Caringbah North Public School
Annual School Report

2011
Our school at a glance

Messages

Principal’s message

2011 has been yet another outstanding year for Caringbah North. Achievements in every area - academic, sporting and creative - continue to be of the highest order as this report reflects.

During 2011, the school has continued to focus on ensuring our students receive a quality education that both stimulates and challenges them in a caring, nurturing environment. The many enrichment and extension programs offered by the school enhance this learning environment. In 2011 these programs included:

- Premier’s Spelling Bee;
- Maths Olympiad;
- Sydney Youth Writers Competition;
- Chess Club;
- public speaking;
- Premier’s Sporting Challenge;
- Live Life Well @ School;
- PSSA representative sport;
- gymnastics for Years K - 2;
- Footsteps dance program for Years K - 6;
- three concert bands;
- three dance groups;
- three choirs; and
- the Gardening Club.

This year, the school has moved into our brand new hall and refurbished library. The addition of these two wonderful areas has made an unbelievable difference to the school. The new hall has meant that we finally have a place for the whole school to assemble. The refurbished library is certainly at the centre of learning at Caringbah North and when the connected classroom is installed, there will be no limit to the research that can be undertaken in this modern resource centre.

2011 has seen a further 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. The events organised by the P&C have served as a focus for the whole Caringbah North 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

P & C President’s message

During 2011, the P&C enjoyed continued support from the school community in our endeavours to improve the facilities and experiences available to our students.

More parents and carers took the time to volunteer to assist with our fundraising activities as well as in the uniform shop and canteen. Their help is greatly appreciated, especially given that the majority of our volunteers also work either full or part time as well. I urge all parents to consider taking an active role in any of our fundraisers as it is very rewarding and a great way to make more friends in the school community.

In keeping with our nominated fundraising focus, the P&C purchased five interactive whiteboards. This qualified us for a bonus of two extra whiteboards; totalling seven whiteboards that have been purchased by the P&C for our classrooms.

Additionally, the P&C purchased:

- school representative sports uniforms;
- 20 moulded trestle tables for the hall; and
- barbecue equipment.

This year the uniform shop was run by Sarah Newcombe and Esther O’Brien, and a new system of ordering was introduced to reduce stock-on-hand. Together with a revamping of the pre-loved uniform section, this has led to improved financial figures - well done ladies. Special thanks go to Colin Smith for volunteering his time to reconstruct internal doorways to make the uniform shop larger and more practical. We are also most appreciative of the time and effort put in by Craig Naylor who laid our engraved pavers earlier this year.

The Fundraising Committee has worked very hard this year, organising and running many events.
that have been extremely well supported by the school community. Thank you to all our volunteers, without whom these events would not be possible. In particular, I would like to thank Selina Tilling and Rochelle Grover for their considerable efforts with our projects this year. Extra special thanks go to our hardworking P&C Treasurer, Michelle Neudegg, who prepares all our floats, counts all those small denominations and prepares the banking, (as well as working in the canteen!).

Thanks also go to Gale Easton for her management of the canteen and the efforts of her team of volunteers. At the end of Term 3 this year, Jane Burwood resigned her position as Canteen Treasurer after serving four years in that role. Her contribution during that time has been highly valued and we wish her all the best. Jayne Noble has taken over her position and we wish her all the best and give her our full support. A survey was conducted in Term 4 to evaluate the menu on offer, and a majority of respondents indicated a preference for more fresh food and food cooked on our premises. Ways to implement this will be considered by the full P&C Committee in 2012.

Thanks to all those in the school community who have been able to support the P&C in 2011.

Karen Johnson

School Captains’ message

As the School Captains for 2011, we have had the opportunity to take part in many school events.

The year started off with a spectacular visit to the city to take part in the Sydney Region Official Opening of the School Year with Mr Roffe and our vice-captains.

We’d like to thank all of the prefects for devoting their time to helping out around the school; the SRC Reps for giving up their lunchtimes to discuss important school matters; the Peer Mediators for making the school a better place; the Library Monitors who have helped each lunchtime in the Library; and other Year 6 leaders who helped throughout the year.

We would also like to give a mention to all of the teachers this year, for giving advice and for providing support for all of the pupils of the school and a special mention to those who helped make Market Day as successful as it was.

Good luck to the Year 5 children who are trying out for the Prefect roles for next year. We are sure that you will do a great job leading the school for another successful year.

We hope that next year will be an enjoyable year for students and teachers and that everyone enjoys the remainder of their primary school years as much as we did.

Taylor Weeks and Cory Adamson

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

![Student enrolment profile graph]
Student attendance profile

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
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

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>15</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>1.598</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>School Administrative &amp; Support Staff</td>
<td>3.382</td>
</tr>
<tr>
<td>Total</td>
<td>27.2</td>
</tr>
</tbody>
</table>

In 2011, no member of staff identifies as having an ATSI background.

