

2021 Annual Report

Cardiff Public School



1505

Introduction

The Annual Report for 2021 is provided to the community of Cardiff Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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School vision

At Cardiff Public School, we work collaboratively with our community to promote excellence and engagement in a respectful, inclusive and high expectations environment. We strive for achievement through the provision of high quality schooling in a harmonious environment that meets the diverse needs of our students. Our ultimate goal is to cultivate stronger, smarter, successful, life-long learners who are confident, creative, adaptable and responsible citizens.

School context

Cardiff Public School (CPS) is located within the Regional North Operational Directorate and forms part of the Lake Macquarie North Principal Network. The school had 276 enrolments at the beginning of 2021, including 10% Aboriginal or Torres Strait Islander students. All learners are actively engaged in high quality learning programs across 11 mainstream classes, ranging from K-6. Led by an executive team, including 3 assistant principals, the staff are a dedicated and cohesive team who work collaboratively to improve outcomes for all students. With a diverse range of skills and experiences, the staff work in partnership to further develop and enhance their expertise and pedagogical practices. Students enjoy a range of activities in the school including PSSA sport, choir, dance, STEM, public speaking and much more.

The students, community and staff honour the school motto "Work in Harmony," and the five keys to success; getting along, persistence, confidence, resilience and organisation. The school has well-established partnerships with its community. It works closely with the Cardiff Community of Schools, has an active and dedicated P&C and enjoys a strong community partnership with the Kumaridha Local AECG, as well as various other community businesses and groups. The site is also home to an OOSH centre. The 2020 Family Occupation and Education Index (FOEI) score was 97. This score has steadily decreased since the 2013/2014 index of 121.

The school's situational analysis has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around explicit teaching, assessment, feedback and high expectations.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Through our situational analysis, we have identified a need to use effective assessment and feedback practices to ensure all students are achieving growth.

When conducting the analysis of whole school wellbeing it was evident that student sense of belonging is an area of ongoing focus. The analysis has identified the importance of positive relationships across the school. We will align our wellbeing processes with the Wellbeing Framework that will guide our next steps. Our focus areas include engaging students in their learning, supporting a growth mindset in staff and students, helping students develop a love of learning and developing effective school-wide behaviour systems.

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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to ensure consistent growth for all students, we will further develop and refine explicit teaching practices that are responsive to the learning needs of individual students. Our teachers will engage in collaborative practices and develop and sustain a culture of high expectations.

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.

- Explicit Teaching
- Collaborative Practice

Resources allocated to this strategic direction

Socio-economic background: \$68,924.64

6101 Funds: \$60,039.00

Literacy and numeracy: \$26,971.77

Low level adjustment for disability: \$106,333.52

English language proficiency: \$2,400.00

Professional learning: \$10,000.00

QTSS release: \$16,144.98

Summary of progress

Our focus for 2021 was on the use of explicit teaching practices and collaboration. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school, using the explicit teaching model. Staff collaboratively created a new whole school English scope and sequence, which included termly reviews and updates to match the changing needs of students. A curriculum advisor was sort to assist in the creation of English units, focusing on explicit teaching and textual concepts using quality texts. Each stage had a teacher representative create a unit to be implemented in 2022. This will be an ongoing practice as we move into 2022.

In numeracy, the key area of additive and multiplicative strategies featured significantly in our work within Strategic Direction 1 this year. Professional learning was designed and delivered on the learning progressions and PLAN 2 to all staff, and staff were supported in using the progressions in these key areas to assess their students. ISLP intervention was established from data collected, targeting students who were at risk of not meeting appropriate standards. Explicit teaching practices designed for students specific needs were implemented within intervention with regular given to class teachers to support student learning within the classroom. As a result, students who were involved in intervention achieved growth and teachers gained confidence in assessing students using the learning progressions.

As we move forward into the creation of our new school plan, Strategic Direction 1 will emphasise SEF elements 'Data Skills and Use', 'Student Performance Measures' and 'Assessment'.

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
Reading: Percentage of students achieving in the top two bands in NAPLAN reading is trending towards a 6% increase from baseline data.	• 2021 data indicates 41.5% of students are in the top two skill bands for reading which is a slight decrease against baseline data, which is in contrast to the years leading up to 2021.
Reading: Percentage of students achieving expected growth in NAPLAN reading is trending towards the 2023 improvement measure of a 6% increase	• The percentage of students achieving expected growth in reading decreased to 42% indicating progress yet to be seen toward the lower bound target.

from baseline data.	
Numeracy: Percentage of students achieving in the top two bands in NAPLAN numeracy is trending towards a 6% increase from baseline data.	<ul style="list-style-type: none"> • 2021 data indicates 25% of students are in the top two skill bands for numeracy which is a decrease against baseline data and is in contrast to previous trends.
Numeracy: Percentage of students achieving expected growth in NAPLAN numeracy is trending towards the 2023 improvement measure of a 6% increase from baseline data.	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in numeracy decreased to 27% indicating progress yet to be seen toward the lower bound target.
School self-assessment of the School Excellence Framework (SEF) of the element of Learning and Development (focus theme: Collaborative Practice and feedback) indicates consistency at Sustaining and Growing across the school.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element of Learning and Development.

Strategic Direction 2: Wellbeing & Engagement

Purpose

In order to develop adaptable, life-long learners who utilise a growth mindset and who thrive when challenged within an engaging, thought-provoking environment, we will develop and sustain a culture that celebrates growth and success of all learners.

This will be achieved through meaningful, engaging and personalised learning experiences for staff and students within a high expectations relationships culture.

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.

- Engaged Learners
- Wellbeing

Resources allocated to this strategic direction

6101 Funds: \$6,636.00

Professional learning: \$5,345.00

QTSS release: \$16,145.00

Socio-economic background: \$16,833.04

Summary of progress

Our focus for Strategic Direction 2 was on engaging learnings and enhancing student well-being practices.

One of our aims for Strategic Direction 2 was to increase attendance numbers across the school. To obtain this increase, we implemented regular communication with parents about attendance using our school communication platforms. Fortnightly letters were also distributed to students who were at risk of attendance concerns and those who were an attendance concern.

The executive team collated and analysed whole school wellbeing data from the student, staff and community TTFM survey. Student and staff focus groups were created to allow for collaborative reflection on whole school wellbeing processes, and to inform future school directions. Staff completed module one of 'Trauma Informed Practice' for improved learning and wellbeing. The remaining modules will be completed during 2022. Peer support training commenced with Peer Support Australia. Staff members conducted training for all staff and student leaders.

Next year in this initiative we will continue to implement peer support to enhance students sense of belonging. The school will continue to implement attendance practices to communicate the importance of positive attendance habits and to foster a sense of belonging and wellbeing. Staff will continue to participate in Trauma Informed Practices to deepen their awareness and understanding of the complex nature of trauma.

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
Increase the percentage of students attending school more than 90% of the time by up to 5% compared to baseline data.	• The number of students attending greater than 90% of the time or more has increased by 2.9%.
Increase the percentage of students with positive wellbeing by up to 2.7% compared to baseline data (based on TTFM Wellbeing surveys.)	• Tell Them From Me data indicates 78.5% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
School self-assessment of the School	• Self-assessment against the School Excellence framework shows the

Excellence Framework (SEF) element of 'Learning Culture' demonstrates that all themes are being met at the Sustaining and Growing level.	school currently performing at Sustaining and Growing in the element of Learning Culture.
School self-assessment of the School Excellence Framework (SEF) element of 'Wellbeing' demonstrates that all themes are being met at the Sustaining and Growing level.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Wellbeing.

Strategic Direction 3: Assessment & Feedback

Purpose

The purpose of this strategic direction is to enhance the ability of staff and students to recognise strengths and areas for development and to identify and plan next steps through consistent whole school assessment and feedback practices.

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.

- Data Skills and Use
- Effective Feedback

Resources allocated to this strategic direction

QTSS release: \$16,145.00

: \$2,136.00

6101 Funds: \$13,346.00

Professional learning: \$3,500.64

Summary of progress

Within Strategic Direction 3, our focus for 2021 was on Assessment and Feedback. After evaluation of whole school scope and sequences, staff collegially restructured the scope and sequences to ensure assessment was consistent across the school. This allowed for a whole school assessment scheduled to be developed and implemented alongside consistent teacher judgement. Internal data systems were created by executive to ensure data was easily accessible in order to assist in data analysis. Data was collected in spelling, reading and writing across the school. Using this data, teams were able to collaborate to inform future teaching and learning programs, ensuring work was focused at the point of need for all students. This data was also used and tracked on PLAN2 for ILSP Intervention. Executive attended Data Skills and Use professional learning for future planning and development of staff. All staff have access to teaching sprints professional learning, with teams to be set up in 2022.

