



Education &
Communities

Cardiff North Public School Annual School Report 2014



5260

School Context statement

Cardiff North Public School continues to slowly grow in enrolments from previous years, with 81 female students and 62 male students, a total of 143 students being recorded for the term one February census, and a total of 142 students being enrolled at the end of term 4.

Our Family Occupation and Education Index, (FOEI), on a scale between 0 and 300, was assessed as 101, (2014 data), while the state average was 100, making our index of disadvantage only slightly higher than the average NSW school.

63% of our students lie in the first two quarters of the FOEI.

93% of our students have an English language background, while 6% have a Samoan background and 1% have a Tiwi Language background.

In mid- 2014, the school was selected to host an Instructional Leader, Literacy and Numeracy, K-2, under the Early Action for Success initiative from the DEC and State Government.

This appointment was made through a merit selection process and the IL will be in place to the end of 2016.

Our P&C continued to work tirelessly to provide large sets of readers for the junior grades, in line with our Early Action for Success, (EAFS), initiative, which the P&C fully supports. P&C continually consult with the Principal to ensure facilities and equipment for our students, staff and community, are the best we can possibly provide.

We are in Cardiff, a suburb of Lake Macquarie Council area and the school continues to maintain links with the wider community by remaining a member of the Northlakes Chamber of Commerce.

In 2014 the school moved to strengthen links with its neighbouring schools through the Cardiff Community of Schools.

Students, staff and parents are proud to announce they attend Cardiff North Public School.

Principal's message

2014 proved to be an extremely busy year for Cardiff North Public School, with many changes and initiatives, mandated by the Department of Education and Communities, (DEC), being implemented during the year. These ranged from the introduction and implementation of 3 new syllabuses for the Australian Curriculum, to management and accountability processes and procedures, including the development of a new three-year plan, in consultation with community, and the introduction of the Resource Allocation Model, (RAM), of funding for schools.

Cardiff North Public was fortunate to have been selected late in term 1 to participate in the EAFS initiative, (Early Action for Success – K-2), which meant we had an Instructional Leader in literacy and numeracy, appointed to our school to lead improvements in literacy and numeracy across the school, particularly in the Kindergarten to Year 2 grades. Our school results have already shown we have made significant positive progress for the vast majority of students in those grades.

Programs with a focus on behaviour and social skills also remained a focus area with staff implementing the “Rock and Water” program with Stage 3 boys, the Peer Support Program across the school and a continuation of the “You Can Do It!” program Kindergarten to Year 6. I remain proud of the overall behaviour and attitude of our students, which is a credit to their parents and carers.

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.

Student representative's message

This year has been an awesome year! This year we had fantastic events such as Anzac Day, Easter Hat Parade, stage 2 excursions to Sydney, Stage 3 excursions to Canberra, Premiers Reading and Sporting challenge, PSSA soccer and netball teams, Yamuloong Cultural visit and the Year 6 farewell.

We had amazing achievements with senior netball and soccer team winning the zone

carnival. Some students were successful in making the zone, regional and state teams. The sports the students competed in were soccer, netball, rugby league, cross country, athletics and touch football. We had one student dance in Star Struck in contemporary and jazz.

This year was magnificent for the students at Cardiff North Public School to have a go and to have fun in the class or in the playground and making new friends.

Thank you to all the teachers, parents and students for an amazing year.

From Bellah Pipe, 2014 Prime Minister.

P&C Message

I would like to acknowledge the teaching and support staff of Cardiff North for another great year of learning in our lovely school in 2014.

Thanks also to all the friends of our school, parents, grandparents, carers and community supporters for all of your help and support during the year.

Thanks to the parents and teachers who assisted with coaching our PSSA sporting teams to great success this year. Your efforts are reaping great rewards in our small school.

Thanks to the parents who helped at canteen, P&C, BBQ's and working bees. It is a small but enthusiastic group who support the school in every way we can.

The P&C has continued its usual fundraising activity throughout the year, we again ran a pie drive, 5c round up, BBQ's including Cardiff Halloween celebrations, movie night, disco, raffles, Father's Day Brekky, Mother's Day and Christmas stalls and our monster Christmas Raffle.

Congratulations to S1S on winning the 5c Roundup. We love how competitive the classes get in the hope of winning the pizza party.