Staff retention
Three new teachers started at the school in 2011 due to: one teacher retiring; an increase in student numbers; and one staff position becoming permanent.

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>62</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>38</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.

Money has been retained at the end of the school's financial year to pay outstanding invoices for staffing, Interactive Whiteboards and the installation of sound, lighting and data projection facilities in the new school hall.

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts

Caringbah North continues to provide a broad range of quality programs in the creative and performing arts. Details for these programs for 2011 include:

- a Senior Band of 27 students, an Intermediate Band of 29 students, and a Training Band of 28 students;
- 25 students participated in the Senior Dance Group;
- 28 students participated in the Year 3 Dance Group;
- 20 students participated in the Year 2 Dance Group;
- 53 students in the Festival Choir and 57 students in the Year 2 Choir; and
- ten students participating in the CREATE program for gifted and talented creative arts students.

Highlights for 2011 include:

- the bands presenting outstanding performances both within and beyond the school including Education Week at Westfield Miranda, the Engadine Music Band Festival (3 gold medals), the Beginner Band Bash, Sutherland Shire Schools Music Festival, Cronulla Leagues Club and the Golden A Senior Citizens concert;
- twelve students achieving positions in the Sydney Region Band;
• the Senior & Year 2 Dance Groups performing for Education Week at Westfield Miranda and at the Sutherland Shire Schools Music Festival;
• the Festival 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 Park;
• our own Education Week celebrations which featured performances by all our bands, dance groups and choirs;
• the Musica Viva program continuing with a visit to the school by Sounds Baroque; and
• the introduction of an end-of-year Celebration Evening which showcased performing arts within and beyond the classroom K-6.

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;
• the Junior Netballers being joint premiers;
• the Senior Softballers being finalists;
• 20 students being selected in Sydney East teams including swimming, athletics, cross country, rugby union, soccer, cricket and hockey;
• five students representing at state level in swimming, cross country and athletics; and
• a student achieving Junior Zone Athletics Champion.

Other

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:
• two 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;
• a student receiving the Prime Minister’s Medal for his submission for NAIDOC Week;
• a student receiving a Premier’s Award for sportsmanship;
• students in Years 3 - 6 achieving outstanding results in the ICAS tests in English (3 high distinctions & 30 distinctions), mathematics (10 high distinctions & 35 distinctions), writing (3 high distinctions & 28 distinctions), science (4 high distinctions & 33 distinctions) and computer skills (8 high distinctions & 24 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;
• a student winning an Australia-wide writing competition which resulted in him having his poetry placed in a time capsule in Antarctica;
• our Senior Chess Team achieving Zone Winner of Championship Grade and first place in the Sutherland District Tournament;
• our Junior Chess Team achieving winner of the Sutherland Zone Rookie Grade; and
• two students achieving highly commended in the zone public Speaking Competition.

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)

Literacy – NAPLAN Year 3

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- **Year 3 Reading**
- **Year 3 Writing**
- **Year 3 Spelling**
Numeracy – NAPLAN Year 5

Progress in literacy

Average progress in Reading between Year 3 and 5
- School
- SSG
- State DEC

Average progress in Spelling between Year 3 and 5
- School
- SSG
- State DEC
Progress in numeracy

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.

### Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>94.5</td>
</tr>
<tr>
<td>Writing</td>
<td>97.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>98.6</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>98.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.3</td>
</tr>
</tbody>
</table>

### Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100.0</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98.9</td>
</tr>
</tbody>
</table>

### Significant programs and initiatives

#### Aboriginal education

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

Our ‘bush tucker’ garden continues to be a major project within the school with classes involved in maintaining and extending the site. The site is now used for lessons in environmental sustainability.

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

#### Multicultural education

A multicultural focus continues to be maintained within the school through units studied and the celebration of events like Harmony Day.

The school continues to have 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. This was followed by the playing of “Games from around the World” by all classes.
Progress on 2011 targets

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 continued to develop teachers’ skills in the use of technology and continue to update and improve the computer network.

Our achievements include:
• the purchasing of seven extra Interactive Whiteboards (IWB);
• staff meetings being held on the IWB software, Smart Notebook;
• morning sharing sessions held weekly on Interactive Whiteboard skills;
• the majority of teachers now accessing Board of Studies syllabi via the Internet; and
• staff training sessions being held on basic troubleshooting.

Target 2
To improve teaching and learning in numeracy through implementing elements of intellectual quality

While still producing commendable results in NAPLAN tests, the school has identified that we can further improve in the area of numeracy by focusing on quality teaching practices and problem solving.

