

# 2020 Annual Report

## Cardiff North Public School



5260

# Introduction

The Annual Report for 2020 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](http://www.cardiffnth-p.schools.nsw.edu.au)

[cardiffnth-p.school@det.nsw.edu.au](mailto:cardiffnth-p.school@det.nsw.edu.au)

4954 0404

## School vision

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 2020 enrolment was 175 students. 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.



CNPS whole school photo with mascots

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
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	Excelling

### LEARNING DOMAIN 2020

In the School Excellence Framework domain of **Learning**: Cardiff North Public School is in the category of **Sustaining and Growing**.

Within the sub-element of '**Learning Culture**' Cardiff North PS has progressed from 'Sustaining and Growing' to 'Excelling'.

Within the theme of 'High expectations', Cardiff North Public School has a demonstrated commitment within the school community that all students make learning progress. 'Ready to Learn' Partnership Plans have been examined for future implementation so that parents and students can collaboratively identify learning goals, aspirations and expectations to inform planning for learning for individual student needs. LST meetings for targeted students are conducted once per semester and the school provides two formal student reporting periods in Terms 2 and 4. Throughout 2021, Partnership Progress meetings will be held to reflect upon students' learning and wellbeing goals and the strategies outlined in their 'Ready to Learn' plans.

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 2020, 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 well-established 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 2020, this involved quarterly audits of attendance procedures between the executive team and the Home School Liaison Officer. Attendance procedures include the provision of 'attendance concern' and 'improved attendance' letters to parents and the development of personalised attendance improvement plans in consultation with parents and students. Cardiff North Public School is continuing to excel in this area within the Schools Excellence Framework.

Within the sub-element of '**Wellbeing**' Cardiff North PS is 'Sustaining and Growing'.

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 2020, specific and individualised measures were put in place to support both the wellbeing of students and parents during the home learning period. 'Wellbeing check-in' phone calls were made to parents during this period of time and classroom teachers provided wellbeing check ins to students via online learning platforms.

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 and feedback to monitor and refine a whole school approach to wellbeing and engagement to improve learning. In 2020, our PBL style wellbeing system 'Go for Gold' continued to be successfully implemented. New wellbeing initiatives and practices were introduced including Social and Emotional lessons, 'Wellbeing Wednesdays', the Brave anxiety program, Food and Friendship donations and trauma-informed practice. Throughout 2020, 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 these introduced initiatives.

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 2020, our formative and summative assessment practices were refined to ensure all staff regularly monitor individual learning needs. Practices and processes were refined in relation to PLSPs, Learning and Support Team procedures, use of PLAN2 cohort snapshots, reading monitoring graphs, SENA and L3 data and Trauma-Informed Practice based 'Total' behaviour plans. Further professional learning around the use of the Learning Progressions and PLAN2 for formative assessment was delivered shoulder to shoulder to staff. School Services experts worked with the school executive team to plan and implement professional learning and 'walk through' observations to refine staff's understanding of and implementation of learning intentions and success criteria. 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 2020, our wellbeing system and introduction of new wellbeing initiatives led to a reduction in negative playground and classroom incidents among students as evidenced by our SENTRAL wellbeing data. Total behaviour plans were introduced to assist identified students with their self-regulation strategies.

Within the sub-element of '**Curriculum**' Cardiff North PS is 'Sustaining and Growing'.

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 2020, all scope and sequences continued to be refined to ensure current mandatory requirements in curriculum areas have been updated and meet NESA requirements. The K-6 Mathematics scope and sequence was revised and implemented by all stages.

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 2020, curriculum teams, led by executive staff and teaching staff, worked collaboratively to ensure our teaching and learning programs reflected our scope and sequences and effectively described progression of learning. The executive team, in collaboration with School Services, 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. Teachers differentiate curriculum delivery by grouping students to meet the needs of students at different levels of achievement in the areas of reading, spelling, writing and numeracy, including adjustments to support learning. In 2020,

differentiation of pedagogy and content was a regular focus during stage meetings related to instructional leadership. 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 sub-element of **'Assessment'** Cardiff North PS is 'Sustaining and Growing'.

Within the themes 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 implement reliable summative assessment strategies, including the analysis of NAPLAN data, Check in Assessment data, reading records, SENA and program-based assessment tasks, to capture information about student learning and use this data to inform future planning. In 2020, the Instructional Leader and Assistant Principals led professional learning sessions around evidence-based formative and summative assessment within their stage meetings based on formative assessment from School Services and 'walk through' classroom practice observations. 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 sub-element of **'Reporting'** Cardiff North PS is 'Sustaining and Growing'.

