

Cardiff Public School

Annual Report



2017



1505

Introduction

The Annual Report for **2017** is provided to the community of **Cardiff Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

At Cardiff Public School, we work collaboratively with our community to promote the intellectual, physical, social, emotional and cultural development of our students.

We promote equity and excellence through the provision of high quality schooling in a harmonious environment that holds consistently high expectations, and meets the diverse needs of our students. Our ultimate goal is to create successful, lifelong learners who are confident and creative, and who become active and informed citizens.

School context

Cardiff Public School (CPS) is situated in the North–Western suburbs of Lake Macquarie. The school had 214 enrolments at the beginning of 2015, including 21 Aboriginal or Torres Strait Island students, who are all actively engaged in high quality learning programs across 9 classes, ranging from K–6. The CPS staff consists of 1 principal, 2 assistant principals and 11 teaching staff and 7 school administrative and support staff. All of whom form a conscientious, caring and committed team who work together to improve the outcomes for students. With a diverse range of skills and experiences, the staff work in partnership to further develop and enhance their expertise and pedagogical practices. The students, community and staff honour the school motto “Work in Harmony”, and its five core CARE values; harmony, respect, honesty, care and achievement. The school has well established partnerships with its community. It works closely with the Cardiff Community of Public Schools, has an active and dedicated P&C and is developing and strengthening partnerships with the newly formed Kumaridha AECG, as well as various other community businesses and groups. The site is also home to an OOSH centre. The Family Occupation and Education Index (FOEI) score was 108 in 2015. FOEI scores range from 0 to approximately 300, with a mean of 100. High FOEI scores indicate higher levels of need, i.e. lower socio–economic status. The use of technology as a tool for learning is a feature of the school. Students enjoy a range of activities in the school including PSSA sport, choir and public speaking.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that CPS was well placed to build upon the progress made as a result of our 2015–2017 strategic planning. Quality, evidence–based initiatives are now well–established and starting to produce the learning outcomes that we expect for our students. A range of educational, administrative and management systems and processes have been established to ensure that quality teaching and learning remain at the forefront of all that we do and that our progress toward our strategic priorities is shared, monitored and celebrated.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

Below is the executive summary of our findings:

On Thursday 24th August Cardiff Public School (CPS) participated in external validation. In preparation for this meeting a body of evidence had been prepared, reviewed and annotated. The Executive Summary synthesises the annotated information provided in the body of evidence.

The aim of this summary was to investigate if the elements of Schools Excellence Framework (SEF) were embedded in our school practices and School Plan and are being successfully delivered by examining the body of evidence. This report provides an analysis and evaluates our current practices at CPS against each of the domains and elements of the SEF. Our staff worked collaboratively to collect and analyse each piece of evidence against the SEF and our School Plan 2015–2017.

Learning Domain:

Based on an analysis of our school's evidence that linked to the Learning Domain elements, we rated our school at 'Delivering' for Assessment and Reporting and with Student Performance Measures. We rated our school at Sustaining and Growing for Learning Culture, Wellbeing and Curriculum and Learning.

The evidence demonstrated a clear commitment to strengthen and deliver on school learning priorities. Policies and processes have been established to identify, address and monitor student learning needs. The supportive, respectful learning environment that has been established across the school through various processes, and through positive, respectful relationships ensures good conditions for learning. The holistic approach to student wellbeing is evident in the range of support programs currently in place and in the processes that ensures consistency across the school and that students and staff are supported in meeting the needs of our students.

Curriculum programs and reflective teaching practices show the staff's commitment to continual improvement and the delivery of innovative and evidence-based teaching and learning strategies that align with school priorities. The staff display a willingness to engage in quality professional learning that enables them to further develop their skills and implement whole-school priorities. There are systematic processes in place to ensure ongoing mentoring and support for teachers.

The evidence shows that there are effective processes in place with regard to assessment and data collection and that teachers are analysing this data to inform their practice; however, more can be done in this area to further develop the consistency of teacher judgement and by developing more consistent assessment practices. Student performance, especially with Year 3 NAPLAN data shows very pleasing progress and we are just starting to see a shift in our Year 5 results in response to the strategic programs being implemented.

Teaching Domain:

Based on an analysis of our school's evidence that linked to the Teaching Domain elements, we rated our school at 'Delivering' for Data Skills and Use. We rated our school at Sustaining and Growing for Effective Classroom Practice, Collaborative Practice, Learning & Development and Professional Standards.

The evidence showed that teachers and supervisors were regularly collecting and analysing student data to evaluate the effectiveness of their teaching and the strategic initiatives selected to address areas of identified need. Evidence highlighted the collaborative nature in which teachers work together to plan and implement quality teaching and learning programs and how they seek feedback to help refine and improve their practice.

Clear and concise PDP processes and the utilisation of expert staff as mentors, has ensured that mandatory requirements are met and that dedicated time and support is provided to ensure that professional learning meets the individual and collective needs of the staff and that teachers are supported in their learning and development. Teachers are engaged in focused professional learning that aligns with school priorities and builds effective practice in relation to literacy and numeracy teaching. All staff maintain high professional standards with their practice and in how they contribute to broader school programs. Their commitment to continual improvement is evident in how they collaborate and their reflective practices.