Our achievements include:
• revisiting the Quality Teaching Framework during teacher professional learning;
• trialling and evaluating ability-based mathematics groups in Stage 2;
• revisiting the metalanguage of mathematics to assist with problem solving;
• implementing Newman’s Error Analysis which focuses on unpacking worded mathematics problems;
• purchasing suitable mathematics resources to supplement the teaching of mathematics; and
• conducting parent information sessions and updating our school numeracy website in order to support student learning at home.

Target 3
To improve literacy learning outcomes for all students

While still producing excellent/outstanding results in NAPLAN tests the school has identified that we can further improve in literacy, particularly in the writing strand.

Our achievements include:
• the phasing-out of spelling textbooks and the use of across-grade spelling lists;
• K - 2 participation in the school’s Spelling Bee;
• all teachers accessing SMART data to analyse NAPLAN literacy results during staff meetings and the use of this data when planning learning tasks;
• all staff revisiting the Quality Teaching framework in relation to their teaching of literacy and specifically writing;
• the purchase of $7000 worth of additional reading resources to support the teaching of literacy across all stages;
• stage teams applying NAPLAN marking criteria to plan, develop and assess writing tasks; and
• executive and ES1 staff attendance at regional schools meetings for collegial sharing of best practice for literacy growth.

Target 4
To ensure valuable student welfare programs are successfully implemented

The school is continuing to revise and evaluate the School Welfare Policy. Restorative Practices have finally been implemented throughout the school community and will be the foundation of student welfare within the school.

Our achievements include:
• all teaching staff being trained in Restorative Practices;
• the Student Welfare Policy being updated based on Restorative Practices; and
• the Anti-bullying Policy being updated based on Restorative Practices.
Target 5

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

The school continues to focus on promoting a positive message about healthy lifestyles and the need to eat healthy food and participate in regular physical activity.

Our achievements include:

• the school being fully accredited as a Crunch & Sip school;
• an SRC survey providing data to show that at least 2/3 of children in any class regularly participate in daily Crunch & Sip;
• all stages completing units of study focusing on positive nutritional practices;
• the CNPS website having information for parents with links to the Crunch & Sip website and the Healthy Active Kids website and promoting the Live Life Well @ School message; and
• all students regularly participating in activities which foster the acquisition of the fundamental movement skills, including all classes participating in the Premier’s Sporting Challenge 2011.

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 2011 our school carried out evaluations of Teaching and mathematics.

Educational and management practice

Teaching

Background

As part of the school’s self-evaluation process, we used surveys to review the opinions of parents and carers, students and staff members on teaching within the school.

Findings and conclusions

Responses from 38 parents, 24 teachers and 148 students indicated the following in relation to teaching at Caringbah North Public School:

Most students and parents feel that:

• students are provided with relevant curriculum;
• teaching programs are designed to respond to students’ interests, needs and abilities; and
• reporting clearly communicates information about student achievement.

All teachers feel that:

• students are provided with relevant curriculum;
• teaching programs respond to students’ interests, needs and abilities;
• classroom management strategies maximise student learning; and
• assessment strategies are understood by students and parents.

Future directions

• Provision of information sessions for parents on the assessment strategies we use.
• Development of a method for tracking student achievement that progresses with the student throughout their time at Caringbah North Public School.

Curriculum

Mathematics

Background

2011 saw the appointment of a new Assistant Principal who had led a network project on numeracy in her previous network. Using this experience, she has led an evaluation of the teaching of mathematics throughout Caringbah North. Teachers were surveyed to ascertain their
competence and confidence in teaching mathematics.

Findings and conclusions
The majority of teachers reported being confident in the use of Quality Teaching practices in their classrooms. However, they did feel that they would like to gain more knowledge and understanding of the mathematics and working mathematically outcomes. Further, a significant majority of teachers requested professional learning in the areas of:

- differentiating the curriculum;
- using SENA 1 and 2;
- use of the mathematics learning objects for the Interactive Whiteboard; and
- ‘bridging the gaps’ in number.

Future directions
A sequenced series of teacher training sessions will be presented based on the areas of need identified by teachers.

Mathematics will continue as a school priority area (see School Priority 2 below).

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

- Student leaders were interviewed as representatives of all students. They indicated a high degree of satisfaction by the school’s student community. Students felt they were respected by all teachers and they felt happy with class programs.

- Focus group surveys were used to measure parent satisfaction. These occurred at P&C meetings as well as at parent workshops. Results indicated an overwhelmingly positive and constructive partnership between the school and the community with parents expressing confidence in the programs of the school. They were especially supportive of the parent workshops being undertaken as a way of teaching parents how to support their child with mathematics (whole school) and reading (Early Stage 1).

- Parents were also very pleased with the fact that most classrooms now had Interactive Whiteboards - an area identified as a concern in 2010.

- All staff members were surveyed to ascertain their views on the school’s executive team. Results were extremely positive and supportive of the team’s focus on student learning.