Within the theme of 'Whole school reporting,' Cardiff North Public School has explicit processes to regularly collect, analyse and report specific internal and external student and school performance data. In 2020, 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 2020, executive staff continued to provide support to beginning teachers on high quality report writing. Semester 1 reports were adapted to cater for the home learning period and Semester 2 reports were modified in response to parent feedback. 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. Excerpts of 'The Chronicle' are included in fortnightly bulletins, communicating to parents what and how content is taught in classrooms. The school solicits feedback on its reporting from parents in the form of Google Forms and TTFM surveys.

Within the sub-element of **'Student Performance Measures'** Cardiff North PS is 'Delivering'.

Within the theme of 'Value-add,' Cardiff North Public School has continued a positive trend of excelling in value-add for students from K-3. Strong programs of intervention, including the expertise of the DP Instructional Leader K-2, have contributed to the success of the school's infants results. Significant professional learning to improve pedagogy K-6, has seen the Yr 3-6 teachers collaboratively planning and reflecting on lessons through Teaching Sprints. The Value-add for Year 3-5 and Year 5-7 is Delivering.

Within the theme of 'NAPLAN,' Cardiff North Public School had 90% of students in 2019 achieving at or above national minimum standards on NAPLAN reading, writing and numeracy. In 2020, NAPLAN was not administered as it was scheduled to be held during the learning from home phase.

Within the theme of 'Student growth,' Cardiff North Public School identifies growth targets for individual students, using internal progress and achievement data. In 2020, this data has included targeted areas of the PLAN2 learning progressions, ongoing reading records, teacher anecdotal notes, reading monitoring graphs and the NAPLAN and Check in Assessment data. Most students are showing expected growth on internal school progress and achievement data.

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

## TEACHING DOMAIN 2020

In the School Excellence Framework domain of Teaching, Cardiff North Public School is 'Sustaining and Growing'.

Within the sub element '**Effective Classroom Practice**', Cardiff North Public School 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 2020, Stage 2 and Stage 3 teams worked collaboratively to implement evidence-based teaching strategies in literacy and numeracy to improve student learning outcomes. 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 complement their daily literacy program. This increased opportunities for students with diverse learning needs to achieve educational outcomes.

Within the theme of 'Explicit teaching and feedback,' Cardiff North Public School teachers are skilled at explicit teaching techniques such as questioning, number talks, L3 practice, learning intentions and success criteria and assessing to identify students' learning needs. Teachers provide explicit, specific and timely feedback related to defined success criteria. Teachers' feedback supports improved student learning. In 2020, professional learning was implemented to support teacher understanding and skills in these explicit teaching techniques in both stage meetings and whole staff professional learning.

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. Teachers model and share a flexible repertoire of strategies for classroom management, student engagement and responsibility for learning. Teachers at Cardiff North Public School provide consistency with the wellbeing system across the whole school environment to ensure students are engaged in productive learning experiences.

Within the sub element '**Data Skills and Use**', Cardiff North Public School is 'Sustaining and Growing'.

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 2020, 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. All teachers contribute to gathering and analysing data. They comprehensively develop, implement and evaluate assessment tasks and teaching and learning programs to monitor student learning progress identifying areas for improvement and areas for extension. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Within the theme of 'Data use in teaching,' Cardiff North Public School assessments are used to promote consistent and comparable judgment of student learning. In 2020, stage meetings were used to ensure consistent teacher judgement and to target students for tiered intervention. Cardiff North Public School uses PLAN2 to plot students against a learning continuum of indicators to assist with lesson planning. This data is 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 sub element '**Professional Standards**', Cardiff North Public School is 'Sustaining and Growing'.

Within the themes of 'Improvement of practice and Accreditation,' Cardiff North Public School teachers use the Australian Professional Standards to reflect on their practice and plan for and monitor their own professional learning journey. 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. 5 weekly reflections in stage meetings provide an avenue for discussion and give 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 their students. In 2020, numeracy and formative assessment were the identified areas for professional learning in the areas of Number Talks, an inquiry-based model for teaching Numeracy and learning intentions and success criteria.

Within the sub element '**Learning and Development**', Cardiff North Public School is 'Sustaining and Growing'.

Within the theme of 'Collaborative practice and feedback,' Cardiff North Public School teachers engage in professional discussion and collaborate during stage meetings and whole staff meetings to improve teaching and learning. In 2020, staff regularly engaged in observations of classroom teaching practice, through 'walk throughs' and PDP observations,

with explicit feedback delivered using a growth coaching model to improve professional knowledge and practice. Formal mentoring and coaching continues to develop aspiring leaders.

Within the theme of 'Professional learning,' Cardiff North Public School staff engage in professional learning targeted to school priorities, the needs of students and staff professional learning goals. Opportunities are provided for staff to actively evaluate, share and discuss learning from targeted professional development with colleagues in stage meetings.

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. Teachers are supported to trial innovative or evidence based, future-focused practices. In 2020, 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 based on the 2020 updated 'What Works Best' document.

## LEADING DOMAIN 2020

In the School Excellence Framework domain of Leading: Cardiff North Public School is 'Sustaining and Growing'.

Within the sub element '**Educational Leadership**' Cardiff North Public School 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 2020, opportunities were given to both executive staff and teaching staff to ensure all staff were improving their capacity as leaders of learning. Staff were supported by the Executive team and School Services to lead professional learning in their areas of expertise, developing effective instructional leadership, management skills and leadership capabilities across the school. Whole school improvement was facilitated through the provision of a DP Instructional Leader 3 days a week to work shoulder-to-shoulder with staff and provide quality professional learning in the areas of literacy and numeracy. This model has been in place since 2014. Executive staff implemented opportunities in stage meetings for the exploration and analysis of evidence-based teaching strategies and how they are best integrated into teaching and learning programs.

Within the theme of 'High expectations culture,' Cardiff North Public School's leadership team develop processes to collaboratively review teaching practices to affirm quality, e.g. Formative assessment 'walk throughs', explicit program feedback and PDP observations. Staff regularly reflect on teaching and learning programs and their alignment to both school-based expectations and NESA requirements. In 2020, this involved refining the PDP process to include regular opportunities for staff to engage with the Australian Teaching Standards with their supervisors and included regular 'walk through' observations.

Within the theme of 'Performance management and development,' Cardiff North Public School's teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

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 2020, parents were involved in the Tell Them from Me Surveys where they were given the opportunity to provide feedback in many domains. 2020 saw a significant increase in parent participation in the TTFM survey. Parents were also surveyed throughout the year to provide feedback on the home learning period and a proposed BYOD program for 3-6 students.

Within the sub element '**School planning, implementation and reporting**' Cardiff North Public School is 'Sustaining and Growing'

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 2020, this involved the Executive Team leading the review of K-6 Mathematics scope and sequences and facilitating staff to implement evidence-based teaching strategies underpinned by Dianne Siemon's 'Big Ideas in Number'.

Within the themes of 'School plan and Annual report,' the leadership team at Cardiff North Public School embeds clear processes, within accompanying timelines and milestones, to direct school activity towards the effective implementation of the school plan. School planning teams continue to be implemented 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 sub element '**School Resources**' Cardiff North Public School is 'Sustaining and Growing'

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 2020, 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 2020, classrooms continued to be furnished with visually appealing furniture and flexible learning spaces. Signage around the school was enhanced to support students' sense of belonging and advocacy.

Within the theme of 'Technology,' Cardiff North Public School's teaching and non-teaching staff effectively use technology to enhance learning and service delivery. Staff effectively use a variety of digital technologies to enhance student learning and 21st Century capabilities. Laptops and iPads are sourced via school funds and the t4L rollout to support staff and teacher access. In 2020, the technology team supported staff, students and parents during the home learning period through the implementation of online learning platforms and the loaning of technology to identified students. STEMshare kits were sourced through the department and shared among classes to improve the school's access to a wider variety of technology resources. Students are engaged in weekly lessons that develop students' understanding of digital technologies and STEM-based critical thinking skills.

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 2020, this involved the Tamil school contributing to our annual Presentation Day.

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.

Within the sub element '**Management practices and processes**' Cardiff North Public School is 'Excelling'

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 2020 this involved the senior executive team working with the administration team around their understanding of auditing procedures and compliance during fortnightly office management meetings.

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 2020, this involved the use of Seesaw to support parents to engage with their child's learning throughout the day, including the home learning period.

Within the theme of 'Community satisfaction,' Cardiff North Public School's leadership team analyses responses to school community satisfaction measures. In 2020, this involved the leadership team and wellbeing team analysing Tell Them from Me surveys and whole school student surveys, 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 2020, our school plan implementation focused heavily on ensuring our wellbeing systems were able to support our staff, students and families. Our PBL style wellbeing system was reviewed and refined in line with current research and evidence-based practice. Our staff team engaged in high impact professional learning in Wellbeing including the Berry Street Education Model, Social and Emotional Learning, Brain Gym and Trauma Informed Practice. Feedback was sought from students, staff and parents on the effectiveness of refinements to our wellbeing practices. 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 these practices.

Cardiff North Public School has well-developed and evidence-based practices to identify, regularly monitor and review individual student learning needs. In 2020, our formative and summative assessment practices continued to be reviewed and refined as staff engaged with professional learning and improving their practice in line with 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 continued to work with the school executive team to plan ongoing professional learning for classroom teachers. The Instructional Leader and Assistant Principals continued to engage with the wider professional learning community, showcasing the systems Cardiff North Public School has in place to effectively respond to individual learning needs and to continue to challenge their thinking in order to ensure Cardiff North remains innovative in its practices to support student learning.

#### 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)
<b>Questions</b> <i>Has the school's evidence-based change to whole school practices around wellbeing, resulted in measurable improvements in student wellbeing and engagement to support learning?</i> <i>Has the evidence around this change been effectively communicated to staff, parents and students?</i> <i>Are positive, respectful relationships evident and widespread among students and staff and do they promote student wellbeing to ensure optimum conditions for student learning across the whole school?</i> <i>Do staff, students and parents feel positively about the relationships between staff and students and is there evidence of impact around student learning</i>	Wellbeing team meetings Executive team meetings <b>Funding Sources:</b> <ul style="list-style-type: none"><li>Professional learning (\$4605.56)</li></ul>

goals?

### Data sources

Internal wellbeing data

Tell them From Me survey

Attendance data

### Analysis:

Over the past three years, strategic and planned measures have been put in place to support the wellbeing of all students in line with the excelling statement in the school's excellence framework.

### ***Tell Them From Me Survey***

#### *2020 Student Survey Analysis*

70% of students surveyed indicated revised school wellbeing practices have supported them at school

Scores for sense of belonging, positive relationships and advocacy have increased since 2019 and Snapshot 1 surveys in June 2020

#### *2020 Teacher Survey Analysis*

100% of teachers surveyed indicated revised school wellbeing practices have supported staff and students

Steady increase in score for 'Inclusive school' since 2017 and is above NSW Govt Norm

Responses indicate teachers strongly believe they establish clear expectations for classroom behaviour, utilise individual education plans and strive to understand the needs of students with special learning needs

#### *2020 Parent Survey Analysis*

100% of parents surveyed indicated revised school Wellbeing practices have supported their child at school

Score for inclusive school is above the NSW Govt norm and has been increasing since 2019

### ***2020 Internal Student Surveys***

#### *Summary and analysis of survey responses:*

90.53% of students surveyed stated they are happy at Cardiff North

85% of students believe that teachers explain how their learning can help them in everyday life

100% of K-3 students and 92% of Year 4-6 students indicated they were happy at school

### **Implications**

The Wellbeing Team will continue to review and refine Cardiff North Public School's Wellbeing systems and procedures in line with evidence-based practices and will implement initiatives reflective of current best practice research and the needs of the school.

## Progress towards achieving improvement measures

Regular opportunities will be given for the school community to reflect on current Wellbeing systems and their effectiveness to support student learning.

### Process 2: Evidence-based systems

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

Evaluation	Funds Expended (Resources)
<p><b>Questions</b></p> <p><i>Did the executive team conduct walk throughs to obtain evidence of learning intentions and success criteria being used in classroom practice?</i></p> <p><i>What percentage of staff opted in to have a walk -through observation conducted?</i></p> <p><i>Were staff able to provide evidence of impact?</i></p> <p><i>How successful were the students in achieving the intended outcomes?</i></p> <p><b>Data sources</b></p> <p>Executive Meeting Minutes</p> <p>The Chronicle staff newsletter</p> <p>PL session documentation</p> <p>Walk-through observation documentation</p> <p>Evidence of lesson success - PLAN2 cohort snapshots pre / post lesson data</p> <p>Teaching and Learning Programs</p> <p><b>Findings</b></p> <p>Walk-through observations completed regularly in all classrooms</p> <p>Whole lesson observations completed in all classrooms</p> <p>Findings of walk-through observations and celebrations of staff and student learning were shared with all staff and the school community through 'The Chronicle' staff celebration newsletter and parent Bulletin</p> <p>100% of staff used the support of the executive, Instructional Leader and School Services to refine their evidence-based practice to improve student outcomes</p> <p><b>Implications</b></p> <p>The Curriculum Team will continue to review and refine Cardiff North Public School's Literacy and Numeracy pedagogy in line with evidence-based practices and implement initiatives reflective of current best practice research and student need.</p> <p>Regular opportunities will be given for the school community to reflect on current curriculum practices and their effectiveness to improve student learning.</p>	<p>Wellbeing team meetings</p> <p>Executive team meetings</p> <p>Casual Relief Days for walk through observations and feedback sessions</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$2261.25)</li></ul>

## Next Steps

**Family and community partnerships are fostered to improve lifelong learning and engagement for all students.**

This will be achieved through:

'Ready to Learn' plans, written collaboratively by students, teachers and parents inclusive of Personalised Learning Pathways for Aboriginal students

Regular opportunities for whole school community to demonstrate aspirational expectations of learning progress and achievement for all students

School-wide collective responsibility to demonstrate commitment to the goals outlined in the 2020-2030 Partnership Agreement

**Evidence-based social and emotional practices are embedded school-wide to promote student wellbeing and ensure optimum conditions for student learning.**

This will be achieved through:

A planned approach to wellbeing that includes professional learning, resourcing and systems for trauma informed practice

Opportunities for students to identify individual self-regulation strategies and implementation of SEL lessons

**Consistent school-wide practices for assessment are embedded into teaching and learning programs.**

This will be achieved through:

Formative assessment integrated into teaching practice in every classroom, confirming that students learn what is taught

All staff being supported to analyse whole school progress and achievement data stemming from NAPLAN, PAT assessments and PLAN2 class observations to identify trends at individual, group and whole school levels

Ongoing professional learning delivered to staff around the effective use of literacy and numeracy learning progressions to inform practice

Student feedback informing teaching and learning programs

**The school monitors, evaluates and refines the implementation of evidence-based practices to improve students' achievement in literacy and numeracy.**

This will be achieved through:

Quality Teaching Rounds, Teaching Sprints and instructional leadership supporting the implementation of evidence-based practices

Evidence-based practice demonstrated in teaching and learning programs and visible in classrooms during 'walk through' observations

Systematic and regular monitoring of the effectiveness evidence-based practices have against improvement measures

## 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 collaboration to improve teaching and learning in their classes, year groups, stages and for particular student groups. This included negotiated observations of classroom teaching practice, with feedback to improve professional knowledge and practice. Mentoring and coaching continued to improve teaching and further develop aspiring leaders. In 2020, the executive team engaged in Simon Breakspear's Agile Leadership professional learning to continue researching the most innovative evidence-based systems for effective collaborative practice and feedback.

Teachers continued to collaborate across stages and teams to share curriculum knowledge, data, feedback and other information about student progress and achievement. This collaborative practice informed the development of evidence-based programs for teaching and learning to meet the needs of all students. In 2020, scope and sequences in all KLAS continued to be reviewed and refined in line with current departmental updates. Stage 2 and Stage 3 teams continued to work collaboratively to conduct Teaching 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).

#### 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><b>Questions:</b></p> <p>Do staff feel they have contributed to the future model of collaborative practice where we ensure we continue to dedicate regular time to working with colleagues throughout the year to plan, develop and refine teaching and learning programs?</p> <p>Do staff feel supported to engage in ongoing collaborative practice including professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy?</p> <p>Do staff feel that they are able to act on the feedback received during PDP meetings and lesson observations to refine and improve their teaching and learning?</p> <p><b>Data sources:</b></p> <p>Exec Meeting Minutes</p> <p>Staff Meeting Minutes</p>	<p>Exec Meetings</p> <p>Staff Meetings</p> <p>Stage Meetings</p> <p>Office Management Meetings</p>

## Progress towards achieving improvement measures

Staff surveys

### Analysis:

Staff surveys indicated that 100% of staff want to continue the stage meeting focus around collaborative practice and the opportunity to regularly discuss the planning, development and refinement of teaching and learning programs

Staff surveys indicated that 100% of staff felt the value of engaging in ongoing, collaborative practice, including professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy

Staff surveys indicated that 100% of staff appreciate and are able to act on the feedback received during PDP meetings and lesson observations and that this feedback has helped them to refine and improve their teaching and learning practice

### Implications:

Provide staff with regular opportunities to engage in collaborative practice in stage and whole school teams

Executive team to use Quality Teaching Rounds during regular, structured lesson observations within and beyond Cardiff North PS for 2021 and beyond

## 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><b>Questions:</b></p> <p>What were the professional learning areas of need in mathematics that the executive team found after examining teaching and learning in mathematics and the evidence of impact on student results from internal and external historical school data?</p> <p>What areas of need in curriculum delivery did the executive and curriculum teams find and what plan was made to deliver strategic PL for staff in 2021?</p> <p><b>Data sources:</b></p> <ul style="list-style-type: none"> <li>• Exec Meeting Minutes</li> <li>• Stage Meetings Minutes</li> <li>• Curriculum Team Meeting Minutes</li> </ul> <p><b>Analysis:</b></p> <p>The analysis of classroom practice in mathematics found that a pedagogical shift was required so that staff can move from an over reliance on TEN to a more conceptual approach to mathematics. The Instructional leader will continue to support staff using TEN as it was intended, that is, as an intervention for students receiving additional support</p> <p>The Mathematics Scope and Sequence needs to be reviewed and updated to reflect this shift</p> <p>Strategic professional learning needs to continue around evidence-based practice in Literacy and Numeracy</p> <p><b>Implications:</b></p> <p>The Instructional Leader will deliver Professional Learning around staff's</p>	<p>Stage Meetings</p> <p>Curriculum Team Meetings</p> <p>Casual Relief Days</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$2452.93)</li> </ul>

## Progress towards achieving improvement measures

understanding of evidence-based best practice in Literacy and Numeracy

Staff will continue to analyse and refine the English and Mathematics Scope and Sequence with support from the Instructional Leader and Curriculum Team

## Next Steps

**Consistent school-wide practices for assessment are embedded into teaching and learning programs.**

This will be achieved through:

Formative assessment integrated into teaching practice in every classroom, confirming that students learn what is taught

All staff being supported to analyse whole school progress and achievement data stemming from NAPLAN, PAT assessments and PLAN2 class observations to identify trends at individual, group and whole school levels

Ongoing professional learning delivered to staff around the effective use of literacy and numeracy learning progressions to inform practice

Student feedback informing teaching and learning programs

**The school maintains a focus on distributed instructional leadership to sustain a culture of continuous improvement.**

This will be achieved through:

Mentoring and coaching support led by expert teachers, such as those working within Highly Accomplished or Lead descriptors

Leadership opportunities within K-6 Quality Teaching Rounds, Teaching Sprints and staff roles and responsibilities

Collaborative professional development within and beyond the CCoS network



## 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 in all teaching and executive staff, to facilitate whole school improvement and build a strong pipeline of leaders. In 2020 opportunities continued to be strategically planned to ensure both executive staff and teaching staff were improving their capacity as leaders of learning. All staff were given the opportunity to lead either School Planning 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><b>Questions</b></p> <p><i>What was the impact of the executive team engaging in Agile Leadership professional learning?</i></p> <p><i>What percentage of staff were provided opportunities to delivered professional learning?</i></p> <p><i>How did School Services enhance the educational leadership at Cardiff North Public School?</i></p> <p><i>How successful were online platforms in facilitating community engagement and staff collaboration within and beyond the school?</i></p> <p><b>Data sources</b></p> <p>PL session documentation and Sentral PL calendar</p> <p>Internal surveys for students, staff and parents</p> <p><b>Analysis</b></p> <p>Agile leadership practices informed the collaborative approach to develop the situational analysis as part of the School Excellence Cycle.</p> <p>100% of teaching staff were provided with opportunities to deliver professional learning enhancing their leadership capabilities.</p>	<p>Executive Team Meetings</p> <p>School Services Meetings</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>Professional learning (\$3240.00)</li></ul>

## Progress towards achieving improvement measures

School Services worked with executive staff members to unpack the What Works Best 2020 update. They worked collaboratively with the executive to design walk-through observation recording documents to establish baseline data for staff understanding of learning intentions and success criteria.

Online platforms including Seesaw and Skoolbag were used to promote community engagement and distribute parent surveys. Microsoft Teams was used as to facilitate online collaboration between staff within and beyond the school. The Instructional Leader engaged in online Statewide staffrooms to remain up to date with current evidence-based practices in literacy and numeracy.

### Implications

The school will continue to focus on distributed instructional leadership opportunities for all staff through mentoring and coaching from expert teachers.

Community engagement will be further enhanced by the establishment of a professional learning community committed to the strategic vision of the school.

## 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><b>Questions</b></p> <p><i>How successful was the school in facilitating community engagement?</i></p> <p><i>What platforms were used to promote staff collaboration within and beyond the school?</i></p> <p><i>How was cultural knowledge developed and supported?</i></p> <p><b>Data sources</b></p> <p>PL session documentation</p> <p>Sentral PL and meetings calendar</p> <p>Meeting minutes</p> <p>Internal surveys for students, staff and parents</p> <p><b>Analysis</b></p> <p>All parents were given the opportunity to engage with the school around their child's learning and wellbeing. Online platforms including Seesaw and Skoolbag were used to promote community engagement and distribute parent surveys. 100% of families were called during the learning from home phase of 2020.</p> <p>Microsoft Teams was used as to facilitate online collaboration between staff within and beyond the school. The Instructional Leader engaged in online Statewide staffrooms to remain up to date with current evidence-based practices in literacy and numeracy.</p> <p>Staff continued to consult with the Kumaridha AECG around cultural awareness and professional learning. Executive staff met with an Aboriginal Education Officer to further discuss initiatives available to enhance Aboriginal</p>	

## Progress towards achieving improvement measures

Education.

### Implications

Community engagement will be further enhanced by the establishment of a professional learning community committed to the strategic vision of the school.

Staff will engage in cultural awareness training and begin to implement Aboriginal language into the classroom.

## Next Steps

**The school maintains a focus on distributed instructional leadership to sustain a culture of continuous improvement.**

This will be achieved through:

Mentoring and coaching support led by expert teachers, such as those working within Highly Accomplished or Lead descriptors

Leadership opportunities within K-6 Quality Teaching Rounds, Teaching Sprints and staff roles and responsibilities

Collaborative professional development within and beyond the CCoS network

**The leadership team establishes a professional learning community, committed to the strategic vision of the school.**

This will be achieved through:

Committing to a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success

Enabling a self-sustaining and self-improving community that contributes positively to all aspects of school life

**Family and community partnerships are fostered to improve lifelong learning and engagement for all students.**

This will be achieved through:

School-wide collective responsibility to demonstrate commitment to the goals outlined in the 2020-2030 Partnership Agreement

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9914	<p><b>Aboriginal Education</b></p> <p>In 2020, Cardiff North Public School continued to embed Aboriginal Education into everyday practice in line with the Aboriginal Education Policy and the Partnership Agreement 2020-2030. Personalised Learning Pathways for every Aboriginal student were created in consultation with students, parents and staff. The Early Action for Success initiative has again been pivotal in our commitment to educational outcomes for Aboriginal children and young people to be as good as or better than those of the general student population of New South Wales. To further support the literacy and numeracy results of Aboriginal students, and the Premier's priority to increase the number of Aboriginal young people reaching their learning potential, Cardiff North Public School employed an intervention teacher to work 1:1 and in small groups with students to address areas for improvement and extension.</p> <p>This year, a Stage 3 Aboriginal Dance group was established and performed in the Cardiff Community of Schools NAIDOC Zoom assembly. The group was open to all interested Stage 3 students and demonstrates a commitment to the goal of the Partnership Agreement that every student in NSW understands the heritage and culture of the Aboriginal Peoples on whose land/s they live. Furthermore, signage was purchased to present the authentic Acknowledge of Country that was created last year by the Aboriginal Education Team. This is now proudly displayed in the newly established yarning circle. Recycled yarning mats were also purchased to be used during special events, for outdoor learning and during lunchtime for the students to enjoy. These initiatives and purchases assist to ensure Cardiff North Public School is a welcoming and respectful place for parents and carers of Aboriginal children.</p> <p>The Kumaridah local AECG continued to provide guidance and support for staff with local knowledge, professional learning opportunities, advice, connections and opportunities for our Aboriginal students. The Cardiff North Public School executive team met with the AECG to inform the situational analysis for our next school plan. To add to the consultation process, they also met with an Aboriginal Education Officer to discuss initiatives available to further enhance Aboriginal Education at Cardiff North Public School.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	65	68	76	88
Girls	94	91	85	85