A focus area within of our next school plan will target assessment for, as and of learning with more opportunities for developing consistency of judgement, and unpacking the new learning progressions.

Leading Domain:

Based on an analysis of our school's evidence that linked to the Leading Domain elements, we rated our school at Sustaining and Growing for Leadership, School Planning, Implementation & Reporting, School Resources and for Management Practices & Processes.

The evidence shows multiple examples of processes that have been developed that create an organisational structure that works more efficiently and more effectively, whilst supporting teachers in their pursuit of continual improvement, and students in their learning and with their wellbeing.

Strategic planning is responsive to what the data is saying and takes into account feedback from staff, students, parents and the wider community. Strategic use of resources is used to ensure the successful implementation of key school priorities, and that there is support for teachers in their developmental journey. Staff and students have access to high quality resources including a range of technologies, to support their teaching and learning.

Workforce planning supports curriculum provision and staff members' areas of expertise are utilised to support whole school processes and in achieving educational priorities.

The networks that have been established across our community of schools has ensured the effective implementation of our respective school plans and provides wonderful capacity building opportunities for staff. They have ensured that quality systems and processes are developed and followed and that our schools are meeting their legislative

requirements.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

The provision of high quality, evidence-based teaching practices and learning experiences.

Purpose

To improve student outcomes through the provision of purposeful quality learning opportunities that are challenging, engaging, differentiated and tailored to students' individual learning needs, and where teaching practices are effective, evidence-based, and are regularly reviewed and revised.

Overall summary of progress

L3 is a key process in our Strategic Direction 1. Prior to 2015, reading levels were below benchmark expectations for most students. Since its first year of implementation in 2015, L3 has continued to be a very successful program for our Kindergarten, and now our Year 1 students as well. One kindergarten teacher has completed her two years of training, while the other has completed her first year of training. One of our Year 1 teachers has completed her second year of training, and utilised beginning teacher resources to further develop quality teaching practices. The researched-based pedagogy has provided high quality learning and development opportunities for teachers. Well-established management practices and processes provide clear links between school priorities and curriculum delivery. The collaborative nature of professional learning and ongoing support ensures sustainability for the initiative. Supervisory processes and regular data analyses ensure that key initiatives such as L3 are being implemented consistently and effectively. Regular lesson observations allows teachers to maintain and grow their quality teaching practices.

Focus on Reading was originally selected as a complimentary reading initiative to L3 for Years 1 to 6. Reading results in NAPLAN testing highlighted inefficiencies in students comprehension results. An investment in reading resources and a subscription to Reading Eggs/Reading Eggspress, as well as a focus on developing the super six reading strategies with students saw reading results begin to improve. Add LAST support for students not reaching benchmarks, and our reading data highlighted pleasing progress, particularly for Year 3 students in NAPLAN. In 2016, we trained an additional classroom teacher as a school-based trainer to ensure sustainability for the initiative, but with reading results showing strong growth and numeracy and writing results stalling, Focus on Reading moved into a consolidation phase in 2017, rather than remaining as a focus area.

In response to concerns about student writing performance on both internal and external measures, Power Writing became a strategic initiative for Years 1 to 6. Working with colleagues from our Cardiff Community of Schools, one of our staff became a school-based writing leader and mentor. We developed an implementation model which focused on explicit direct instruction and the structure of writing. It emphasised the 'I do, we do, you do' process. All staff participated in professional learning and were supported by the school-based mentor through team teaching opportunities to ensure consistent implementation. As we began to see improvement in our students' writing structure it became clear that there were deficiencies in our students writing craft. This led to the introduction of the Seven Steps to Writing Success, which was selected to compliment the Power Writing program. Three staff were trained and a Writing Team was developed. This team combined elements of Power Writing and Seven Steps to create a new scope and sequence aligned to the new NSW syllabus requirements. Six members of staff have now participated in SS training.

Staff value the writing initiative, as evidenced through staff surveys, and student work samples show improvement in a number of areas. School-based PLAN data also reflects the positive impacts that the writing initiative have created. In 2016, we saw the initial impact that our writing initiative was having on student performance in NAPLAN. Both Year 3 and Year 5 data had improved compared to the year previous. More than 10% of Year 5 students achieved proficiency for the first time since 2009 and the Year 3 scaled score average exceeded 400 for the first time since 2012. Our 2017 NAPLAN data showed tremendous growth with students punctuation and grammatical skills, but that these skills were not transferring across to writing itself. This will be addressed in our 2018–2020 strategic planning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Develop a baseline of 70% of students achieving grade/stage appropriate expectations in reading based on PLAN data.	\$30472 was allocated to employ additional staffing in order to release staff to implement key literacy and numeracy strategies.	PLAN data indicated that 82% of students had achieved or exceeded their expected cluster for reading on the literacy continuum. There were some inconsistencies in the data that will need to be addressed going forward.
Increase the percentage of students reaching proficiency in	\$20000 in equity funding was also allocated to	42% of students achieved proficiency in Reading in 2016. 44% of students achieved proficiency in