The money raised by P&C in 2012/13 went towards a sun shelter for use at school sporting events. This has been our first year of bringing it out for lots of sporting events and we have

looked great as a school sheltering from either sun or rain this year!

Our Bush Tucker Garden is just awaiting its official opening and thanks need to go to Andrew Cruikshank for all his work in both securing the grant and leading the work on the garden especially under many demands on his time. 2015 should see the start of outdoor lessons in this great outdoor learning space.

The canteen and uniform shop continue to be a great source of P&C funding and a hub of school life. These services could not exist without the support of the families who order lunches and parents who help out to keep them operating. Special thanks to Mrs Leone Wood and Mrs Monique Anderson who volunteer their time to keep these services in our school. Without their time and your support, these services would have to close.

On a personal note, change is coming with my son Aidan (Miniman) off to High School. I have been coming to P&C since he was in Kindergarten, and I only have 3 more years of involvement left with my daughter Sophia, before my links will sever here at Cardiff North. It has been a worthwhile endeavour to be involved in my children's education through the P&C and I encourage more of you to join us and have your voice heard in your children's education. Anyone who is interested in P&C Presidency, your applications are welcome!!

Congratulations to all award recipients and new School Parliament representatives for 2015. I am sure these acknowledgements will be the beginning of great achievements in your lives after your time at Cardiff North Public School.

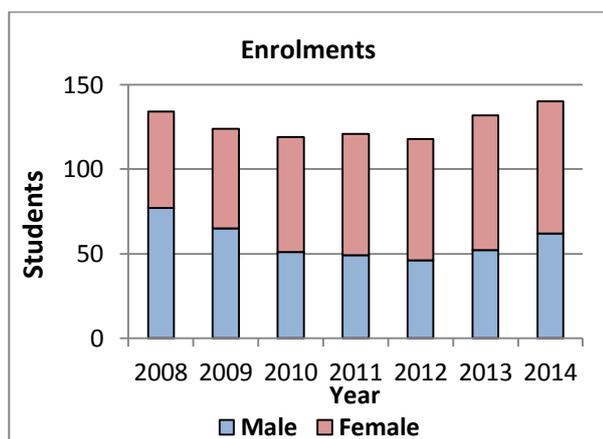
On behalf of the Cardiff North P&C I am happy to report another successful year in 2014.

Thank you
Kaylene Mullard
P&C President

Student Information

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

Student enrolment profile



Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	94.4	93.2	95.2	94.5	95.4	97.1
	1	90.5	93.9	93.8	94.9	94.0	94.6
	2	93.6	90.4	92.1	95.4	95.2	94.3
	3	90.3	95.1	93.3	92.5	94.9	97.7
	4	95.3	91.1	94.9	93.0	93.9	95.7
	5	92.7	95.9	94.8	95.1	92.5	94.8
	6	93.4	92.5	95.3	95.5	96.7	93.4
	Total	93.0	93.1	94.2	94.3	94.6	95.4
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Management of non-attendance

The school works closely with parents to ensure children attend regularly and at every opportunity. Individual processes are negotiated and attendance is monitored and concerns communicated, sometimes with the assistance of Home/School Liaison Officers.

Workforce information

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

Workforce composition

Position	Number
Principal, (Teaching)	1.0
Deputy Principal	0.0
Assistant Principal, (Teaching)	1.0
Instructional Leader (EAfS)	1.0
Classroom Teacher(s)	4.0
Interventionist Teacher (EAfS)	1.0
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
Teacher of ESL	0.0
School Counsellor	0.1
School Administrative & Support Staff	1.4
Total	10.2

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Cardiff North Public School has no staff members who are of an indigenous background.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100
Postgraduate	0

Professional learning and teacher accreditation

Staff participated in a great deal of training and development during 2014. On-line training included a course on the National Disability Standards, and related training days for Principal around the Nationally Consistent collection of Data on Students with a Disability, Communications Training in the Classroom followed up with a Speech Pathologist working with and mentoring teachers, CPR, Peer Support workshop. Some staff participated in a "Rock and Water" course at a neighbouring school.

An Early Action for Success conference was attended by the Principal and Instructional Leader in Sydney and followed up with video conferences and network meetings at District Office.