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	95.1	97.4	96.1
1	94.3	93.3	95.1	95.9
2	94.8	94.8	93.6	95.8
3	94.1	94.9	94.1	93.5
4	94.2	96.1	96.3	91.7
5	92.8	92.3	94.2	94.8
6	92.5	93.8	91.5	94.6
All Years	94.3	94.4	94.5	94.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Attendance

Cardiff North Public School is excelling in its best practice monitoring strategies for attendance. Our clear systems and rigorous processes ensure that through regular attendance monitoring meetings with APs and the HSLO, regular communication to staff around attendance concerns, consistent, multi-level support for students and their families and the celebration of regular and improved attendance drive improved attendance throughout the school. Historically, school attendance data has been both above the state and also above similar school groups at an average of 93.7% since 2018.

The 2020 overall school attendance rate was 92.3%. This is above the DoE state average. The Cardiff North Public School attendance rate has been steady over the last three years.

## 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.



Whole school Athletics Carnival



K-2 Excursion Tocal



Community Wellbeing Launch Day



## 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	1.92

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	181,117
<b>Revenue</b>	1,956,322
Appropriation	1,936,998
Sale of Goods and Services	1,323
Grants and contributions	17,724
Investment income	277
<b>Expenses</b>	-1,961,056
Employee related	-1,775,407
Operating expenses	-185,650
<b>Surplus / deficit for the year</b>	-4,735
<b>Closing Balance</b>	176,382

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.



Book Week 2020



## Financial summary - Equity loadings

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

	2020 <b>Approved SBA (\$)</b>
<b>Targeted Total</b>	71,224
<b>Equity Total</b>	119,504
Equity - Aboriginal	9,914
Equity - Socio-economic	43,423
Equity - Language	3,703
Equity - Disability	62,465
<b>Base Total</b>	1,430,746
Base - Per Capita	38,721
Base - Location	0
Base - Other	1,392,025
<b>Other Total</b>	254,963
<b>Grand Total</b>	1,876,438

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.



Swimming Carnival

## 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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



Outdoor Learning

## 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 11% above the average NSW school in 2020. 100% of parents surveyed indicated revised school wellbeing practices have supported their child at school. 98% of parents surveyed have communicated at least once with their child's teacher to discuss their child's learning and behaviour. This is an improvement of 12% since 2019. 98% of parent responses indicated they agreed or strongly agreed that they would recommend Cardiff North Public School to other families and that Cardiff North Public School is their first choice of public school.

In our student survey results, 88% of students value schooling and believe that schooling is useful in their everyday life and will have a strong bearing on their future. K-6 students were surveyed at the end of 2020 and results indicated 90.53% of students surveyed stated they are happy at Cardiff North. 85% of students believe that teachers explain how their learning can help them in everyday life and one of our most popular reasons for motivation for students is that they want to learn and achieve academic excellence.

Our staff survey results indicated that in the eight "Drivers of Student Learning", our school was on average 4.5% above the state average. All staff surveyed indicated they agree or strongly agree that school leaders lead improvement and change and communicate the school's strategic directions. 100% of teachers surveyed indicated revised school wellbeing practices have supported staff and students. 97% of teachers surveyed recognise they successfully establish clear expectations for classroom behaviour. Since 2018, there has been an 8% increase in the 'Leadership' score. There has been a steady increase in the score for 'Inclusive school' since 2017 and this is above the NSW Govt Norm.

# 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.

Cardiff North Public School continues to demonstrate a commitment to the Aboriginal Education policy, 2020-2030 Partnership Agreement and the Premier's Priorities. This is evidenced through the 2020 TTFM survey, indicating 100% of Aboriginal students value schooling outcomes and 2020 attendance data indicating 89.5% of Aboriginal students had an attendance rate of 90% or above. 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 strengthened between Aboriginal and non-Aboriginal members of the community which resulted in the school being gifted an artwork from a parent symbolising the significance of Cardiff North Public School in the family, education and work community triangle.

## 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.

## 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.



Parent Aboriginal Artwork, symbolising the school, family, education and work community triangle.