

# 2021 Annual Report

## Caragabal Public School



1503

# Introduction

The Annual Report for 2021 is provided to the community of Caragabal 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 Strategic Improvement 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

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## School vision

At Caragabal Public School we are positive learners - students, staff, parents and community. We take risks and are ready for the challenges of learning. We are responsible, respectful, resilient citizens preparing for life within and beyond Caragabal.

## School context

Caragabal Public School (CPS), with a current enrolment of 22 students, is a rural and remote school located on Wiradjuri country in the north of the Temora network, 160 kilometres west of our nearest regional centre, Orange. This plan has been developed in consultation with the Forbes AECG.

School numbers have fluctuated over the past eight years, with student numbers ranging from 22 to 38. We anticipate that this trend will continue in the future. Enrolment of Aboriginal students at the school has slightly fluctuated over the past four years. Historically the Caragabal area is not known as an area occupied by Aboriginal communities but seen as a place to pass through. The school's FOEI, 107, has remained consistent for the past five years. Since 2018 the number of students enrolled identified as coming from low socioeconomic backgrounds has doubled.

The school has received additional funding through staffing allocations due to drought support. The school has used these funds to enable small class sizes, co-planning, co-teaching and catering for the individual needs of each and every student. The learning programs are personalised, supporting a range of diverse learners.

The school has developed a strong transition program with the Grenfell Pre-School. Students are able to attend pre-school at Caragabal Public School for two days per week from the age of two and a half. The school and pre-school work together to plan collaborative experiences for the students.

Caragabal Public School engages in many learning and sporting networks, including the Temora Small Schools network, the Temora Principal network and the Forbes Small School network. Each network provides the staff and students with an avenue to collaborate, share and learn from a variety of academic, social and cultural experiences.

Based on the outcome of our Situational Analysis, CPS has determined the need to continue to adapt to the changing needs of our school community. The school will need to ensure there is a school-wide approach to continual improvement for our students, staff and community, which is reflected in our vision. Staff will continue to address the individual needs of students, confidently tracking and reporting their growth using evidenced-based teaching practices and analysed data. Collaboration was recognised as a key component to successful teaching in a small school and opportunities will be afforded to staff to work together at a whole-school level and access teaching networks outside Caragabal to ensure their ongoing knowledge and development. To build on the strong sense of community a culture of high expectations and collective responsibility for students' wellbeing will be supported through clearly defined and communicated processes. The school and community will work together to ensure all members of the school community continue to improve in all aspects of school.

CPS are aiming to prepare our students for a life of learning, making valuable contributions as responsible citizens within and outside the Caragabal community.

## 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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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   | 2021 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                 | Sustaining and Growing |
| 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                        | Delivering             |
| LEADING: School planning, implementation and reporting | Delivering             |
| LEADING: School resources                              | Sustaining and Growing |
| LEADING: Management practices and processes            | Delivering             |

In 2021 Caragabal Public School participated in the External Validation process. During that process the panel endorsed the following changes to the school's original on-balance judgement. Learning Culture, Wellbeing and Educational Leadership were all assessed as Excelling and all other elements as Sustaining and Growing. The staff found the External Validation process valuable in determining their next steps in the self-evaluation process.

## Strategic Direction 1: Student growth and attainment

### Purpose

There is a consistent, school-wide approach to quality, evidenced-based teaching strategies which address the individual needs of students. Data will identify student progress and inform future school directions to evaluate student learning and lead to measurable improvement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading and Numeracy Strategy
- Tracking Student Learning

### Resources allocated to this strategic direction

**Professional learning:** \$5,750.00

**Low level adjustment for disability:** \$11,212.00

**Per capita:** \$8,628.00

### Summary of progress

There has been a strong whole school focus on Strategic Direction One - Student growth and attainment in 2021. A whole school approach was taken in the process of improving areas of reading and numeracy. Data was analysed to identify the areas of student need across the Kindergarten to Year 6 cohort. Teaching and School Learning Support Officer (SLSO) staff accessed professional learning and worked together to implement and explicitly teach evidence-based strategies in literacy and numeracy. Students were tracked in specific focus areas using the progressions, however, the area selected in numeracy, Working Mathematically, proved difficult to track accurately using this process and therefore the data to indicate improvement was not as accurate as the data collected using the progressions. The COVID support teacher worked closely with the Principal and SLSO to plan and implement individual programs which matched the targeted focus areas. The impact of the strategic direction included all students being delivered evidence-based reading and numeracy strategies as evidenced by teacher programs and classroom observations. Progression growth in comprehension and fluency demonstrated that the majority of students were working at their expected level and those who were not were receiving additional support through a variety of programs focused on their support needs. The funding allocated to this strategic direction has enabled staff to strengthen their work together to plan, teach, evaluate and track student learning.

In 2022 the school will develop data-informed Individual Education Plans (IEP) with strengthened partnerships with families and systems will be in place to monitor the progress of student learning. Caragabal staff will participate in collegial Professional Learning focused on the explicit teaching of vocabulary as a literacy skill across Key Learning Areas. The school will review all numeracy student learning data and determine areas of focus for consideration in 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure  | Progress towards achievement   |
|--|--|
| <b>Top 2 Bands Reading</b><br>(This is a network target)<br><br>Improvement in the percentage of students in the Temora principals' network achieving in the top 2 bands trending towards the Temora principals' network above the baseline. | <ul style="list-style-type: none"><li>• The Temora Small Schools' Network, combined NAPLAN scores indicate an increase in the percentage of students in the top two band for reading by 14 % showing significant change from the baseline and succeeding beyond the upper bound target for 2021.</li></ul> |
| <b>Expected growth Reading and Numeracy</b>  | <ul style="list-style-type: none"><li>• The percentage of students achieving expected growth in reading and numeracy decreased indicating progress yet to be seen toward the lower bound target.</li></ul>   |

|   |   |
|---|---|
| <p>Increase the percentage of students achieving expected growth in NAPLAN reading and numeracy above the baseline.</p>   |   |
| <p><b>School Excellence Framework</b></p> <p>Maintain 'Sustaining and Growing' in the theme 'Explicit Teaching' within the element of 'Effective Classroom Practice'.</p> <p>Progress towards 'Sustaining and Growing' in the theme 'Data use in teaching' within the element of 'Data skills and Use'.</p> | <ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of explicit teaching.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of data use in teaching.</li> </ul> |
| <p><b>Student Progressions</b></p> <p>100% of students are tracked in at least one Literacy and one Numeracy progression.</p>   | <ul style="list-style-type: none"> <li>• 100% of students tracked in the progression of comprehension.</li> <li>• 100% of students tracked in the progression of fluency.</li> <li>• Students were unable to be tracked using the progressions in the area of Working Mathematically.</li> </ul>  |
| <p><b>Top 2 Bands Numeracy</b></p> <p>(This is a network target)</p> <p>Improvement in the percentage of students in the Temora principals' network achieving in the top 2 bands trending towards the Temora principals' network above the baseline.</p>  | <ul style="list-style-type: none"> <li>• The Temora Small Schools' Network, combined NAPLAN scores indicate an increase in the percentage of students in the top two band for numeracy by 9 % showing positive change from the baseline and succeeding beyond the lower bound target for 2021.</li> </ul>   |

## Strategic Direction 2: Leading collaboration through innovation

### Purpose

Model instructional leadership through the provision of mentoring and coaching support which ensures the ongoing development and improvement of all teachers. Through explicit systems that facilitate collaboration for staff and students within the school and wider networks, this will drive ongoing, school-wide improvement in both teaching practice and student results.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Excellence in collaborative practice

### Resources allocated to this strategic direction

**Professional learning:** \$3,050.00

**Beginning teacher support:** \$14,845.00

**QTSS release:** \$6,502.00

### Summary of progress

Throughout 2021 the staff at Caragabal Public School continued to strive to build a strong culture of collaboration. The school established processes and systems for staff to continually improve their practices. Beginning teacher support and QTSS funds were used to support and mentor staff in the early stages of their career. Teachers received additional release time each week to plan lessons, observe classes and meet with mentors for ongoing support. As a whole school, staff identified the High Impact Professional Learning (HIPL) areas that the school needed to focus on. An analysis of student learning data supported staff to identify Professional Learning designed to meet student learning needs. Staff were active members of the Temora Community of Schools Intensive Support Model which provided an improvement model for small schools to follow when improving practices in reading and numeracy. The impact of this strategic direction includes two staff members successfully attaining their accreditation at proficient. Their success was enabled through the sound structures and resourcing put in place for the duration of the year. Staff successfully mentored beginning teachers to write and teach comprehensive learning programs and implement explicit teaching practices, as evidenced through classroom observations and staff program evaluations.

Opportunities for improvement include the need to embed formal systems that facilitate staff growth, collaborative practice and feedback. In 2022, it is recommended the HIPL is readdressed to determine the needs of incoming staff.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure  | Progress towards achievement   |
|--|--|
| <b>Tell Them From Me - Teacher Survey</b><br>All teachers participate in the survey to establish baseline data in the areas of teacher collaboration, planned learning opportunities and leadership. | Due to the Tell Them From Me survey not being reliable for small cohorts of staff the staff undertook a school generated survey to show progress in the areas of teacher collaboration, planned learning opportunities and leadership. Baseline data was established and the 'teacher satisfaction' section of this Annual Report provides further details.  |
| <b>School Excellence Framework</b><br>Maintaining 'Sustaining and Growing' in the theme 'Collaborative practice and feedback' within the element of 'Learning and development'.                      | <ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of collaborative practice and feedback.</li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of learning and development.</li></ul> |
| <b>Professional Learning</b><br>All staff complete the HIPL to establish   | The results from the HIPL indicated the following two areas as the highest areas of need; <ul style="list-style-type: none"><li>• Professional learning is continuous and coherent</li></ul>   |

whole-school and individual needs in professional learning. Each staff member establishes three goals for their professional learning in 2022.

- Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement

However, due to the high turnover of staff in 2022, it is recommended the HIPL is readdressed and staff establish their professional learning goals in early 2022.



## Strategic Direction 3: Culture of success

### Purpose

Build a strong culture of high expectations and aspirations through embedding a school-wide collective responsibility for student learning needs and wellbeing through effective partnerships with parents and students. This will result in sustained and measurable whole school improvement.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations and Aspirations

### Resources allocated to this strategic direction

**Integration funding support:** \$54,239.00

**Socio-economic background:** \$14,375.58

**Low level adjustment for disability:** \$4,145.00

**Aboriginal background:** \$4,328.08

**Literacy and numeracy:** \$3,347.36

**Location:** \$21,735.00

**Professional learning:** \$1,300.00

### Summary of progress

Building a culture of success is paramount to achieving our school vision for all students, staff, parents and community. A School Learning Support Officer (SLSO) was employed to support students' in their academic and wellbeing growth and to support students' accessing medical clinicians. Programs were implemented to support the wellbeing of students and link them to identified teacher mentors. Students engaged with local Aboriginal Elders in programs to support their understanding of Aboriginal culture, heritage and language. Staff engaged with parents to support the needs of their students in wellbeing, including school attendance. Processes such as regularly updating parents about the importance of school attendance through communication channels were successful in improving overall attendance. Weekly allocated time for students and staff to participate in wellbeing activities were well received. Feedback indicated that staff and students looked forward to these sessions and would like the wellbeing groups to continue into 2022 with the ACARA Personal and Social capability matrix used to support the monitoring of student growth. Wellbeing notifications from parents were tracked by staff and results showed a decrease in concerns from parents about student wellbeing. 10% of students were supported by school staff to access clinicians through Royal Far West, including psychologists and speech pathologists.

Opportunities for improvement include the ongoing support for a whole school wellbeing program which involves all staff. A focus in 2022 will be continued work that will strengthen connection between home and school to ensure there is a collective responsibility for student learning and success.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

| Annual progress measure  | Progress towards achievement  |
|--|---|
| <b>Attendance</b><br>(This is a school-level target)<br><br>Increased percentage of students attending school more than 90% of the time, maintaining or improving upon the school-level uplift target of 80% or above. | <ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has increased from the end of Semester 1 (59%) to the end of Semester 2 (74%) by 15%.</li></ul> |
| <b>Parents</b>   | <ul style="list-style-type: none"><li>• Wellbeing concerns from parents has decreased by 25%.</li></ul>   |

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| <p>Notifications from parents expressing concern about their child's wellbeing has reduced by 20%.</p>   |   |
| <p><b>Student Growth</b></p> <p>100% of students have baseline data on the ACARA Personal and Social Capability framework in the sub-elements of 'Understand themselves as learners', 'Become confident, resilient and adaptable' and 'Contribute to civil society'.</p> | <ul style="list-style-type: none"> <li>• All students have baseline data on the ACARA Personal and Social Capability framework in the elements of Understanding themselves as learners, Become confident, resilient and adaptable, and Contribute to civil society.</li> <li>• These areas were selected as they align with the school vision.</li> </ul> |

| Funding sources                                       | Impact achieved this year   |
|---|---|
| <p>Integration funding support</p> <p>\$54,239.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Caragabal Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations and Aspirations</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* all eligible students demonstrating progress towards their personalised learning goals. All plans were regularly updated in consultation with carers and stakeholders and responsive to student learning needs.</li> <li>* plans and processes in place for the transition of students to high school.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>for staff to continue to liaise closely with carers and stakeholders to ensure students allocated this funding have a plan that is reviewed regularly and specifically addresses each student's support needs.</p> |
| <p>Socio-economic background</p> <p>\$14,375.58</p>   | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Caragabal Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations and Aspirations</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Wellbeing Program to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* a breakfast program operating five days a week and accessed by all students on at least one occasion per week.</li> <li>* students accessing 1:1 support with the COVID support teacher having follow up with an SLSO in the classroom.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>to continue the Wellbeing Program through the employment of an SLSO to provide additional support for identified students.</p>  |
| <p>Aboriginal background</p> <p>\$4,328.08</p>        | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Caragabal Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations and Aspirations</li> </ul>  |

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| <p>Aboriginal background</p> <p>\$4,328.08</p>                | <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* Parents engaging in the PLP process through authentic conversations about their children's strengths and needs.</li> <li>* Engagement with the Aboriginal community through their involvement in school culture, heritage and language programs.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>engaging an SLSO to deliver differentiated and personalised support to Aboriginal students with a focus on wellbeing and parent engagement.</p>  |
| <p>Low level adjustment for disability</p> <p>\$15,357.00</p> | <p>Low level adjustment for disability equity loading provides support for students at Caragabal Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading and Numeracy Strategy</li> <li>• High Expectations and Aspirations</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The school's value-add results improving to sustaining and growing. The school achieving a more consistent approach to improving literacy and numeracy through a school-wide improvement cycle.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>engage in the Learning Support Team professional learning and support days as a matter of priority to ensure staff are up to date with current practices and processes and they have a support system in place in the wider school community.</p> |
| <p>Location</p> <p>\$21,735.00</p>                            | <p>The location funding allocation is provided to Caragabal Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations and Aspirations</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* increased opportunities for students to participate in learning activities located outside the village of Caragabal, both in person and online.</li> </ul>  |

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| <p>Location</p> <p>\$21,735.00</p>             | <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>supporting the students to access services and resources that are not available within their school community. Encouraging collaboration with others to support student learning and wellbeing.</p>   |
| <p>Literacy and numeracy</p> <p>\$3,347.36</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Caragabal Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations and Aspirations</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• employment of additional Learning and Support staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* students being supported in the classroom for specific literacy and numeracy areas of need</li> <li>* implementation of explicit teaching strategies in literacy and numeracy</li> <li>* decodable books purchased and utilised for K12 readers</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>purchase of quality literacy and numeracy resources, access to professional learning in literacy and numeracy.</p> |
| <p>QTSS release</p> <p>\$6,502.00</p>          | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Caragabal Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in collaborative practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff released to mentor beginning teachers</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* two beginning teachers attaining their proficient accreditation</li> <li>* a staff member, building their own leadership capacity and attaining their PDP goals, regularly released to mentor beginning teachers</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b><br/>supplement the employment of a staff member to help improve staff in an area of need, such as programming.</p>   |
| <p>COVID ILSP</p> <p>\$18,683.30</p>           | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of a teacher 1 hour per day, four days per week, to deliver</li> </ul>   |

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| <p>COVID ILSP</p> <p>\$18,683.30</p> | <p>small group tuition</p> <ul style="list-style-type: none"> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups, monitor progress of student uplift and plan for further support.</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy -more specifically, reading fluency, writing and number sense.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The allocation of this funding has resulted in:<br/>the majority of the students in the program achieving significant progress towards their fluency reading goals.<br/>identification of students who require further intervention.<br/>3 out 5 five year one students attaining their goal in phonics and phonemic awareness.<br/>student data being analysed and tracked, utilised by staff to provide point in need teaching strategies.<br/>1 student exceeding expectation in their growth in number sense outcomes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy one to one and small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support, through the SLSO and the classroom teacher, for some students to continue to meet their personal learning goals will also be a priority.</p> |
|--------------------------------------|---|

## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2018       | 2019 | 2020 | 2021 |
| Boys     | 17         | 18   | 20   | 13   |
| Girls    | 12         | 11   | 15   | 14   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 94.5 | 97.4 | 97.3 | 92.7 |
| 1         | 93.5 | 93   | 95.2 | 90.6 |
| 2         | 88.7 | 87.2 | 95.4 | 93   |
| 3         | 95   | 83.3 | 96.8 | 86.7 |
| 4         | 89.2 | 93.3 | 92.1 | 85.5 |
| 5         | 75.1 | 87.7 | 96.4 | 85.8 |
| 6         | 93   | 93.8 | 92.6 | 88   |
| All Years | 90.6 | 89.4 | 94.5 | 88.2 |
| State DoE |      |      |      |      |
| Year      | 2018 | 2019 | 2020 | 2021 |
| K         | 93.8 | 93.1 | 92.4 | 92.8 |
| 1         | 93.4 | 92.7 | 91.7 | 92.7 |
| 2         | 93.5 | 93   | 92   | 92.6 |
| 3         | 93.6 | 93   | 92.1 | 92.7 |
| 4         | 93.4 | 92.9 | 92   | 92.5 |
| 5         | 93.2 | 92.8 | 92   | 92.1 |
| 6         | 92.5 | 92.1 | 91.8 | 91.5 |
| All Years | 93.4 | 92.8 | 92   | 92.4 |