Professional learning
During 2011 staff training continued to focus on working towards achieving school targets to maximise student learning in literacy, numeracy, use of technology in teaching, student welfare and the additional target focusing on Living Life Well @ school.

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:

- Restorative Practices;
- the teaching of writing;
- Quality Teaching in numeracy;
- interactive whiteboards;
- CPR and emergency care; and
- asthma and anaphylaxis care.
Major professional learning outside the school included:

- Best Start in Kindergarten and Stage 1;
- whole-school writing and grammar;
- numeracy; and
- information and communication technologies.

The school spent a total of $14,976 on teacher professional learning which equated to an average expenditure per teacher of $581.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 - Technology

Outcome for 2012–2014

All teachers using technology to engage students, enhance learning and to improve teaching.

2012 Targets to achieve this outcome include:

- to increase the number of classroom computers for student use from 3 to 4 computers in every classroom in the school by the end of Term 2;
- to implement a levelled staff training program in IWB skills based on level of teacher expertise by the end of Term 2;
- to increase teacher use of emails as a form of communication;
- to increase the number of teachers using class Blogs from 25% to 50% by the end of Term 4;
- to implement a teaching scope & sequence of student technology skills in all classes in the school by the end of Term 4;
- to raise the percentage of teachers (including support staff) using IWBs to 100% by the end of Term 1; and
- to raise the number of teachers using on-line resources for teaching from 75% to 100% by the end of Term 1.

Strategies to achieve these targets include:

- purchasing IWBs for final two classrooms;
- purchasing 20 Notebook computers to be attached to each IWB;
- setting up the new computer room;
- purchasing 12 desktops to allow for one student per computer in new computer room;
- sharing of Computer Coordinator Day information with all staff;
- continuing training of staff in the use of Interactive Whiteboards (IWBs) and SMART Notebook;
- running staff training sessions on online resources to enhance teaching;
- developing a scope and sequence of student technology skills, and
- using email for in-school communication by all teachers.

School priority 2 - Numeracy

Outcome for 2012–2014

An increase in students achieving in the higher bands through a focus on Quality Teaching.

2012 Target to achieve this outcome:

To improve NAPLAN Numeracy results, measured by % of proficiency, for Year 3 students from 31% in 2011 to 41% in 2012 and Year 5 students from 60% in 2011 to 70% in 2012.
Strategies to achieve these targets include:

- implementation of the North Coast Numeracy Scope and Continuum;
- Teacher professional Learning in:
  - the Numeracy Continuum K-12;
  - the North Coast Scope and Continuum;
  - the Australian Curriculum; and
  - the Quality Teaching Framework- what a numeracy session should look like.
- focusing on problem solving and working mathematically;
- revisiting the metalanguage of mathematics both as a staff and within our classrooms;
- communicating with parents via the newsletter on a monthly basis with the focus on the language of mathematics and strategies to support their child’s learning;
- distributing display charts to class teachers which support the teaching of mathematics concepts;
- continuing Best Start numeracy in Kindergarten and Year 1 and developing programs based on Best Start results;
- developing a consistent method to track student progress on the Learning Framework in Number; and
- conducting Parent Information Sessions on Mathematics Concepts.

School priority 3 - Literacy

Outcome for 2012–2014

Improved literacy learning outcomes through quality teaching practices.

2012 Targets to achieve this outcome include:

- To maintain the percentage of Year 3 students in the top band on NAPLAN in Writing (at 53% in 2011).
- To increase the percentage of Year 5 students in the top band on NAPLAN in Writing by 10% from 43% (2011) to 53% (2012).

School priority 4 – Student Welfare

Outcome for 2012–2014

Improved playground behaviour through students knowing their rights and responsibilities and taking responsibility for their own action.

2012 Target to achieve this outcome:

- To reduce the number of playground behaviour incidents by 20% from 2011.
Strategies to achieve these targets include:

- rewriting the school rules based on the Rights and Responsibilities of students in line with the Restorative Practice guidelines;
- discussing with students their Rights and Responsibilities;
- displaying the Rights and Responsibilities in the playground and the classrooms so teachers can refer to them when dealing with behaviour incidents;
- updating and reinforcing playground supervision procedures with all staff;
- implementing the Student Engagement and Leadership Skills (SEALS) program, teaching Year 6 students the skills needed to be a leader and effective communicator;
- all classes implementing a Social Skills and Anti-bullying program based on Restorative Practices;
- ensuring students with special needs are supported during class breaks, recess and lunch;
- continuing the implementation of the school award scheme which acknowledges students who display responsibility for their actions; and
- frequently providing information to parents through the newsletter explaining Student Welfare procedures.

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.

David Roffe, Principal
Dina Carter, Assistant Principal
Sue Hindman, Assistant Principal
Judy Hogan, Assistant Principal
Sonia James, Assistant Principal

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School Code: 3972

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: