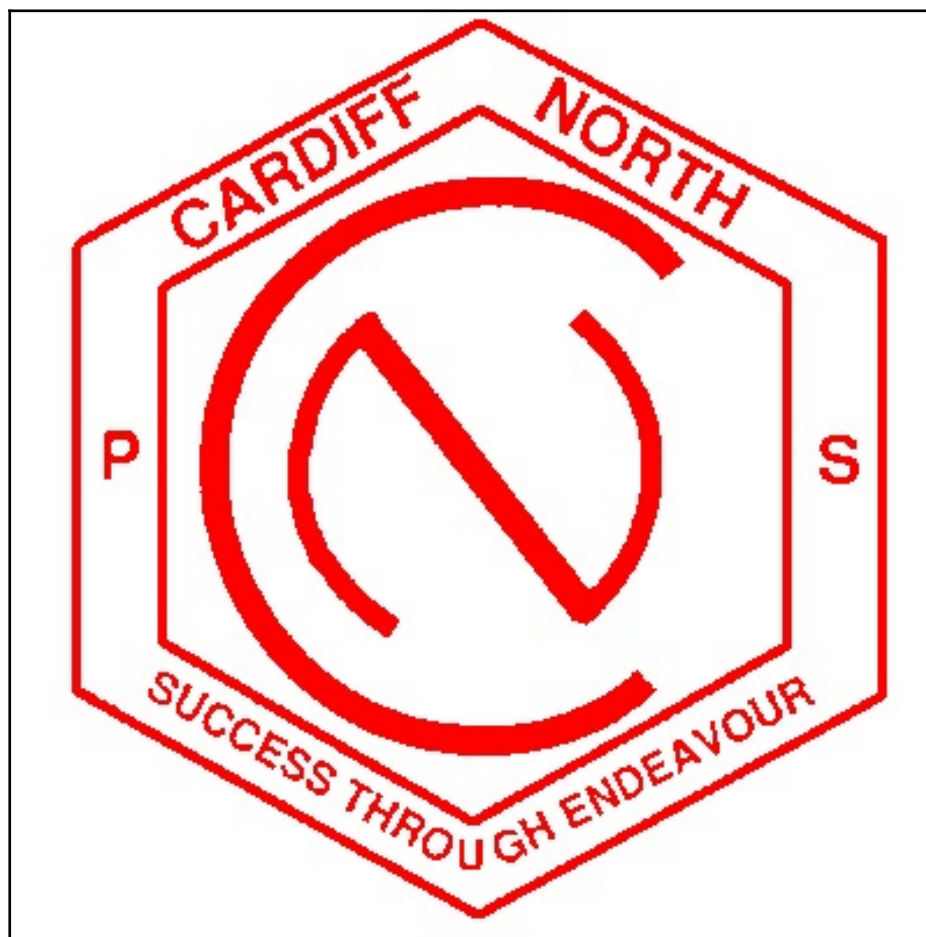


Cardiff North Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Cardiff North 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.

School contact details

Cardiff North Public School

Wansbeck Valley Rd

Cardiff, 2285

www.cardiffnth-p.schools.nsw.edu.au

cardiffnth-p.school@det.nsw.edu.au

4954 0404

School background

School vision statement

Cardiff North Public School's *vision statement* was developed by staff, parents, students and the school community. It states:

"Cardiff North Public School – A hidden treasure where every student is known, valued and cared for.

We serve our community, delivering high quality education to produce successful learners, confident, creative individuals and positive contributors to society."

School context

Cardiff North Public School, situated in the Lake Macquarie suburb of Cardiff, has strong partnerships with the Cardiff Community of Schools, the Cardiff Business Chamber, Cardiff High School, the Kumaridha AECG and the University of Newcastle.

The school community's core values of care, respect, responsibility and co-operation are reflected in our well managed and happy classrooms, successful students and strong student social responsibility. Cardiff North Public School is small enough to offer more personalised educational opportunities while also offering the diverse and engaging programs of a larger school.

Our 2019 enrolment has grown to 161. The school's enrolments have been steadily growing over the past few years. 8% of the school population is Aboriginal and 9% have a language background other than English.

Strong Literacy and Numeracy programs, including the support of the Early Action for Success Instructional Leader and K–2 Interventionist, result in the vast majority of students meeting benchmarks. Cardiff North Public School strives to incorporate and effectively use diverse technologies to enrich student opportunities. The school also ensures educational programs have a multicultural and Aboriginal perspective.

As a result of our commitment to quality learning, Cardiff North Public School provides a stimulating and challenging environment that nurtures children to reach their full potential and become global citizens.

Self-assessment and school achievement

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. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

LEARNING DOMAIN 2019

In the School Excellence Framework domain of **Learning**: Cardiff North Public School has moved from Delivering, into the next category which is **Sustaining and Growing**.

Within the theme of 'High expectations,' Cardiff North Public School has a demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. In 2019, opportunities were given to parents to work with teachers to collaboratively plan goals for students with the collective aim to improve student learning. These included face-to-face parent teacher interviews in terms 1 and 3, LST meetings for targeted students once per semester and the provision of two formal student reporting periods in terms 2 and 4. Throughout the year students completed regular conferences with their classroom teachers to ensure their specific learning goals remained a focus to achieve success.

Within the theme of 'Transitions and continuity of learning,' Cardiff North Public School collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk. In 2019, intensive kindergarten and high school orientation programs were in place to identify at risk students as they enter and leave primary school. Establishing effective systems and processes to work collaboratively with parents, Pre-school and High School personnel and the Learning Support Teams in all settings, has

ensured the successful transitions of all students.

Within the theme of 'Attendance,' Cardiff North Public School has systems in place for teachers, parents and the community to work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes. In 2019, this involved quarterly audits of attendance procedures between the executive team and the Home School Liaison Officer. As a result of these audits, attendance procedures were refined to include the provision of 'attendance concern' and 'improved attendance' letters to parents. The flow chart of attendance procedures was refined to include the area of improved attendance. Cardiff North Public School is now excelling in this area within the Schools Excellence Framework.

Within the theme of 'Caring for students,' Cardiff North Public School has processes in place so that every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. In 2019 our Wellness Hub continued to be used at lunch times, providing opportunities for students to connect with specific teacher mentors in the form of a 'wellbeing check in.' The Wellness Hub led to specific student needs being identified and to Learning and Support interventions for targeted students.

Within the theme of 'A planned approach to wellbeing,' Cardiff North Public School collects, analyses and uses data, including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement to improve learning. In 2019, our new PBL style wellbeing system was introduced to students and parents via a student Wellbeing Launch Day, led by staff and subsequently with a student-led Wellbeing Launch Day for parents and community members. Throughout 2019, feedback was sought from students, staff and parents on the effectiveness of the new system. SENTRAL wellbeing data and Tell Them from Me surveys, as well as internal wellbeing surveys for parents, staff and students were used to evaluate the effectiveness of this system.

Within the theme of 'Individual Learning Needs,' Cardiff North Public School has well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. In 2019, our formative and summative assessment practices were evaluated against evidence-based research. Further professional learning around the use of the Learning Progressions and PLAN 2 for formative assessment was delivered shoulder to shoulder to every classroom teacher. School Services experts worked with the school executive team to plan future professional learning for classroom teachers. The Instructional Leader and Assistant Principals delivered professional learning to the Cardiff Community of Schools Assistant Principal network showcasing the systems Cardiff North Public School has in place to effectively respond to individual learning needs.

Within the theme of 'Behaviour,' Cardiff North Public School has expectations of behaviour that are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. In 2019 our new wellbeing system led to a reduction in negative playground and classroom incidents among students as evidenced by our SENTRAL wellbeing data. 98% of our students participated in our end of term Reward Days throughout 2019 indicating they were not involved in any negative playground or classroom incidents.

Within the theme of 'Curriculum provision,' Cardiff North Public School's curriculum provision and evidence-based teaching provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. In 2019, a review of all scope and sequences has led to refinements being made to ensure current mandatory requirements in curriculum areas have been updated.

Within the theme of 'Teaching and learning programs,' Cardiff North Public School's teaching and learning programs describe expected progression in knowledge, understanding and skill and the assessments that measure them. In 2019, curriculum teams, led by executive staff and teaching staff, worked collaboratively on ensuring our teaching and learning programs reflected our scope and sequences and effectively described progression of learning. The executive team also analysed formative and summative assessment methods used and their effectiveness in identifying progression of student learning.

Within the area of 'Differentiation,' teachers at Cardiff North Public School differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. In 2019, differentiation of pedagogy and content was a regular focus during stage meetings related to instructional leadership and Learning Sprints. Expert teachers mentored beginning teachers during sessions where assessment data was analysed throughout a teaching and learning cycle and strategies to improve student learning were suggested for future implementation and evaluation.

Within the theme of 'Formative, summative assessment and student engagement,' teachers at Cardiff North Public School routinely use evidence of learning, including a range of formative assessments, to inform their teaching, adapt their practice and meet the learning needs of students. Assessment is a tool that supports learning across Cardiff North Public School. Teachers use reliable assessments to capture information about student learning and students know when and why assessment is undertaken. In 2019, the Instructional Leader and Assistant Principals led professional learning sessions around evidence-based formative and summative assessment within their stage meetings. This led to teachers adapting their practice and improving their understanding around the language of the progressions of learning for students. Within classrooms, shoulder to shoulder instructional leadership improved teacher practice in identifying opportunities for ongoing formative assessment and led to students knowing when they were being assessed and why

the teacher was assessing them at a particular point in time.

Within the theme of 'Whole school monitoring of student learning,' the executive team and classroom teachers work collaboratively to analyse summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.

Within the theme of 'Whole school reporting,' Cardiff North Public School has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis. In 2019, as mentioned previously, two formal face to face interviews and two formal reporting periods are in place to provide parents with opportunities to work collaboratively with teachers with the collective aim to improve student learning. Cardiff North Public School also reports on whole school improvement through the Annual School Report, the achievement of the School Plan Milestones and through the Schools Excellence Framework and Self-Assessment Survey.

Within the theme of 'Student Reports,' Cardiff North Public School's reports contain personalised information about individual student learning progress and achievement and preview plans for meeting future learning goals. In 2019 professional learning was delivered from the executive staff to beginning teachers on high quality report writing. The aim of this professional learning was to ensure accurate, point in time feedback and future goals were reported on in a parent-friendly manner.

Within the theme of 'Parent engagement,' Cardiff North Public School's parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

Within the theme of 'Value-add,' Cardiff North Public School's NAPLAN data indicates that our school's value-add trend data for 2019 is positive.

Within the theme of 'NAPLAN,' Cardiff North Public School had at least 90% of students in 2019 achieving at or above national minimum standards on NAPLAN reading, writing and numeracy.

Within the theme of 'Student growth,' Cardiff North Public School identifies growth targets for individual students, using internal progress and achievement data. In 2019, this data has included targeted areas of the PLAN 2 learning progressions, reading benchmarks, PLAT Writing rubrics and NAPLAN data.

Within the theme of 'Internal and external measures against syllabus standards,' Cardiff North Public School uses internal as well as external assessments (such as NAPLAN) to assess student progress and achievement against syllabus outcomes.

TEACHING DOMAIN 2019

In the School Excellence Framework domain of **Teaching**: Cardiff North Public School has moved from Delivering, into the next category which is **Sustaining and Growing**.

Within the theme of 'Lesson planning,' Cardiff North Public School teachers collaborate across stages and teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. In 2019, Stage 2 and Stage 3 teams worked collaboratively to conduct several Learning Sprints driven by data and feedback to improve outcomes for all students. Early Stage 1 and Stage 1 teams worked shoulder to shoulder with the Instructional Leader to implement Language, Learning and Literacy (L3) as an effective research-based literacy program to compliment their daily literacy program by increasing opportunities for students with diverse learning needs to achieve educational outcomes.

Within the themes of 'Explicit Teaching and Feedback,' Cardiff North Public School teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teachers provide explicit, specific and timely feedback related to defined success criteria. Teachers' feedback supports improved student learning. In 2019, Cardiff North Public School teachers observed demonstration lessons conducted by the Instructional Leader and Interventionist to improve their understanding of effective questioning and assessing through evidence-based formative assessment strategies.

Within the theme of 'Classroom management,' Cardiff North Public School classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. In 2019, a new wellbeing system, 'Go For Gold,' was introduced school-wide providing a PBL approach to classroom management. Teachers at Cardiff North Public School provide consistency with the new system across the whole school environment to ensure students are engaged in productive learning experiences.

Within the theme of 'Data Literacy,' Cardiff North Public School teachers access and engage in professional learning that

builds skills in the analysis, interpretation and use of student progress and achievement data. In 2019, teachers received shoulder to shoulder professional learning from the Instructional Leader and executive team in stage meetings to build skills in the analysis, interpretation and use of student progress and achievement data.

Within the themes of 'Data analysis and Data use in planning,' the Cardiff North Public School leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data. Clear and accurate analysis of student progress and achievement data inform planning that is shared with the school community in the Annual Report. In 2019, the leadership team analysed data in 5 weekly cycles throughout the year to evaluate and refine assessment practices within the school. Cardiff North Public School shares student progress and achievement data that is used to inform planning with the school community through the Annual School Report.

Within the theme of 'Data use in teaching,' Cardiff North Public School assessments are developed/sourced and used regularly across stages/year levels/subject areas or the whole school to help promote consistent and comparable judgment of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. In 2019, stage meetings were used to ensure consistent teacher judgment and to inform targeted students for tiered intervention to improve outcomes and extend learning experiences for students. Cardiff North Public School used the PLAT writing rubric to identify skill gaps in writing and PLAN 2 to plot students on a select number of indicators. This data was used to inform future teaching by providing explicit learning intentions and success criteria enabling a differentiated continuum of learning for the diverse range of learners.

Within the themes of 'Improvement of practice and Accreditation,' Cardiff North Public School teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use the professional standards and PDPs to identify and monitor specific areas for development or continual improvement. In 2019 PDP folders were distributed for all staff to plot themselves against the Australian Professional Standards. 5 weekly reflections in stage meetings provided an avenue for discussion and gave staff the opportunity to further unpack the professional standards and to reflect on their own practice.

Within the theme of 'Literacy and numeracy focus,' Cardiff North Public School teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage. In 2019 writing and formative assessment were the identified areas for improvement for staff. Learning Sprints were used to deepen teachers understanding of the effective teaching of writing and to embed formative assessment into everyday practice.

Within the themes of 'Collaborative practice and feedback,' Cardiff North Public School teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. In 2019, the executive team engaged in the University of Newcastle's Cognitive Growth Coaching Model to improve understanding of evidence-based systems for effective collaborative practice and feedback. The executive team observed each other to practice the Growth Coaching Model before sharing their experiences with the Cardiff Community of Schools Assistant Principal Network.

Within the theme of 'Professional learning,' Cardiff North Public School staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. In 2019, the Stage 3 teachers delivered professional learning to the Cardiff Community of Schools around the Writing Initiative and as mentioned above, the executive team shared their knowledge of Growth Coaching with the Cardiff Community of Schools Assistant Principal Network.

Within the theme of 'Expertise and innovation,' Cardiff North Public School identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices. In 2019, as part of Cardiff North Public School's commitment to shared leadership, every member of the teaching staff was supported to deliver professional learning to staff. This was in line with the school plan and related to their individual PDP goals.

LEADING DOMAIN 2019

In the School Excellence Framework domain of **Leading**: Cardiff North Public School has moved from Delivering, into the next category which is **Sustaining and Growing**.

Within the theme of 'Instructional leadership,' professional learning at Cardiff North Public School emphasised developing instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. In 2019, opportunities were given to both executive staff and teaching staff to ensure all staff were improving their capacity as leaders of learning. For the executive team, this involved engaging with The University of Newcastle's Cognitive Growth Coaching model. For teaching staff, it involved ensuring all staff were

given the opportunity to lead either School Planning Teams or Curriculum Teams, or to take on leadership roles within these teams in key initiative areas.

Within the theme of 'High expectations culture,' Cardiff North Public School's leadership team developed processes to collaboratively review teaching practices. In 2019 this involved refining the PDP process to include regular opportunities for staff to engage with the Australian Teaching Standards with their supervisors. Video observations of staff in stage teams led to staff improving their teaching practice, through a collaborative and supportive reflection process.

Within the theme of 'Performance management and development,' Cardiff North Public School's teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement. In 2019, this involved all staff within the school taking ownership of their PDP and being proactive about their own professional learning.

Within the theme of 'Community engagement,' Cardiff North Public School regularly solicited and addressed feedback on school performance from students, staff, parents and the broader school community. In 2019, parents were again involved in the Tell Them from Me Surveys where they were given the opportunity to provide feedback in many domains.

Within the theme of 'Continuous improvement,' the leadership team at Cardiff North Public School actively supported change that led to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. In 2019, this involved working with the Writing Initiative Team to refine the teaching practice of writing to include a greater emphasis on the craft of writing and the writing process. The Writing Team used the PLAT Writing Rubric and progressions data around creating texts, to monitor the change in student results before, during and after this change in pedagogy.

Within the theme of 'School plan and Annual report,' the leadership team at Cardiff North Public School embedded clear processes, within accompanying timelines and milestones, to direct school activity towards the effective implementation of the school plan. In 2019, school planning teams were established so that all staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

Within the theme of 'Staff deployment,' the leadership team at Cardiff North Public School allocated non-educational administrative tasks to appropriate non-teaching staff. All staff use the technology available to streamline the administrative practices of the school. In 2019 this involved the employment of an executive assistant, to help complete the compliance administration for the school.

Within the theme of 'Facilities,' Cardiff North Public School's physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. In 2019, a Stage 3 garden space and outdoor learning area was designed by students and built with assistance from the Stage 3 teachers and the GA. An Aboriginal yarning circle was designed by students and now provides a much-loved outdoor wellbeing check in space that all classes love to use.

Within the theme of 'Technology,' Cardiff North Public School's teaching and non-teaching staff effectively use technology to enhance learning and service delivery. In 2019, the technology team focused on enhancing communication to parents through the use of Seesaw and also revamped our school's website. STEMshare kits were sourced through the department and shared among classes to improve the school's access to wider variety of technology resources.

Within the area of 'Community use of facilities,' Cardiff North Public School's use of school facilities by the local community delivers benefits to students. In 2019, this involved the Tamil school being a part of our Harmony Day celebrations.

Within the theme of 'Financial management,' Cardiff North Public School used strategic financial management to gain efficiencies and to maximise resources available to implement the school plan. In 2019, professional learning around the SAP/SALM system and the EfPT led to more efficient systems being examined for future implementation.

Within the theme of 'Administrative systems and processes,' the senior executive team worked with the administration team to make informed choices about administrative practices and systems in place based on cost effectiveness, evidence and in response to local context and need. In 2019 this involved the senior executive team working with the administration team around their understanding of auditing procedures and compliance.

Within the theme of 'Service delivery,' Cardiff North Public School has streamlined, flexible processes to deliver services and information and to support parental engagement and satisfaction. In 2019, this involved the use of Seesaw to support parents to engage with their child's learning throughout the day.

Within the theme of 'Community satisfaction,' Cardiff North Public School's leadership team analyses responses to school community satisfaction measures. In 2019, this involved the leadership team and wellbeing team analysing Tell Them from Me surveys and evaluating and refining school practices in line with the survey results.

Strategic Direction 1

LEARNING—Literacy, Numeracy & Wellbeing

Purpose

To ensure student wellbeing and data driven practice underpins student success.

Improvement Measures

Improve the positive sense of wellbeing of students, staff and parents.

5% increase in the percentage of students in the top two skill bands in Reading, Writing and Numeracy.

Overall summary of progress

Cardiff North Public School has a planned approach to wellbeing. As a school we collect, analyse and use data, including valid and reliable student, parent and staff surveys/feedback. We use this data to monitor and refine a whole school approach to wellbeing and engagement to improve learning. In 2019, our new PBL style wellbeing system was introduced to students and parents via a student Wellbeing Launch Day, led by staff and subsequently with a student-led Wellbeing Launch Day for parents and community members. Throughout 2019, feedback was sought from students, staff and parents on the effectiveness of the new system. SENTRAL wellbeing data and Tell Them from Me surveys, as well as internal wellbeing surveys for parents, staff and students were used to evaluate the effectiveness of this system.

Cardiff North Public School has well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. In 2019, our formative and summative assessment practices were evaluated against evidence-based research. Further professional learning around the use of the Learning Progressions and PLAN 2 for formative assessment was delivered shoulder to shoulder to every classroom teacher. School Services experts worked with the school executive team to plan future professional learning for classroom teachers. The Instructional Leader and Assistant Principals delivered professional learning to the Cardiff Community of Schools Assistant Principal Network, showcasing the systems Cardiff North Public School has in place to effectively respond to individual learning needs.

Progress towards achieving improvement measures

Process 1: High level professional learning around the wellbeing framework, explicit instruction, writing strategies and formative assessment

Staff will engage in evidence-based professional learning, collaboratively share research and plan for effective, school-wide implementation. (Hattie, Anderson, Wiliam)

Evaluation	Funds Expended (Resources)
<p>Questions:</p> <p><i>Has the professional learning around the wellbeing framework and PBL system, led to the effective development and implementation of a new wellbeing system for Cardiff North Public School?</i></p> <p><i>Do the teaching staff, executive staff, parents and students provide positive feedback around the implementation of the new wellbeing system?</i></p> <p>Data sources:</p> <ul style="list-style-type: none">• Parent Survey (incl. Tell Them from Me)• Student Survey• Staff Survey• SENTRAL wellbeing data <p>Findings:</p>	<p>Staff Meeting</p> <p>Wellbeing Launch Days</p>

Progress towards achieving improvement measures

• In 2019 our new PBL style wellbeing system was introduced to students and parents through student Wellbeing Launch Days. Throughout 2019 feedback was sought from students, staff and parents on the effectiveness of the new system. SENTRAL wellbeing data and Tell Them from Me surveys, as well as internal wellbeing surveys for parents, staff and students were used to evaluate the effectiveness of this system. All feedback from staff, students and parents related to the Wellbeing system has been positive.

Implications / Where to next?:

• In 2020 the wellbeing team will focus on reviewing the LST and wellbeing procedures and include procedures and practices around the new High Potential Students Policy. The aim of this focus is to ensure there is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning in 2020 will be informed by sound holistic information about each students' wellbeing and learning needs in consultation with parents/carers.

• In 2020 the school's new wellbeing approach will be thoroughly implemented and will be again reviewed throughout the year. Once embedded practice within the school, these wellbeing procedures will ensure positive, respectful relationships are evident and widespread among students and staff. These relationships will promote student wellbeing to ensure optimum conditions for student learning exist across the whole school.

Process 2: Evidence-based systems

Implement evidence-based practices to ensure data drives teaching, learning and wellbeing initiatives.

Evaluation	Funds Expended (Resources)
<p>Questions:</p> <p><i>Do the staff at Cardiff North Public School feel, individually and as a school, that we have well-developed, evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs?</i></p> <p>Data sources:</p> <ul style="list-style-type: none"> • Stage Meeting Minutes <p>Findings:</p> <ul style="list-style-type: none"> • All staff believe that Cardiff North Public School has well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. The approaches included L3 in K-2 and Learning Sprints in 3-6. • Individually, our leadership team identified and addressed the differentiated, professional learning needs of staff in the areas of formative and summative assessment in Writing. • In 2019 our formative and summative assessment practices were evaluated against evidence-based research on their effectiveness. • Professional learning around the use of the Learning Progressions and PLAN 2 for formative assessment was delivered shoulder to shoulder to every classroom teacher. • School Services experts worked with the school executive team to plan future professional learning for classroom teachers. • The Instructional Leader and Assistant Principals delivered professional learning to the Cardiff Community of Schools' Assistant Principal network, showcasing the systems Cardiff North Public School has in place to effectively respond to individual learning needs. 	<p>Stage Meetings</p>

Progress towards achieving improvement measures

Implications / Where to next?:

- In 2020 Cardiff North Public School will focus on student engagement and formative and summative assessment. The aim is that assessment is to be used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment will be practiced expertly by teachers.
- While currently the school analyses student progress and achievement data, a range of practices around including other contextual information will be strategically planned for.
- An important element in planning for 2020 within the Learning domain is to ensure students and parents understand the assessment approaches used in the school and their benefits for learning.
- A further area to develop is to ensure that feedback from students on their learning is derived from assessments to inform further teaching.
- The provision of quality feedback to students on their learning will be another element that staff will continue their focus on for 2020.

Next Steps

In 2020, the wellbeing team will review Learning and Support and wellbeing procedures to ensure there is school-wide, collective responsibility for student learning and success, shared by parents and students.

The school's new wellbeing approach will be embedded and reviewed throughout 2020.

In 2020, Cardiff North Public School will focus on student engagement and formative and summative assessment. The aim is that assessment is to be used flexibly and responsively as an integral part of daily classroom instruction and formative assessment will be practiced expertly by teachers and our approach shared within networks of schools.

An important element in planning for 2020 within the Learning domain is to ensure students and parents understand the assessment and feedback practices at Cardiff North Public School and their benefits for learning.

Strategic Direction 2

TEACHING – Form. Assess. & Feedback

Purpose

To ensure teachers are proficient in evidence-based teaching strategies, their use of formative assessment and quality feedback to drive student improvement

Improvement Measures

All teaching programs demonstrate evidence based consistency in planning and assessment as per DoE and NESA guidelines.

All teachers show evidence of a growth in capacity to meet student needs.

Overall summary of progress

Cardiff North Public School teachers engaged in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support. In 2019 the executive team engaged in the University of Newcastle's Cognitive Growth Coaching Model to improve understanding of evidence-based systems for effective collaborative practice and feedback. The executive team observed each other to practice the Growth Coaching Model before sharing their experiences with the Cardiff Community of Schools Assistant Principal Network.

Within the theme of 'Lesson planning,' Cardiff North Public School teachers collaborate across stages and teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. In 2019, scope and sequences in all KLAs were developed and implemented. Stage 2 and Stage 3 teams worked collaboratively to conduct Learning Sprints driven by data and feedback to improve outcomes for all students. Early Stage 1 and Stage 1 worked shoulder to shoulder with the Instructional Leader to implement Language, Learning and Literacy (L3) as an effective research-based literacy program.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Staff engage in collaborative practice, working in teams to plan, design, analyse and reflect on teaching and learning.

Evaluation	Funds Expended (Resources)
<p>Questions:</p> <p><i>Were the staff involved in the Cognitive Growth Coaching model positive about its use to support staff with feedback after observations of their teaching practice?</i></p> <p>Data sources:</p> <ul style="list-style-type: none">• Meeting Minutes <p>Findings:</p> <ul style="list-style-type: none">• Staff were positive about contextually adapting the coaching model to be used during supportive, feedback sessions with staff around their teaching practice. <p>Implications / Where to next?</p> <ul style="list-style-type: none">• In 2020, Cardiff North Public School will have a numeracy focus that will underpin the culture of collaborative practice within and across networks.• Observations of the effective teaching of numeracy will be showcased in our own Community of Schools and across other Communities of Schools by our expert teachers to improve teaching practice in mathematics.	<p>Staff Meeting</p>

Progress towards achieving improvement measures

- A modified Cognitive Growth Coaching model will be used to support staff during observations of their teaching and to help them prepare to share their teaching across communities of schools.

Process 2: Programming and Assessment

Use a whole school approach to develop and ensure consistency of curriculum delivery and assessment to meet student needs and DoE / NESA requirements.