Our EAfS Instructional Leader has led several training and development sessions with teaching staff, particularly from the Infants grades, which is her main focus area.

In line with our EAfS program, two staff were accredited in L3 for Kindergarten students, attending 10 half day courses and completing between meeting tasks with on-site visits from tutors.

Office staff and the Principal attended a course introducing new accounting practices and the RAM for school funding.

Training and Development meetings were held every Thursday for all teaching staff.

The Principal attended a "Director's meeting" once per term to keep abreast of the many changes and initiatives being introduced across the year.

We had two Temporary Teachers attached to our school who were working towards their accreditation under the revised protocols for advancement in the teaching profession.

Beginning Teachers

Mrs Lindsay remains our only beginning teacher, even though she has some years teaching experience as a Casual and Temporary Teacher at other locations.

In 2014, when funds became available, Mrs Lindsay took extended maternity leave for the year and her Beginning Teacher program was deferred to 2015, along with the funds, when she returns in a job-share capacity, working three days per week.

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	30/11/2014
Income	\$
Balance brought forward	93356.85
Global funds	128392.42
Tied funds	140740.28
School & community sources	55231.11
Interest	4272.00
Trust receipts	7313.05
Canteen	0.00
Total income	<u>429305.71</u>
Expenditure	
Teaching & learning	
Key learning areas	13932.52

Excursions	22910.82
Extracurricular dissections	11698.82
Library	4401.75
Training & development	100.00
Tied funds	93488.77
Casual relief teachers	25726.13
Administration & office	38802.03
School-operated canteen	0.00
Utilities	28511.08
Maintenance	15449.10
Trust accounts	6335.84
Capital programs	7782.68
Total expenditure	<u>269139.54</u>
Balance carried forward	160166.17

A full copy of the school's 2014 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 2014

The school continually attempts to provide students with every opportunity to participate in a variety of experiences and activities.

Once again in 2014, we provided the opportunity for students to represent their school on the sporting field via involvement in the Crossroads PSSA activities.

All our sporting teams successfully made it to their respective finals in both soccer and netball, with the Senior Boys Soccer Team running out champions, as did our Senior Girls Netball Team.

We had a student again be selected in the Hunter Region Cross Country Championships, held in Sydney.

Cardiff North again sent representatives who qualified to the Zone Swimming and Athletics trials, netball, touch football and rugby league.

One of our students is a talented dancer, and was selected to perform two solo routines at Star Struck, and was also selected to form part of a dance troupe outside of school.

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

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

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

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

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au> and enter the school name in the *find a school* and select *GO* to access the school data.

The following table gives an overview of our progress in 2014 compared to the 2013 data.

Trend comparison from 2013

	Yr 3	Yr 5
Reading	↑ 11.8% points from 2013	↑ 10.4% points from 2013
Writing	↓ 13% from 2013	↓ 21.7% points from 2013
Spelling	↑ 5.8% points from 2013	↑ 9% points from 2013
Grammar & Punctuation	↑ 2.2% points from 2013	↑ 4.5% points from 2013
Numeracy	↑ 32.3% points from 2013	↑ 10.9% points from 2013
Data & Measurement + Space & Geom	↑ 31.2% points from 2013	↑ 9.2% points from 2013
Numbers, Patterns & Algebra	↑ 30.3% points from 2013	↑ 6.1% points from 2013

In general, in 2014 we moved more students to the higher band than was evident from the 2013 data.

Other achievements

Parent/Caregiver and Community Programs

Parent support within the classroom is still a feature of the lower grades and with our LaST programs.

Cardiff North Public School has a very strong and in-depth Kindergarten Orientation program which is always well-attended and makes for a very smooth transition into Kindergarten.

A “Welcome BBQ and movie night” was again held early in the year to welcome Kindergarten parents, new families to the school, and indeed to allow all our families to mingle and get to know each other a little better.

The school continues to work closely with P&C, with all major decisions being run past the group or at least the executive before actioning.

P&C were responsible for applying for a grant from Lake Macquarie City Council which was used to fund the establishment of a “Bush Tucker Garden” at the eastern side of the school. This project was completed by P&C personnel during working bees and in their own time.

Again in 2014, in consultation with P&C, we have allowed student and family access to Athletics and Reading Eggs “24/7”, so that parents and carers can contribute to and assist their children’s learning through these excellent websites.

Significant programs and initiatives – Policy and equity funding

During 2014, our Learning and Support Teacher worked alongside class teachers, our Student Learning and Support Officer and our Instructional Leader to implement and monitor specific programs for children who had been identified as requiring additional support to bring them along to the expected standard. Volunteer help from the St Johns Ambulance PAL Program was also again utilized to work with children on their reading.

In 2014 we had no students requiring integration funding for specialist services or classroom assistance.

Aboriginal education

At the commencement of 2014, 100% of our indigenous students were provided with an Individual or Personalised Learning Plan (PLP).

This plan was revised by staff following a workshop session attended by a school team, including parents of indigenous children at our school during 2013. The plan gives our indigenous children the opportunity to take control of their own learning as well as set educational goals and share these with their family.

Indigenous parents / carers are encouraged into the school for specific Aboriginal Education activities at least 4 times during the year.

Indigenous students and their parents also attended a ceremony where our school signed a partnership agreement with our local AECG, (Minimbah), and partner schools from the Cardiff Community of Schools. Our local area, as an offshoot, now has its own AECG, "Kumaridha".

This year to help celebrate NAIDOC, all children at Cardiff North Public School, supported by our local Awabakal community, had the opportunity to visit Yamuloong Conference Centre to take part in a variety of cultural activities, including a bush tucker walk, indigenous games, artifacts and Aboriginal painting.

All children and staff left the venue with a heightened understanding and appreciation for Aboriginal culture and knowledge of their country.

Multicultural education and anti-racism

The school celebrates the ethnic and cultural diversity that exists in our school by holding focus days, embedding multiculturalism in teaching/learning programs and celebrating Harmony Day each year.

Class teachers ensure multi-cultural perspectives are highlighted in teaching-learning programs and that inclusive teaching practices are observable in all lessons.

The school has a trained ARCO, (Anti-Racism Contact Officer), if a situation ever arises requiring formal intervention.

Aboriginal background

By the end of 2014, Cardiff North had an Aboriginal enrolment totaling almost 10% of our whole school enrolment.

In 2014 staff utilised training in developing Personalised Learning Plans to devise and implement a plan for every student in the

school. This was achieved through interviewing each child and communicating the plans to parents and carers for adjustment or comment.

RAM funds were utilised to subsidise a whole school visit to a local cultural centre, (Yamuloong), for a day of cultural immersion.

Out Of Home Care funding was secured to support children and carers in their schooling, utilizing in-class support where children worked on programs that complimented our Early Action for Success program, and included most of our Aboriginal students.

The application of the EAFS strategies and programs, eg L3, has already shown significant forward movement towards individual goals for the focus children.

A "Partnership Agreement" between local DEC schools and the AECG was signed by all Principals and the AECG President in later 2014 involving a large celebration day with our indigenous students and their parents.

Socio-economic background

School RAM funds are utilized to support students who are perhaps disadvantaged from their peers.

Support for equipment and excursion costs, along with supplementary costs such as visiting performances and uniforms is regularly provided on a needs basis in consultation with parents and carers.

During 2014, the school also engaged a Speech Pathologist via the Communication Training in the Classroom program, a partnership between DEC and Hunter New England Health, to assist in classrooms with teacher training in how to identify children requiring support, and what strategies might be employed to assist those students.

In-class support was provided with the services of an SLSO working in tandem with

our Instructional Leader and LaST programs. The SLSO was funded using Equity Funding through our RAM and worked with children identified from our data collections in PLAN.

We were able to utilize Literacy and Numeracy funds in 2014 to fund L3 training for two teachers.