### Attendance

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 2020. 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 figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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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    |
| Classroom Teacher(s)                    | 2.77 |
| Learning and Support Teacher(s)         | 0.1  |
| Teacher Librarian                       | 0.17 |
| School Administration and Support Staff | 0.93 |

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

### Workforce ATSI

| Staff type     | Benchmark <sup>1</sup> | 2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.30%                  | 4.40%   |
| Teachers       | 3.30%                  | 3.20%   |

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|                                       | 2021 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 200,453                 |
| <b>Revenue</b>                        | 797,888                 |
| Appropriation                         | 797,012                 |
| Grants and contributions              | 814                     |
| Investment income                     | 63                      |
| <b>Expenses</b>                       | -814,450                |
| Employee related                      | -712,062                |
| Operating expenses                    | -102,389                |
| <b>Surplus / deficit for the year</b> | -16,562                 |
| <b>Closing Balance</b>                | 183,890                 |

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.

## Financial summary - Equity loadings

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

|                         | 2021 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 54,239                            |
| <b>Equity Total</b>     | 34,060                            |
| Equity - Aboriginal     | 4,328                             |
| Equity - Socio-economic | 14,376                            |
| Equity - Language       | 0                                 |
| Equity - Disability     | 15,356                            |
| <b>Base Total</b>       | 695,425                           |
| Base - Per Capita       | 8,628                             |
| Base - Location         | 21,736                            |
| Base - Other            | 665,062                           |
| <b>Other Total</b>      | 13,641                            |
| <b>Grand Total</b>      | 797,365                           |

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.

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.

## Parent/caregiver, student, teacher satisfaction

In 2021, Caragabal Public School actively sought the valued opinions of parents, carers, students and teachers. Areas targeted were student and parent/carer engagement in the school culture, learning outcomes and activities. The school communicates with parents and the wider community through a variety of channels including newsletters and social media. Students are encouraged to share their voice through leadership meetings and the school newsletter.

Students at Caragabal Public School have a strong sense of belonging, feel their behaviour is positive, value education and report a high expectation for success as captured in a student-focused survey. They report that they enjoy positive relationships and their teachers are of high quality.

The students and community responded positively to the implementation of a successful Covid Intensive Learning Support Program (ILSP) focusing on students' academic point of need. Caragabal Public School ensures to provide all students with opportunities to participate in sporting events, encouraging students to participate in weekend clubs. Students informed staff through discussion and surveys that this was an area of importance to them.

Individual parent/carers have verbally expressed a high level of satisfaction with the school and its current practice. Stakeholders appreciate the inclusive nature of the school, the opportunities provided to students and the open communication between staff and carers.

Teachers voiced that they benefited from the improvement in online learning modules. Staff believed that increased collaboration time provided to them improved their teaching practice.

Due to the Tell Them From Me survey not being reliable for small cohorts of staff, the staff undertook a school generated survey to show progress in the areas of teacher collaboration, planned learning opportunities and leadership.

The school generated survey results indicated;

- 100% of staff were satisfied with the amount of time they were given to collaborate with others for planning and evaluation.
- 50% of staff were satisfied with the collaborative practice and feedback processes throughout the year.
- 100% of staff were satisfied with the whole school planned learning opportunities they received.
- 50% of staff were satisfied with the individual choice of planned learning opportunities received.
- 100% of staff were satisfied with the support received by the Principal.
- 100% of staff were satisfied with the level of involvement in the leadership processes of the school.

We are working towards the collective responsibility of our students learning through a partnership with our school community in the academic growth of our students. We plan to build a strong sense of student voice in order to develop student wellbeing and engagement in personal learning journeys.

We believe our families and carers can be an active, positive voice in our students growth and development. We plan to continue wellbeing groups and introduce zones of regulation. Parents will be invited to participate in a round table discussion to explore this strategy.

# Policy requirements

## Aboriginal Education Policy

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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.

## Anti-Racism Policy

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.