Evaluation	Funds Expended (Resources)
<p>Questions:</p> <p><i>Have teachers collaborated across stages to evaluate and refine the Scope and Sequences for all KLAs using their knowledge of curriculum and evidence-based programs?</i></p> <p><i>Did the curriculum team create, communicate and share Scope and Sequences with all staff to help staff refine the curriculum delivery for each KLA throughout the year?</i></p> <p>Data sources:</p> <ul style="list-style-type: none">• Meeting Minutes• Scope and Sequence Folders• Class programs <p>Findings:</p> <ul style="list-style-type: none">• Staff effectively collaborated to share their curriculum knowledge to inform the development of evidence-based programs and lessons.• Scope and Sequence folders were created using NESA guidelines and teaching programs reflecting the use of these scope and sequences in the delivery of curriculum. <p>Implications / Where to next?</p> <ul style="list-style-type: none">• In 2020, School Services will continue to work collaboratively with the executive team to deliver professional learning to staff around formative assessment and feedback.• The Instructional Leader and executive team will model evidence-based practice in the effective delivery of specific and timely feedback to staff on their teaching and learning program.• <p>The implementation of the new scope and sequences will ensure consistency of curriculum delivery and fulfill the Department of Education's NESA requirements.</p> <ul style="list-style-type: none">• <p>The executive team will drive a culture of reflective practice and continual improvement of pedagogy during shoulder to shoulder mentoring / coaching sessions on curriculum delivery within their stage teams. This will be supported by Monash University's Q Project team, working with the leadership team to evaluate and refine evidence-based systems around curriculum delivery within the school.</p>	<p>Curriculum Team Meeting</p> <p>Staff Meeting</p>

Next Steps

In 2020, Cardiff North Public School will have a numeracy focus that will underpin the culture of collaborative practice within and across networks. Observations of the effective teaching of numeracy will be showcased in our own Community of Schools and across other Communities of Schools by our expert teachers to improve teaching practice in

mathematics across the education system.

Explicit systems will be embedded in the school culture to facilitate professional dialogue around planning, designing, analysing and reflecting on teaching and learning to improve student outcomes.

School Services will work collaboratively with the executive team to deliver professional learning to staff around formative assessment and feedback. The Instructional Leader and executive team will model evidence based practice in the effective delivery of specific and timely feedback.

Effective classroom practice will be evident through the whole school approach to programming and assessment. The implementation of the new scope and sequences will ensure consistency of curriculum delivery and assessment to meet student needs and fulfil the Department of Education's NESA requirements. The executive team will drive a culture of reflective practice and continual improvement of pedagogy by identifying, promoting and modelling evidence-based teaching strategies during shoulder to shoulder mentoring sessions with their stage teams. This will be supported by Monash University's Q Project team, working with the leadership team to evaluate and refine evidence-based systems within the school. Staff will continue to deliver explicit teaching informed by quality feedback and assessment data. Students will continue to be provided with clear learning intentions and success criteria. Teaching programs will continue to be evaluated and reviewed throughout the year with an explicit focus on evidence of quality formative and summative assessment opportunities that are linked to the teaching and learning experiences in the program.

Strategic Direction 3

LEADING – Leadership & Community Engagement

Purpose

To develop and model effective leadership skills that build capacity and create a thriving school community.

Improvement Measures

All staff collect evidence related to the impact of their authentic instructional leadership roles.

An increase each year in the number of community members actively engaged in the school.

An improvement each year in positive parent comments around parent engagement (TTFM).

Overall summary of progress

Professional learning at Cardiff North Public School emphasised developing instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. In 2019 opportunities were given to both executive staff and teaching staff to ensure all staff were improving their capacity as leaders of learning. For the executive team this involved engaging with The University of Newcastle's Cognitive Growth Coaching model. For the teaching staff it involved ensuring all staff were given the opportunity to lead either School Planning Teams or Curriculum Teams, or to take on leadership roles within these teams in key initiative areas.

Progress towards achieving improvement measures

Process 1: Expertise and Innovation

Identify and develop expertise in all staff. Areas for development are identified and addressed through coaching and mentoring. Professional learning supports innovative, evidence-based, future-focused practices.

Evaluation	Funds Expended (Resources)
<p>Questions:</p> <p><i>Were the professional learning opportunities for all staff in 2019 successful in improving the leadership capacity of teaching staff and the leadership team?</i></p> <p><i>Did all staff feel positive about the professional learning opportunities they were given throughout the year?</i></p> <p>Data sources:</p> <p>Meeting Minutes</p> <p>PDP folders</p> <p>Findings:</p> <ul style="list-style-type: none">• All teaching staff and executive staff commented positively about the opportunities they were given to improve their leadership capacity.• End of year PDP reviews showed a clear improvement in teacher's progression through the Australian Standards for Teachers and the leadership teams progression through the Australian Standards for Highly Accomplished, Lead Teachers and Principals.• Professional learning at Cardiff North Public School clearly emphasised developing instructional leadership, management skills and leadership attributes• The executive team engaged with The University of Newcastle's Cognitive Growth Coaching model.• The teaching staff were given the opportunity to lead either School Planning Teams or Curriculum Teams, or to take on leadership roles within	<p>Stage Meeting</p> <p>PDP Meeting</p> <p>Staff Meeting</p>

Progress towards achieving improvement measures

these teams in key initiative areas.

Implications / Where to next?

- In 2020, the leadership team will work with Melbourne's Monash University on the Q Project. This project involves University personnel working with the leadership team to evaluate the success of the evidence-based practices being used to improve student learning outcomes within Cardiff North Public School.
- In 2020, the leadership team and all teaching staff at Cardiff North Public School will work with leaders in numeracy pedagogy to improve the teaching of numeracy within our school. This will involve engaging with experts from the School Services team and The University of Newcastle as well as working across networks of schools with Anita Chin Mathematics Consultancy on key initiatives around numeracy.

Process 2: Community Engagement

Engage with parents, educational and community networks, providing opportunities to develop collaborative practice, cultural understanding and support for learning.

Evaluation	Funds Expended (Resources)
<p>Questions:</p> <p><i>Were the opportunities given to engage with parents, educational and community networks successful in developing collaborative practice, cultural understanding and support for learning?</i></p> <p>Data sources:</p> <p>Meeting Minutes</p> <p>Tell Them from Me Survey</p> <p>Findings:</p> <ul style="list-style-type: none"> • In 2019 purposeful opportunities to engage with parents were provided through regular P&C meetings, involvement in the Wellbeing Launch Day, by soliciting feedback through targeted surveys, (including the Tell Them from Me Survey) and through the introduction of an Aboriginal Education Team. • Strategic opportunities to engage with educational and community networks in 2019 were provided through the school's involvement with The University of Newcastle, Lake Macquarie Network School Services Team, Cardiff Community of School's AP Network, Tamworth region's Writing Initiative and Instructional Leaders Network. • All staff agreed that the provision of opportunities to engage community members within our school to develop collaborative practice, improve cultural understanding and support learning were successful in 2019. <p>Implications / Where to next?</p> <ul style="list-style-type: none"> • In 2020, the leadership team will examine further opportunities to provide an avenue to engage the community. • Community involvement to improve parent understanding around the educational programs within the school will be a focus. • Improving parent recognition of the expertise of our staff in providing best practice education, within a culture of high expectations will be a priority in 2020. • In 2020 we will continue to build the leadership capacity of our staff within the education community, by liaising with other schools and outside experts within our school, as well as ensuring our highly accomplished staff have opportunities to share their expertise with other schools within and beyond our network. 	<p>Staff Meeting</p>

Next Steps

In 2020, the leadership team at Cardiff North Public School will maintain a focus on distributed instructional leadership to

sustain a culture of effective, evidence–based teaching and ongoing improvement. The leadership team will continue to work with other schools and community experts, as a professional learning community, focused on the continuous improvement of teaching and learning within our school and across schools.

In 2020, the aim of Cardiff North's leadership team is for Cardiff North Public School to be recognised in the parent and wider community for the expertise of our staff in providing best practice education, within a culture of high expectations. Working with Melbourne's Monash University on the Q Project around evidence–based practices will evaluate our success in improving student outcomes. Working with leaders in numeracy pedagogy to improve the teaching of numeracy within our school in 2020 will involve engaging with experts from the School Services team and The University of Newcastle as well as working across networks of schools with Anita Chin Mathematics Consultancy.

In 2020, we will continue to build the leadership capacity of our staff within the education community, by liaising with other schools and outside experts within our school, as well as ensuring our highly accomplished staff have opportunities to share their expertise with other schools within and beyond our network.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$8,615	<p>At Cardiff North Public School we explicitly teach students the customs and traditions of Aboriginal people throughout all areas of the curriculum. In 2019 our Aboriginal Committee was formed and includes parents, staff and community members. An authentic, Cardiff North Welcome to Country was written with our Aboriginal Community and is now used to begin all assemblies and meetings within the school grounds. Our local AECG continues to provide staff with local, professional learning, advice, connections and opportunities for our Aboriginal students. A student– designed yarning circle was constructed and is now used as an outdoor learning area for class discussions and wellbeing conversations. This is used by all students in the school. Our Aboriginal co–ordinator continued to liaise with the Learning Support Team and parents to ensure Personalised Learning Plan goals were achieved for all Aboriginal students within the school. The Early Action for Success program has been integral in assisting Aboriginal children to reach their goals in line with the Literacy and Numeracy Strategy.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	59	65	68	76
Girls	91	94	91	85

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.4	96.1	95.1	97.4
1	94.5	94.3	93.3	95.1
2	96.2	94.8	94.8	93.6
3	94.5	94.1	94.9	94.1
4	95.1	94.2	96.1	96.3
5	95.2	92.8	92.3	94.2
6	95.2	92.5	93.8	91.5
All Years	95.2	94.3	94.4	94.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

School enrolments increased from 150 in 2016, to 159 in 2017 and remained at 159 in 2018. In 2019 enrolments increased to 161 students.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.66
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.91

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Research supports teacher quality as being the single largest indicator of student success. Significant amounts of high quality professional learning were undertaken by Cardiff North Public School staff in 2019 to ensure teacher quality remains a consistent focus. In 2019 key professional learning initiatives included working with The University of Newcastle and their Cognitive Growth Coaching model. This involved expert teachers at Cardiff North Public School sharing this model throughout the AP Network in our Cardiff Community of Schools. Staff also continued their ongoing learning in L3 (Language, Learning and Literacy), OPL (Ongoing Professional Learning), PBL (Positive Behaviour for Learning), Learning Sprints, the Writing Initiative and Writing Process. One beginning teacher completed their accreditation to proficient teacher. All teachers are maintaining their required hours of training.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	206,727
Revenue	1,956,642
Appropriation	1,882,291
Sale of Goods and Services	2,622
Grants and contributions	69,971
Investment income	1,658
Other revenue	100
Expenses	-1,982,252
Employee related	-1,705,481
Operating expenses	-276,771
Surplus / deficit for the year	-25,609

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.