Early Action for Success

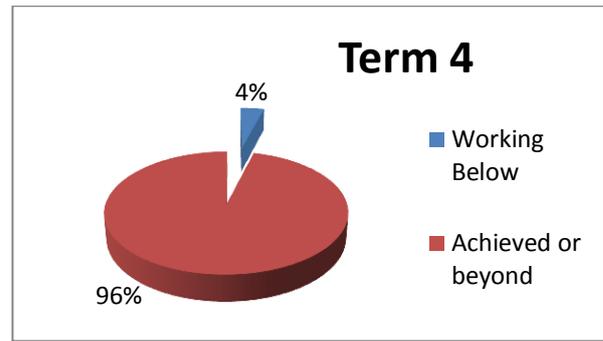
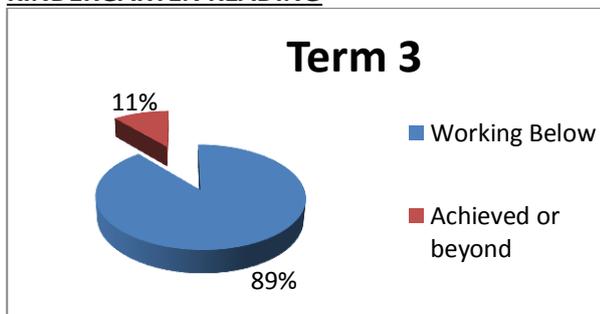
The *Early Action for Success* strategy commenced at Cardiff North PS in June 2014 with the aim that K-2 students reach grade appropriate outcomes in Reading, Writing and Numeracy.

The main focus areas included:

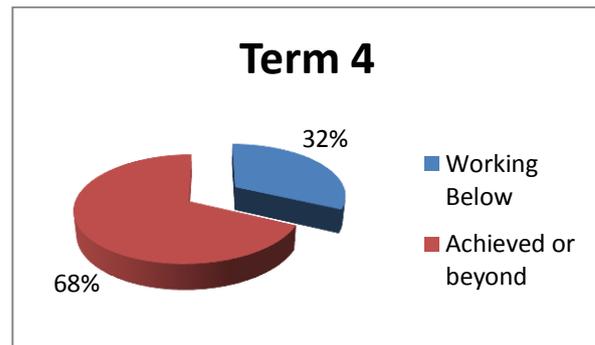
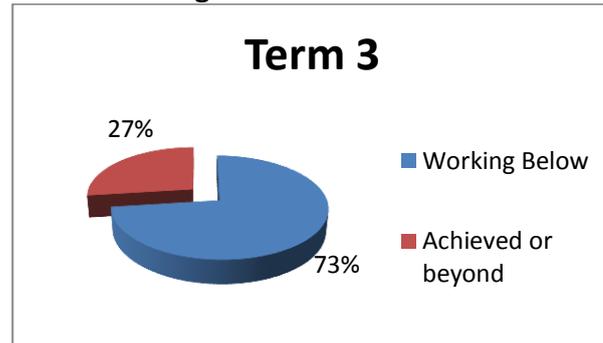
- hands-on instructional leadership and the effective use of resources targeted to deliver the greatest educational impact
- ongoing assessment and data used to plan, teach and personalise learning and to monitor student progress
- professional learning for teachers on best practice in quality curriculum delivery, pedagogy and assessment practices
- a system of tiered interventions and in class support by our Instructional Leader and our Intervention Teacher for over 35 students with additional learning needs

The initial focus area in Term 3 was ‘reading’ where there has been some excellent progress. The graphs below display the percentage of students who were working below or achieved/beyond grade expectations at the beginning of Term 2 and at the end of Term 4.

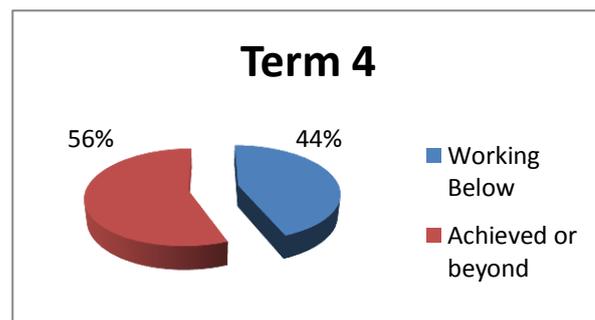
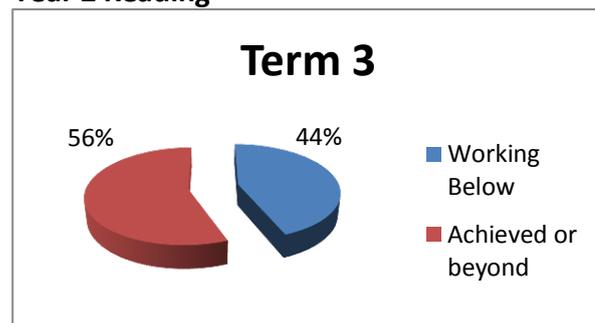
KINDERGARTEN READING



