive about the school and proud of the educational results of the students. Parents also felt the new hall and library were outstanding assets for the school. They did feel that the school should have more interactive whiteboards. The P&C has made this a fundraising priority for 2011.

Staff members continued to be positive about the school and the directions it is taking. Casual teachers surveyed, identified the school as one of the most welcoming they visited and always felt supported by full-time staff. Staff members also felt the purchasing of more interactive whiteboards should be a school priority.

**Professional learning**

During 2010 staff training continued to focus on working towards achieving school targets to maximise student learning in literacy, numeracy, use of technology in teaching and student welfare.

Staff members participated in school development days at the beginning of Terms 1, 2 and 3 and at the end of Term 4.
All teachers participated in in-school teacher professional learning activities in the following areas:

- quality teaching and assessment;
- interactive whiteboards;
- CPR and emergency care;
- asthma and anaphylaxis care;
- emergency evacuation and fire fighting; and
- curriculum differentiation.

Major professional learning outside the school included:

- whole-school writing and grammar;
- numeracy;
- information and communication technologies;
- Live Life Well @ School; and
- a conference for all teaching and admin staff on ‘developing resilience’ and ‘catering for parental expectations’.

In 2010, two new-scheme teachers achieved accreditation and one new-scheme teacher is maintaining accreditation at Professional Competence level.

The school spent a total of $18,252 on teacher professional learning which equated to an average expenditure per teacher of $811.

**Target 1**

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

The school continues to recognise the important role technology plays in today’s teaching and learning. During the final year of the 2009 - 2011 planning cycle we will continue to develop teachers’ skills in this area and continue to update and improve the computer network.

Strategies to achieve this target include:

- teachers continue working in stage teams to develop teaching programs that incorporate ICT activities. Each stage to focus on different aspects of ICT integration;
- employing the use of interactive maths resources;
- continue the purchasing of more interactive whiteboards, with a minimum of one per stage, and continue teacher participation in appropriate training;
- continue providing time to allow for collegial sharing of expertise and exploring the possibility of two different groups for professional learning - a group for those more experienced with technology and a group for those less experienced;
- evaluating student and teacher ICT use and implementing the three-year technology plan; and
- training staff on basic troubleshooting and providing appropriate resources; thus increasing the number of people who are able to assist with technical problems associated with ICT.

Our success will be measured by:

- production of student “I Can...” books to guide student development;
- development of rubrics to support and record levelled assessments;
- further purchasing of interactive whiteboards;
- the holding of ‘levelled’ staff meetings where teachers share expertise; and
- ICT scope and sequence to be taught to staff in 2011 during professional learning meetings.

**School development 2009 – 2011**

**Targets for 2011**

2011 is the final year in the present three-year planning cycle. 2010 targets have been modified, based on analysis of each target. A fifth target has been added for 2011 as a direct result of the evaluation of the teaching of PD/Health/PE.
**Target 2**

To improve teaching and learning in numeracy through implementing elements of intellectual quality.

During 2011, training and development in the area of numeracy will focus on the Quality Teaching Framework.

Strategies to achieve this target include:

- revisiting the Quality Teaching Framework through Teacher Professional Learning;
- trialling mathematical groups in Stage 2 and Stage 3;
- focusing on problem solving and working mathematically by implementing Newman’s error analysis;
- communicating with parents via the newsletter/website on a monthly basis focusing on the language of maths and strategies to support their child’s learning;
- investigating Quality Teaching lesson plans which focus on differentiating the curriculum;
- continuing Best Start in Kindergarten and program development based on results;
- investigating the need to run maths workshops for parents; and
- re-organising the maths storeroom and resources, purchasing resources where necessary.

Our success will be measured by:

- an increased proportion of students with improved NAPLAN growth;
- increased use of, and confidence in, using correct mathematical language when explaining concepts;
- students able to approach mathematical problems with confidence and accuracy;
- charts being displayed and used in the classrooms with positive feedback from the teachers;
- increased community knowledge of the current teaching and learning practices in mathematics; and
- Kindergarten assessment data being used to guide teacher programming and best practice.

**Target 3**

To improve literacy learning outcomes for all students

During 2011, Caringbah North will work with five local Primary Schools and one local High School on a project to improve literacy growth for all students. Like numeracy, there will also be a significant focus on the Quality Teaching Framework.

Strategies to achieve this target include:

- staff revising the use of sequenced spelling lists and spelling assessments;
- accessing by stage teams of TALE website and NAPLAN data and teaching strategies to develop grade/stage teaching tasks in literacy;
- establishing grade/stage reading groups to cater for the learning needs of all students;
- purchasing additional reading resources to support reading groups; and
- stage teams developing writing tasks and applying the NAPLAN marking criteria in the assessment of student work.

Our success will be measured by:

- consistent and regular across-grade/stage assessment of spelling;
- stage teams using planned literacy tasks to inform assessment;
- effective use of additional and existing reading resources;
- student learning in reading catered for and assessed appropriately; and
- improved teacher and student awareness and understanding of NAPLAN marking criteria resulting in students showing evidence of continuing growth in writing.

**Target 4**

To ensure valuable student welfare programs are successfully implemented

The school is continuing to revise and evaluate the Student Welfare Policy. Restorative Practices will be taught to the whole school community during Semester One and will be the foundation of student welfare within the school.
Strategies to achieve this target include:

- training all staff members, students and the school community in Restorative Practices;
- revising the draft Student Welfare Policy in line with Restorative Practices guidelines; and
- presenting the revised policy to staff members and the school community.

Our success will be measured by:

- staff, students and our school community being trained in Restorative Practice;
- parents understanding and supporting the school’s student welfare practices;
- an updated Student Welfare Policy; and
- reduced behaviour issues in classrooms and the playground resulting in improved social and emotional wellbeing for all students.

**Target 5**

*Live Life Well @ School - To improve student knowledge and understanding of key health messages and the importance of developing positive attitudes towards regular physical activity*

Strategies to achieve this target include:

- implementing the Crunch & Sip policy and training new staff in the “Live Life Well @ School” strategy;
- communicating the “Live Life Well @ School” strategy to the broader school community;
- developing PD/health units in the personal health choices strand which focus on positive nutritional practices; and
- providing regular and frequent opportunities for students to acquire and apply the fundamental movement skills.

Our success will be measured by:

- “Crunch&Sip” continuing in all classes;
- “Live Life Well @ School” continuing through communication with the school community;
- personal development / health units on “Personal Health Choices” in all stages;
- the school physical education scope and sequence being updated; and
- participation in the Premier’s Sporting Challenge in 2011 with a focus on using the new multipurpose court.

**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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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: http://www.schools.nsw.edu.au/asr