Deficits indicated in the above financial summary are not a true indication of the actual financial status of the school at the end of 2019. In fact the school completed 2019 with a balance brought forward in surplus of \$181,117.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	50,856
Equity Total	129,057
Equity - Aboriginal	8,615
Equity - Socio-economic	54,182
Equity - Language	3,171
Equity - Disability	63,090
Base Total	1,380,287
Base - Per Capita	37,307
Base - Location	0
Base - Other	1,342,979
Other Total	262,368
Grand Total	1,822,567

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

Year 3 Literacy

Grammar and Punctuation

In Year 3, 39% of students achieved results in the top bands 5 and 6 for Grammar and Punctuation. We had no students in band 1, 8% of students were placed in band 2 and 54% were placed in the middle two bands 3 and 4.

Reading

In Year 3, 53% of our students achieved results in the top bands 5 and 6 for Reading. We had no students in band 1, 4% of our students were placed in band 2 and 43% were placed in the middle two bands 3 and 4.

Spelling

In Year 3, 4% of students achieved above the top band in spelling, 33.3% of our students achieved results in the top bands 5 and 6 for Spelling. No students were placed in band 1 and 42% were placed in the middle two bands 3 and 4.

Writing

In Year 3, 54% of students achieved results in the top bands 5 and 6 for Writing. No students were in the bottom two bands and 47% were placed in the middle two bands 3 and 4.

Year 5 Literacy

Grammar and Punctuation

In Year 5, 18% of students achieved results in the top bands 7 and 8 for Grammar and Punctuation. 15% of students were placed in the bottom two bands 3 and 4 and 68% were placed in the middle two bands 5 and 6.

Reading

In Year 5, 25% of students achieved results in the top bands 7 and 8 for Reading. 8% of students were placed in the bottom bands and 68% were placed in the middle two bands 5 and 6.

Spelling

In Year 5, 21% of students achieved results in band 7 for Spelling. 15% of students were placed in the bottom two bands 3 and 4 and 64% were placed in the middle two bands 5 and 6.

Writing

In Year 5, 4% of students achieved results in band 7 for Writing. 18% of students were placed in the bottom two bands 3 and 4 and 78% were placed in the middle two bands 5 and 6.

Numeracy

Year 3 Numeracy

In Year 3, 27% of students achieved results in band 5 for Numeracy. 8% of students were placed in band 2 and 66% were placed in the middle two bands 3 and 4.

Year 5 Numeracy

In Year 5, 22% of students achieved results in the top bands 7 and 8 for Numeracy. 4% of students were placed in band 3 and 75% were placed in the middle two bands 5 and 6.

Parent/caregiver, student, teacher satisfaction

Each year, Cardiff North Public School is required to seek the opinions of parents, students and teachers about our school. A summary of their responses is presented below:

In the seven researched, identified perspectives that make a great school, (Parents Feel Welcome, Parents Are Informed, Parents Support Learning At Home, School Supports Learning, School Supports Positive Behaviour, Safety At School and Inclusive School), Cardiff North Public School scored on average 2.5% above the average NSW school in 2020. This is an increase of 1.4% since 2019. This is a fantastic achievement for the school and our staff as we continue on our journey of continued excellence. A high percentage of parent survey results indicated that the school supports positive behaviour and 93% indicated their child is clear about the rules for school behaviour. 86% of parents surveyed have communicated at least once with their child's teacher to discuss their child's learning and behaviour. All parent responses indicated they agreed or strongly agreed that they would recommend CNPS to other families.

In our student survey results, 97% of students value schooling and believe that schooling is useful in their everyday life and will have a strong bearing on their future. This is a 6% increase since 2019. Student survey results also indicate students at CNPS are 29% above the NSW average in terms of participation in extracurricular activities. 91% of students expressed they have positive behaviour at school, compared to the NSW Govt Norm of 83%. Furthermore, 90% of students surveyed indicated they have positive relationships at school, a 6% increase since 2019.

Our staff survey results indicated that in the eight "Drivers of Student Learning", our school was on average 3.5% above the state average. All staff surveyed indicated they agree or strongly agree students at CNPS have a sense of belonging. 98% of teachers surveyed recognise they successfully establish clear expectations for classroom behaviour. The score for 'Data Informed Practices' has steadily increased over the past 3 years with the area of 'identifying assessments help teachers understand where students are having difficulty' receiving a score of 9.8 /10. All staff surveyed indicated they agree or strongly agree school leaders are leading improvement and change and communicate the school's strategic directions. Since 2019, there has been a 7% increase in the 'Leadership' score.

Improving perceptions around our Technology and Parent Involvement domains remain a key priority for 2020 and beyond.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

A culture of high expectations for all students is evident at Cardiff North Public School with Personalised Learning Pathways for all Aboriginal students being co-constructed with the classroom teachers, Aboriginal students and their families. In 2019, Cardiff North Public School had 50% of the Year 3 students in the top two bands for Reading, compared to only 26.1% for State. This demonstrates our commitment to the Aboriginal Education Policy's statement that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader school population.

In 2019, staff were responsible for ensuring Aboriginal perspectives were considered and embedded whenever possible into their teaching and learning programs. Two members of staff engaged with the Connecting to Country professional learning workshop. This led to them deepening their understanding and confidence to deliver culturally appropriate and relevant learning experiences for students. Cardiff North Public School staff continued to work collaboratively with the local AECG by attending meetings, providing updates of Aboriginal Education at Cardiff North Public School and receiving advice and guidance from members of the group. Meaningful relationships were formed between Aboriginal and non-Aboriginal members of the community. Regular parent and community workshops were held throughout the year. The workshops were successful as they built purposeful partnerships with community members as they worked together on various key initiatives within the school. The Aboriginal Education Team will continue to be involved in decision-making processes around the implementation of the Aboriginal Education Policy within our school.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

At Cardiff North Public School, all teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Current practices and procedures are in place to ensure policy is adhered to. All concerns in relation to racism are referred to the school's Anti-Racism Contact Officer (ARCO) who has successfully completed ARCO training.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.