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
NAPLAN reading from 26.5% in 2012–2014 to 36% by 2017.	additional SLSO support for students, allowing more students to better access the curriculum and improve outcomes.	reading in 2017.
Increase the percentage of students reaching proficiency in NAPLAN writing from 17% in 2013–2015 to 30% by 2017.	\$22892 in equity funding went toward the purchase of resources to support the implementation of key strategic directions.	29% of students reached proficiency in writing in 2016. This dropped to 6% in 2017. This may be due to our focus on punctuation and grammar, where proficiency in punctuation and grammar went from 30% (2013–2015) to 40% (2016–2017), but coincided with a drop in writing results.
Increase the percentage of students reaching proficiency in NAPLAN numeracy from 15% in 2013–2015 to 26% in 2016/2017.	QTSS entitlement was also utilised to support implementation of AP Network and in developing whole school practices.	23% of students reached proficiency in numeracy across 2016–2017. Year 3 outperformed Year 5 in terms of proficiency.

Next Steps

Reading results have been quite pleasing. Whilst we have seen significant growth in our punctuation and grammar results, though this has not transferred across to writing, particularly for Year 5 students. A focus on developing writing, utilising explicit teaching, feedback and assessment will be a focus of the 2018–2020 school plan. Whilst we saw significant growth in numeracy results, Year 5 results were not as strong as expected. A strong focus on numeracy, developing consistent school-wide practices as well as targeting explicit instruction, assessment and feedback will be required in 2018–2020.

Strategic Direction 2

The establishment of quality systems that promote professional development, productivity and consistency.

Purpose

To support the ongoing improvement of student outcomes through the continuous and deliberate development of a skilled, effective and professional workforce, who operate within a productive, supportive and consistent system, where expectations are high and clearly communicated.

Overall summary of progress

The school has progressed significantly over the three year period in terms of quality systems. There is greater consistency in curriculum delivery and assessment as a result of the development of whole-school scope and sequences, supervisory processes and other school-wide systems.

K–2 teaching staff remain both confident and competent in their knowledge, understanding and recording of PLAN data based on collaboratively developed student assessment tasks. 3–6 staff show progress and development with regard to assessing and entering PLAN data. Individual teachers utilise their PLAN data in order to inform future learning for their students, and whole school data is monitored to track trends and progress. Our student semester reports highlight clear lines of sight between curriculum, student learning and assessment, and how teachers are reporting student progress to parents, based on syllabus outcomes and continuum clusters. Analyses of our communications with parents highlights strong levels of engagement. Parents feel informed and receive regular updates about what their children are learning and how well they are progressing. The high levels of correspondence using our Class Dojo and the feedback from parents shows our commitment to open, honest and respectful communication.

Performance and development processes have provided wonderful opportunities for teachers to set personal goals and build upon their professional practice and expertise. Professional learning and collaborative practices have ensured that all staff know and understand the PDP process. All staff work with supervisors and their stage colleagues to develop goals and plans that show clear links to whole-school priorities and that are reflective of their current personal development needs. Teachers are provided with specific release time (using RAM funding) to work on their performance and development goals. This release time has enabled them to utilise peer observations to refine and improve their teaching practices and to draw on the expertise of others. Leadership and management practices, as well as effective resource planning have ensured that PDP practices are fair and equitable. The PDP timeline gives guidance to staff to ensure that they stay on track with their plan. The establishment of supervisory processes such as the program checklist has provided a platform for programming review and feedback. The checklist provides staff with a scaffold for developing their teaching learning programs and enables constructive feedback processes to occur. The entire process allows executive staff to monitor the implementation of mandatory requirements and the inclusion of school priorities.

In creating a holistic approach to student support processes, we have created an environment that focuses on the wellbeing of all students. It gives clear guidance and support to teachers as they address the needs of each of their students. Personalisation of support is evident for each child and open, respectful communication is at the core of making positive gains for all students. Positive feedback from parents and community members about the level of support we provide for our students is evidence of the positive learning environment that has been created. Numerous initiatives help to address needs across a range of areas. These programs include Rock & Water (to build social emotional resilience), GOT IT (to identify and address behaviour conduct issues), School Shed (targeted to engage boys and build respectful relationships), Minilit (an early intervention literacy program), CARE by Five (whole-school approach to values education and for identifying and rewarding positive behaviours), Seasons for Growth (support for students who have experienced grief, loss or trauma) and we foster partnerships with external service providers (who deliver specialised support through NDIS, or who deliver professional learning and support for teachers e.g OT, Speech). Weighted blankets, sound reducing earphones and the use of pencil grips, where appropriate, all add to the suite of support strategies that we implement in order to meet our students' needs. Our school parliament and our buddy bench are wonderful examples of how our students support and encourage one another.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students' development is tracked along the literacy and numeracy continuums using PLAN and reviewed regularly in accordance with school data	Use of additional teacher release time enabled teachers to develop consistent practices, and record and analyse data.	All student data is being collected and tracked but there is still more room for greater consistency. Teachers require designated time for reviewing data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
collection timeline.		All student data is being collected and tracked but there is still more room for greater consistency. Teachers require designated time for reviewing data.
Lesson observations, as a professional learning tool, are rated by staff at level 3 or higher on Guskey's scale of effectiveness.	Use of additional teacher release time enabled teachers to develop PDP goals aligned to school strategic directions and teaching standards. It also enabled staff to work collaboratively during peer observations.	Staff rated their lesson observation on average at level 3 on Guskey's scale. Surveys found that this time was highly valued but needed greater structure in order to be more effective and more consistent.
100% of staff feel that student support processes result in the provision of adequate support as evidenced through staff survey.	Additional SLSO and support teacher time ensured that students were identified and supported throughout the year.	Staff survey indicated that all staff rated student support processes at or above the adequate level. Systems were clearer and easier to follow and that they had had greater access to support, when needed.