Year 1 Reading



Year 2 Reading



** Year 2 had good growth in reading levels however as they were late in starting, and despite being close, they did not reach benchmark.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of NAPLAN data
- Administering standardised and diagnostic curriculum – based tests three times per year to monitor progress. These include the Single Word Spelling Test, PAT-R reading comprehension test and the NSW Mathematics Diagnostic Test Series.
- Teacher-made tests and assessment tasks.
- Best Start data and software.
- Plotting and tracking students on the Numeracy and Literacy continuum using PLAN.
- Surveys for students, parents and staff.
- PM Benchmarking.
- Tell Them from Me on-line survey tool.
- Survey Monkey.

School planning 2012-2014:

School priority 1: Literacy

Outcome for 2012–2014

Improved higher order reading comprehension skills and improved writing performance in NAPLAN.

2014 Targets to achieve this outcome included:

- In 2014 80% of students make an 8 points advance in reading scores between pre and post testing using agreed assessment tools;
- 85% Year 3 and Year 5 students within 10 points of state average in NAPLAN writing.

Evidence of progress towards outcomes in 2014:

- Children in Kindergarten and Year 1 improved their PM benchmark levels by an average of +8.3.
- Year 1 children improved their PAT-R comprehension points by an average of 4.6 points over the year, while Year 2 children improved an average of 7.3 points.
- In Year 3 NAPLAN writing, we did not achieve our goal of being within 10% of state average and we achieved 44%.
- In Year 5 NAPLAN writing, 40% of students achieved a score within 10 percentage points of state average.
- We had only two Year 3 students fall below minimum standards in only one area of Literacy, (Grammar & Punctuation).
- We had 5 Year 5 students fall below minimum standards, spread across all the aspects.
- In the older grades, (Yrs 3-6), data from PAT-R and SWS Test indicate all children making progress in improving scores across the year.

In 2015, our new three-year plan will reflect data gleaned from the EAFS program and related initiatives such as L3, Best Start, PLAN, which will establish base-line data upon which we will be able to make comparisons and monitor progress.

School priority 2: Numeracy

Outcome for 2012–2014

Improved performance in the Number strand of the Maths curriculum.

2014 Targets to achieve this outcome include:

- Year 3 NAPLAN results within 8 points of state average in Numeracy; Year 5 results within 2 points of state average in Numeracy.

Evidence of progress towards outcomes in 2014:

- In Year 3 NAPLAN, we achieved 55.5% of students gaining a score within 8 percentage points of state average.
- In Year 5 NAPLAN, 27% of our students were able to achieve within the 2 percentage point margin that we were aiming for.
- Year 3 trend data in numeracy showed a 49.5 percentage average improvement in numeracy.
- Trend data from the NSW Mathematics Diagnostic Test series shows an improvement

from February to November for the vast majority of students.

Strategies to achieve these targets included:

- Assessment tool(s) agreed upon and fully utilized to obtain relevant data, ie Best Start data and “The Maths Diagnostic Series”.
- Use an A-E assessment recording method and track students on the Continuum.
- Prepare for implementation of the NSW Syllabus for the Australian Curriculum – Mathematics in 2015.
- All classes using IWB’s in conjunction with ‘Mathletics’ on-line maths program.
- iPads and iPod Touches used frequently and as they became available.
- Resources provided for effective remediation of targeted students.

School Priority 3: Technology

Outcome for 2012–2014

All students exposed to knowledge, skills, software and information technologies that are timely and recent.

2014 Targets to achieve this outcome included:

- 95% or better of students achieving their expected level of ICT knowledge and skills as per the scope and sequence.

Evidence of progress towards outcomes in 2014:

- All teaching/learning blocks are now wireless with additional WAPS purchased.
- Technology scope and sequence updated to be reflected across all KLA’s.
- 4 mini laptops acquired through the T4L rollout to augment current numbers and improve access for students.
- English and Maths website maintained and expanded for staff to utilise in the

implementation of the new English and Maths syllabus.

- Reading Eggs used across the school to support Literacy in addition to Mathletics.

All school iPads are now utilized in the Kindergarten room to enhance learning.

- Four additional iPads were purchased for stage 3 use.
- Class’ blogs’ being utilised in some rooms.

Strategies to achieve these targets include:

- Purchase of a tablet /computer laptops to access and utilize Win 8 apps, Office 365 and Google Apps early in 2015.
- Survey of staff technology needs.
- Through our T4L rollout, we will upgrade 13 older PC’s and replace all pre-2009 computers.
- Instructional leadership and workshops in technology for staff to help implement new ICT so that it is embedded throughout the new curriculum.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parent/caregiver, student and teacher satisfaction

This year, we utilised Survey Monkey to obtain opinions electronically. The results are summarised below.

In the first general question “Are you satisfied with the overall quality of instruction at Cardiff North P.S.?” 62.5% of respondents were Extremely Satisfied, 31.25% were moderately satisfied and 6.25% slightly satisfied.

Parents and caregivers were then asked about specific areas. The following table shows the responses.

	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied	Total
Home-School communication	0.00%	6.67%	6.67%	53.33%	33.33%	15
Homework	0.00%	6.25%	25.00%	43.75%	25.00%	16
Aboriginal Education	0.00%	0.00%	43.75%	43.75%	12.50%	16
The teaching of English	0.00%	0.00%	6.25%	68.75%	25.00%	16
The teaching of Mathematics	0.00%	6.25%	6.25%	68.75%	18.75%	16
The teaching of Science & Technology	0.00%	0.00%	13.33%	66.67%	20.00%	15
The teaching of Human Society & Its Environment	0.00%	0.00%	6.25%	75.00%	18.75%	16
The teaching of Creative & Practical Arts	0.00%	6.25%	6.25%	62.50%	25.00%	16
The teaching of Personal Development/Health/P.E.	0.00%	0.00%	12.50%	62.50%	25.00%	16
Our welfare programs, such as You Can Do It! & Peer Support	0.00%	6.25%	6.25%	37.50%	50.00%	16

Opinions were also sought about non-curriculum areas of the school. These responses are summarised in the table below.

	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied	Total
Reporting of Student Progress & Performance	0.00%	26.09%	8.70%	39.13%	26.09%	23
Canteen	0.00%	8.70%	21.74%	52.17%	17.39%	23

	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied	Total
Attractiveness of grounds	0.00%	0.00%	9.09%	50.00%	40.91%	22
Building/classroom maintenance	0.00%	0.00%	13.04%	60.87%	26.09%	23
Website	0.00%	4.35%	21.74%	47.83%	26.09%	23
Excursions	0.00%	0.00%	13.04%	52.17%	34.78%	23
Sporting Opportunities	0.00%	4.35%	26.09%	30.43%	39.13%	23

Comments were then invited from respondents.

The comments were overwhelmingly positive with some specific suggestions, notably about better communication when a student's discipline and behaviour is causing some concern and our reward system in general. Updating the canteen and its menu, continuing maintenance work, more movie nights and a covered walkway from the gate to the classrooms over our new footpath were also mentioned.

A final question was asked: "Would you recommend our school to other families in the wider community?", with a massive 78.26% indicating "definitely", 13.04% indicating "probably" and 8.7% indicating "not sure". There were 0% responses for "probably not" and "definitely not".

Conclusions

Keeping the survey response level in perspective, (23 responses out of over 100 families in the school), staff have decided to look at our overall Student Welfare policy,

which includes discipline and reward systems in our new three year plan beginning in 2015.

Maintenance projects, including the new retaining wall are ongoing, given our General Assistant allowance of 1.5 days per week at the school.

The possibility of a covered walkway leading from the front gate to the classrooms at A Block has been raised with P&C and funding options will be discussed in 2015.

A major priority for our new 3-year plan will be to build upon and expand the Early Action for Success program and the wonderful work being led by our Instructional Leader.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2, 2015.

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.

Colin Firth, Principal

Carolyn Williams, Instructional Leader.

Jenny Thompson, Assistant Principal.

Kaylene Mullard, P&C President.

Nerida Batten, P&C Secretary.

School contact information

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

<http://www.schools.nsw.edu.au/learning/emsad/asr/index.php>

Publishing the 2014 ASR

This document will be uploaded to the school's website :

www.cardiffnorthpublicschool.edublogs.org,
from term two, 2015.

Hard copies will also be available at the school office from the same time.