Next Steps

Having established quality systems in terms of teaching and learning, wellbeing and professional practice, the school now needs to consolidate and review these systems to make any necessary adjustments. Focusing on professional learning systems of practice will be key in terms of future success, i.e. developing whole school PL programs and registering hours on MyPL (as all staff move to accreditation and maintenance from 2018). In addition, ensuring that supervisory and PDP processes are clear to all staff and reflect whole school strategic direction.

Lesson studies will become a key strategy within the 2018–2020 school plan as staff focus their attention on improving proficiency levels in writing and numeracy. These processes will also complement our collaborative approach practices.

Strategic Direction 3

To implement ongoing collegial practices with the Cardiff Community of Schools

Purpose

To improve and support collegial practices across the Cardiff Community of Schools. To develop learning teams across the schools who support the professional development of all staff and enhance outcomes for all students. To support executive teachers in the implementation of Great Teaching Inspired Learning initiatives. To build upon the established learning networks for LASTs and SAMs within our 6 schools.

Overall summary of progress

The focus of the AP Network shifted over the three year cycle, in response to new practices/policies/initiatives were implemented across the school/department. In terms of curriculum and assessment, significant gains were made in terms of consistency across schools and working in collaboration.

Our Cardiff Community of Schools Network is highly regarded by staff, and colleagues. The networks include our Principal Network, AP Network, SAM Network, LAST Network and Aboriginal Education Network. Each of these networks provides our staff members with collaborative support and brings together a powerful collective knowledge and experience base.

Our AP Network is instrumental in the ongoing development and leadership capacity building for our executive and aspiring leaders. It enables us to combine our resources and strengths for the betterment of our staff and our students. We regularly invite our support service staff to work with our executive teams in developing their knowledge and understanding of school and departmental priorities like teacher accreditation, new syllabus implementation, external validation, LMBR and a range of other reform areas within our profession.

It has enhanced our executive staff's ability to relieve effectively in the Principal role and to support their staff back at their respective schools. A number of the processes established and the outcomes achieved through this network have led to greater consistency in quality practices across our schools. Sharing assessment strategies and curriculum implementation processes has ensured greater consistency across classrooms and across schools. The strategic shift in the focus of our AP Network saw high quality professional learning opportunities targeting our executive staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School executive rate AP network assessment initiative at level 3 or higher on Guskey's scale of effectiveness.	Our QTSS entitlement allowed us to release executive staff to work together with our Community of School sand to develop site specific processes and resources for our staff and our school.	The school executive, on average rated the assessment initiative at level 3 on Guskey's scale. There were aspects of the initiative, particularly the ability to work with colleagues across our community of schools that were highly valued. Greater emphasis needed to be placed on specific tools for assessment and data analysis.
School executive rate AP network curriculum initiative at level 3 or higher on Guskey's scale of effectiveness.	Each of our APs (or delegates) were released once per term to work with colleagues across schools.	Executive rated the curriculum initiative at level 3 on average. They appreciated working collaboratively with peers across schools and in receiving additional support to take back to their teams.
Increase the percentage of Year 7 students achieving proficient bands in NAPLAN Writing from 2% (2013–2015) to 10% by 2017.	QTSS was also utilised for implementation of transition strategies.	12% of students reached proficiency in Writing in 2017 NAPLAN. This exceeded expectations but is only the first step toward further improvement in the years to come.

Next Steps

The AP Network is highly valued by all staff. The focus going forward will be on providing specific PL and capacity building opportunities with regard to their leadership responsibilities and in response to departmental/school

shifts/priorities. Our Cardiff Community of Schools model will continue to provide high quality leadership development opportunities for all staff and ensure the optimisation of our collective knowledge, skills and resources.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO wages – \$5000</p> <p>Connecting to Country PL – \$8460 BroSpeak Training – \$823</p> <p>Resources – \$2757</p> <p>Totalling – \$17040</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$17 040.00) 	<p>The additional School Learning Support Officer time enabled high levels of student support both in, and outside the classroom and led to improved outcomes for students. The Connecting to Country cultural emersion program gave staff a greater understanding and appreciation of Aboriginal culture and perspectives.</p>
Low level adjustment for disability	<p>\$23748 – SLSO wages</p>	<p>School Learning Support Officers were employed to provide both academic and social support for students across the school. This ensured that all students had access to the curriculum and that their unique and individualised needs were met.</p>
Quality Teaching, Successful Students (QTSS)	<p>Approx 321 hours across the school year.</p>	<p>Staff were released in order to work collaboratively with peers to strengthen and enhance their teaching and learning practices in relation to our whole school strategic directions. This enabled staff to implement high quality, evidence-based practices that could then be observed, reviewed and refined. Additional time and support was also utilised to ensure consistency of practice with regard to performance and development processes and in the collection and analysis of data. This resource was also utilised to enable the participation of our executive staff to work within a network of our local schools.</p>
Socio-economic background	<p>\$30472 teaching wages \$20000 additional SLSO support \$14025 Various technology support subscriptions such as Sentral, Reading Eggs, Mathletics etc.</p> <p>Totalling – \$76639</p> <ul style="list-style-type: none"> • Socio-economic background (\$76 639.00) 	<p>These equity funds were used to extend our release time for staff and to provide deliberate and focused time for the implementation and review of strategic processes. Additional time was also utilised to ensure that our Learning and Support processes were adequate and effective. A significant amount was also invested into the provision of additional SLSO time for classes across the school.</p>
Support for beginning teachers	<p>\$4063</p>	<p>One staff member received additional release time to develop her practice and to successfully complete her accreditation. In addition, funds were utilised to provide training in L3 pedagogy.</p>
GOT IT	<p>Release was provided for staff to undertake and support the program and for training in the Fun Friends Program.</p> <ul style="list-style-type: none"> • Additional GOT IT Funding (\$5 955.00) 	<p>A successful grant application enabled us to deliver the Fun Friends social emotional resilience program for our K–2 students, as well as providing intensive support to students and families faced with behaviour conduct issues.</p>
Improving Numeracy Initiative	<p>Release provided for training purposes.</p>	<p>Our school was also successful in gaining a placement in the Improving Numeracy</p>

Improving Numeracy Initiative	<ul style="list-style-type: none"> • Improving Numeracy Grant (\$2 500.00) 	Initiative, which commenced late in 2017. The initiative will form the basis of our Numeracy planning for the 2018–2020 cycle.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	112	111	112	120
Girls	101	98	105	105

Cardiff Public School enrolments have continued to steadily grow over the past few years and are expected to continue this pattern in the coming years. The school is likely to grow from 9 to 10 classes in 2018. The school still has room to grow as only 10 of the 12 class room spaces are currently occupied. There are a significant number of non-local enrolment applications each year.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.8	93.8	94.8	95.7
1	95	92.6	93.8	93.1
2	93	95	94.1	94.1
3	95.5	93.5	94.9	95
4	94.5	91.7	94.5	94.4
5	95	93.4	94.7	94.2
6	93.6	93.9	91	94.1
All Years	94.3	93.5	93.9	94.5
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

There are high expectations maintained with regard to student attendance. Positive attendance messages are communicated via our school newsletter, Dojo and App. Parents are asked, and reminded, to provide justified reasons for any absences. Reminder letters are sent to

families where absences have been left unexplained.

We have an executive member of staff responsible for monitoring attendance and discuss any attendance issues in Executive and Learning Support Meetings. When an attendance improvement plan does not result in desirable outcomes, the Home School Liaison Officer is notified.

Through concerted effort and regular reminders about positive attendance habits, our overall attendance rate increased to 94.5% in 2017 (0.6% higher than the state average).

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	8.94
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.42
Other Positions	0

*Full Time Equivalent

No Aboriginal staff are currently employed at Cardiff Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	7

Professional learning and teacher accreditation

Our professional learning plan focused on delivering high quality, at-point-of-need staff development opportunities that aligned to our school's strategic directions and compliance requirements. In 2017, our professional learning plan encompassed both external and internal training opportunities and provided staff with peer mentoring and lesson feedback opportunities.

Some of the key professional learning activities centred around literacy and numeracy instruction, the development of consistent practices across the school and high quality assessment practices. More of our staff completed 'Connecting to Country' and 'Seven Steps to Writing Success' training. Our writing team provided guidance and support for staff as they started to implement our new scope and sequences, and began to implement our key strategic processes in teaching and learning sessions. The key components included the use of learning intentions and success criteria, the use of 'I do, we do, you do' strategies and the inclusion of daily warm-ups in literacy and numeracy lessons.

Our executive staff, and aspiring leaders, worked collaboratively within our community of schools network to further develop their leadership capacity through the AP Network. Department of Education support service staff provided pivotal and relevant professional learning opportunities for each of our executive. Each year, all of our community of schools staff take part in a combined staff development day at Cardiff High School. The quality of this professional learning has increased each year since its inception.

In addition to professional learning that centred on our strategic directions, all staff also completed their mandatory training requirements.

One staff member completed her proficient teacher accreditation and it is expected that all pre-2004 staff will be accredited by January 1, 2018. All staff from 2018 would then be working towards maintenance of their proficiency.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	317,321
Revenue	2,166,136
Appropriation	2,080,659
Sale of Goods and Services	1,218
Grants and Contributions	79,479
Gain and Loss	0
Other Revenue	0
Investment Income	4,780
Expenses	-2,156,244
Recurrent Expenses	-2,156,244
Employee Related	-1,915,928
Operating Expenses	-240,316
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	9,891
Balance Carried Forward	327,213

As in every year, school finances are the responsibility of the Principal, who works closely with the School Administration Manager and the Executive Team to ensure that school funds are utilised effectively and efficiently. In 2017, the vast majority of funds were consumed through human resourcing, as schools now manage these funds within their budgets. The School Budget Allocation Report (SBAR) provided funds for human resourcing, operational costs and needs-based funding.

Departmental and local school-based budgeting processes were followed to ensure the appropriate and equitable use of all funds.

School and community funds are held to replace long term assets that require replacing. The school will soon need to replace more of our interactive whiteboards, and computer technologies across the school. We will also need to replace assets, such as our ride-on lawnmower in the near future. Whilst there are more funds carried forward at the end of the school year than the previous year, there were a number of unpaid goods on order which inflated the balance carried forward..

All equity funds are exhausted each year to ensure that the funding allocated is utilised for the students within that calendar year. These funds provide additional needs-based support for students. We were able to employ our Learning and Support Teacher for 0.8FTE to support students with additional needs. We utilised equity funds to increase the release time for staff to ensure the successful implementation of school

strategic strategies, and purchased a range of resources to support curriculum delivery. We also utilised our equity funding to provide additional SLSO support for our students.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,624,394
Base Per Capita	33,163
Base Location	0
Other Base	1,591,231
Equity Total	198,686
Equity Aboriginal	17,040
Equity Socio economic	76,639
Equity Language	0
Equity Disability	105,008
Targeted Total	81,971
Other Total	120,023
Grand Total	2,025,075

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

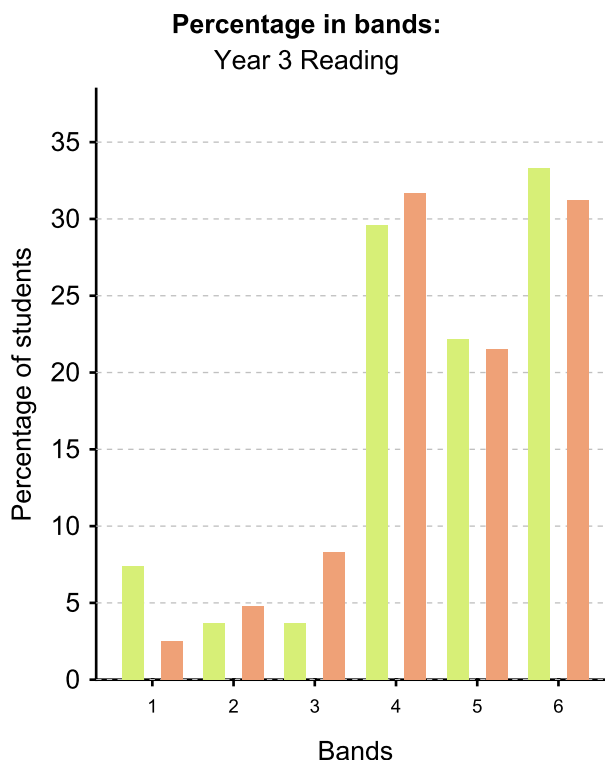
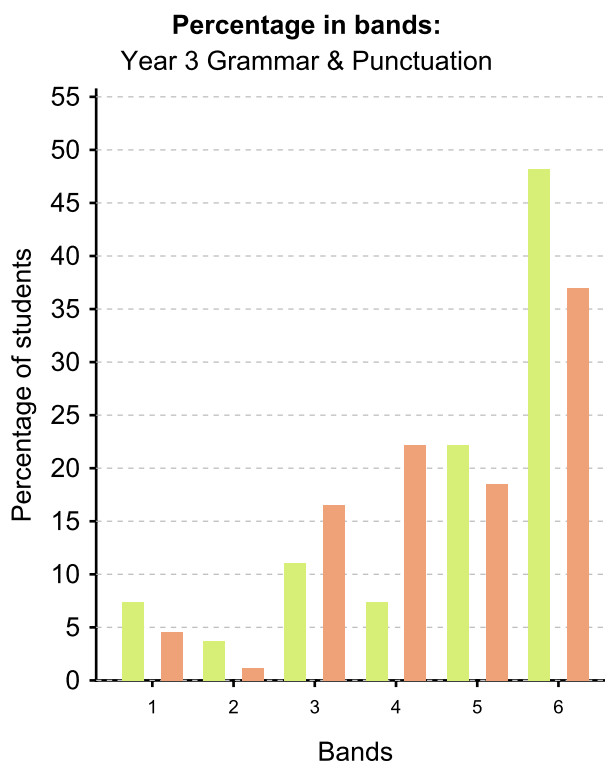
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

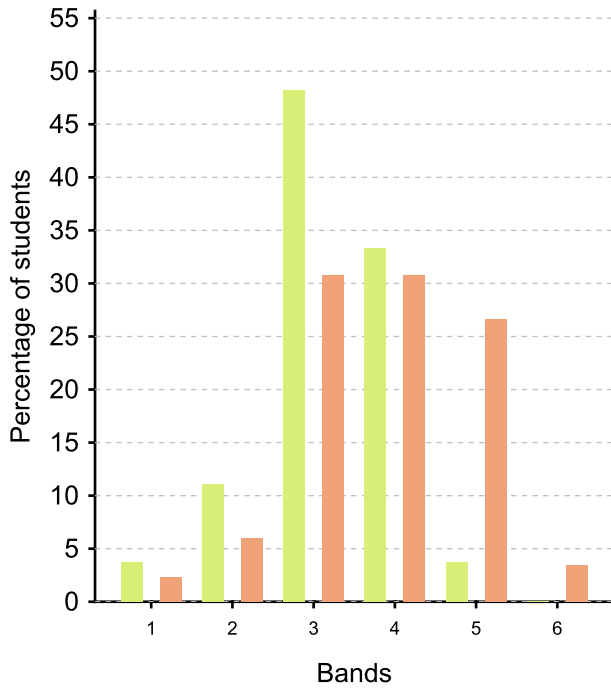
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

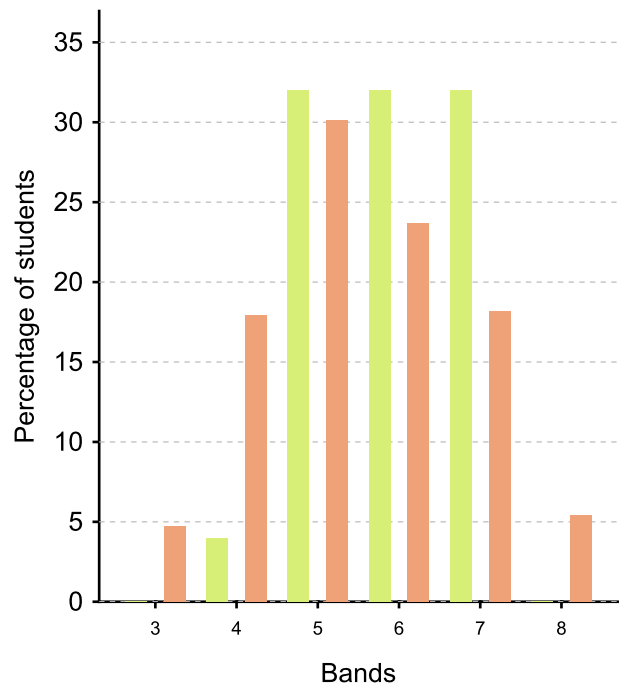
School performance in NAPLAN literacy highlights continued growth in reading and punctuation and grammar, but also highlights the need for a whole-school strategic approach to writing.



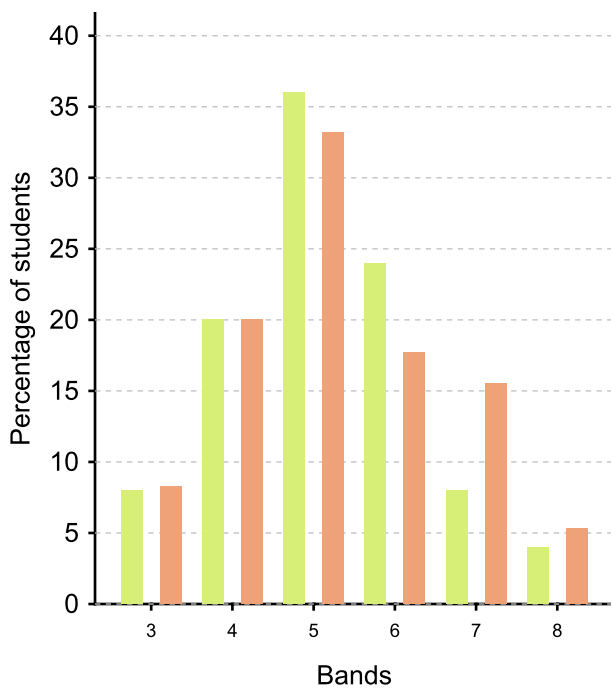
Percentage in bands:
Year 3 Writing



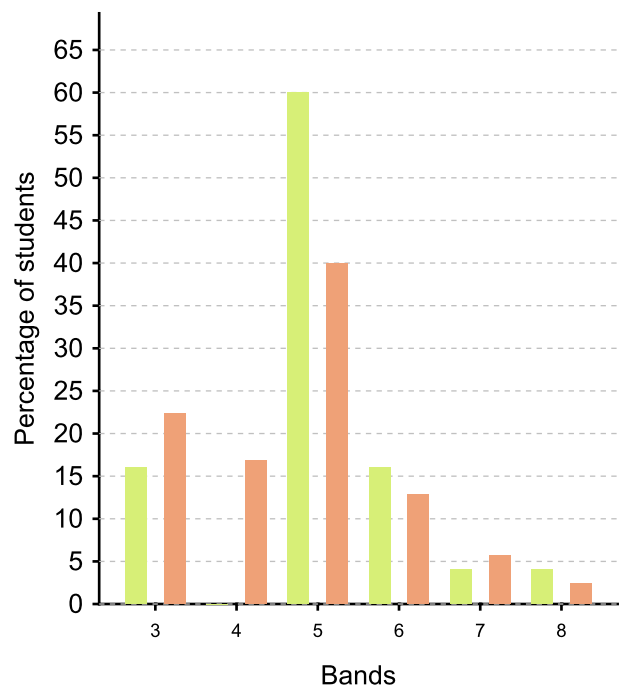
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing



NAPLAN scores in numeracy highlight the need for a specific numeracy initiative within the next school plan, particularly for our 3–6 students.

Parent/caregiver, student, teacher satisfaction

Parents/carers, students and staff were asked to provide feedback through a variety of platforms including surveys, interviews and focus groups. A number of communication modes were utilised, including use of the Tell Them From Me surveys and surveys via our Dojo page and Skoolbag App.

A range of areas were addressed including sense of belonging, engagement, discipline, homework, communication and curriculum.

The key findings were:

Students average survey response scores were equal to, or greater than the NSW Govt. Norm in the areas of Positive Learning Climate, Students with Positive Behaviour at School, Effort, Effective Learning Time, Advocacy at School and in Positive Teacher–Student Relationships, and Expectations of Success. They also felt that they were 9% less likely than the norm to be subjected to any form of bullying either at school or online.

The Teacher Tell Them from Me Survey indicated that staff at Cardiff Public School scored higher across every aspect of the survey than the state norm. The areas slightly above the state norm included collaboration, learning culture, data–informed practice, teaching strategies and leadership. We scored significantly higher than the state in terms of parent involvement and technology.

Parents and Caregivers rated our school more highly than the state average in almost all areas, particularly in the areas of communication. In general terms, parents felt that the school supports positive behaviour, that children are safe at school, that there are high levels of inclusivity, that parents feel welcomed and informed and that the school supports learning. The only area that our parents were below the state norm was in relation to parents supporting learning at home.

Policy requirements

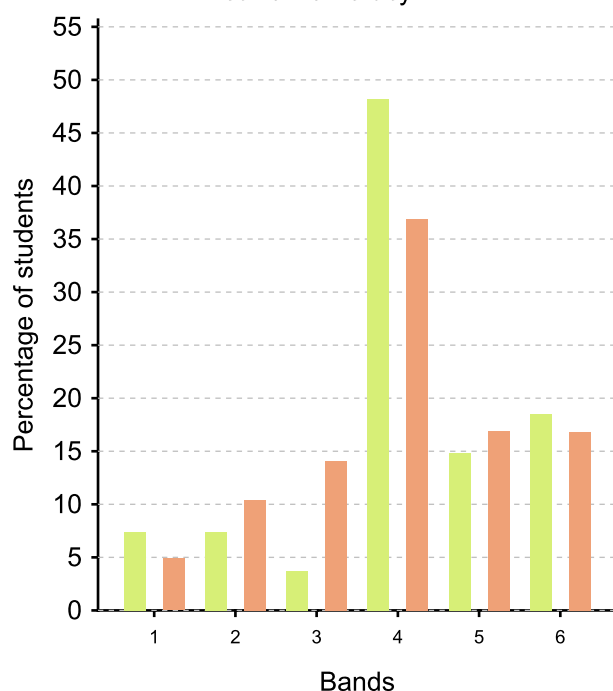
Aboriginal education

In 2017, we celebrated NAIDOC Week with performances by the Cardiff High School Aboriginal Dance Group and PJ Gordon (a local Aboriginal parent). A number of cultural workshops and activities were also held. Our Community of Schools again coordinated the Sista Speak program for our Aboriginal girls, and two staff members were trained for Bro Speak. These programs give students the opportunity to learn more about and celebrate their culture.

All Aboriginal students, in collaboration with families and teachers developed personalised learning pathways. Students were supported in their learning with additional SLSO support.

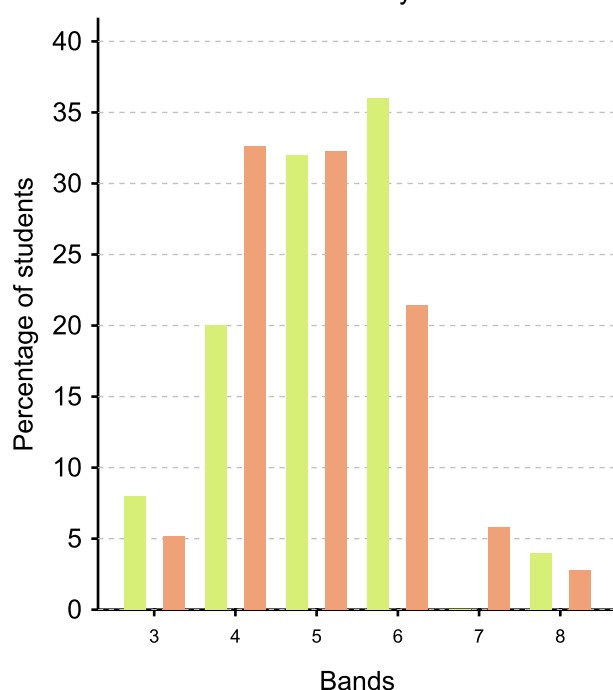
An additional 3 staff participated in Connecting to

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2015-2017

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Country in 2017, immersing themselves into local culture and developing their understanding of Aboriginal traditions and perspectives.

Multicultural and anti-racism education

Multicultural awareness is embedded into our school life and practices. This is achieved by embedding multiple perspectives and including multicultural aspects across each of the key learning areas. We also hold a number of multicultural events throughout the year, such as Harmony Day, to highlight and celebrate the strength of our diversity.

We have specific staff in place, who are trained, to address any racial discrimination, if it arises.