Next year, after feedback from our external validation panel report, and the Tell Them From Me survey data, Assessment and Feedback will be added to Strategic Direction 1 as it aligns with explicit teaching. Our focus for Strategic Direction 3 will be derived from the School Excellence Framework element "Learning and Development" and focus heavily on strengthening collaborative practices to ensure best practices are being implemented across the school.

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
School self-assessment of the School Excellence Framework (SEF) element of 'Assessment' indicates that we are Sustaining and Growing consistently across all classes.	• Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element of Assessment.
School self-assessment of the School Excellence Framework (SEF) element of 'Effective Classroom Practice' indicates a trend from Delivering to components of Sustaining and Growing.	• Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing in the element of Effective Classroom Practice.
School self-assessment of the School Excellence Framework (SEF) element of 'Data Skills and Use' indicates a trend from Delivering to components of Sustaining and Growing.	• Self-assessment against the School Excellence framework shows the school currently performing at Delivering in the element of Data Skills and Use.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$147,606.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cardiff Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of staff to provide additional support for students who have high-level learning needs. Provision of support in class, accessing curriculum and in the playground. • Implementation of targeted programs such as MultiLit and MiniLit to support student growth and achievement. <p>The allocation of this funding has resulted in: Improved outcomes for all students with additional support needs, with all demonstrating progress towards their personalised learning goals. All PLSPs were regularly reviewed and updated to ensure personalised support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued small group and intensive support for students with identified needs. Monitoring of allocations of support based on the level of funding provided. Flexibility in the provision of support as students progress towards their learning and support goals.</p>
<p>Socio-economic background</p> <p>\$85,757.68</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cardiff Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Collaborative Practice • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through explicit teaching to support student learning. • employment of additional SLSO staff to support MiniLit/MultiLit program implementation, as well as in-class support with literacy and numeracy. • additional staffing allocation of 0.1FTE to provide executive release for whole school planning and assessment. <p>The allocation of this funding has resulted in: Improved outcomes for students through MiniLit and MultiLit intervention as evidenced through internal pre- and post-testing data and through an analysis of student reading levels. Improved systems and leadership capacity as a result of executive staff working collaboratively on whole school planning and evaluation.</p> <p>After evaluation, the next steps to support our students with this funding will be: engaging school learning support officers to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cardiff Public School. Funds under this</p>

<p>\$16,635.36</p>	<p>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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in: Improved academic performance in both internal and external assessments. NAPLAN data over time, reveals a trend of improved scores over previous years and a lowering of the gap between Aboriginal and non-Aboriginal student's average scores from an average gap of 56 points from 2014-2016, to 17 points from 2017-2021. Tell Them From Me data indicated 71% of Aboriginal students felt like their culture was valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to engage SLSO support for Aboriginal students in order to improve student outcomes.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cardiff Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Employment of SLSO support for EAL/D students requiring additional assistance with language, in order to access curriculum and further develop English proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be: Additional support will be required to support an increase in enrollments of EAL/D students. Processes to be put in place to train relevant staff in the EAL/D progressions and to assess any new EAL/D students upon enrollment.</p>
<p>Low level adjustment for disability</p> <p>\$106,333.52</p>	<p>Low level adjustment for disability equity loading provides support for students at Cardiff Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • engaging a learning and support teacher to work with individual students

<p>Low level adjustment for disability</p> <p>\$106,333.52</p>	<p>and in a case management role within the classroom/whole school setting.</p> <ul style="list-style-type: none"> • learning and support teacher to coordinate invention support for identified students. <p>The allocation of this funding has resulted in: A holistic and coordinated approach to student support through the employment of a learning and support teacher. Support was targeted to areas of need and student outcomes improved, particularly in literacy and numeracy. The tiered approach to learning and support has ensured needs are met at the appropriate level. There was also an increase in integration funding allocations as a result of working closely with families and external agencies.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and continue to improve and refine our Learning and Support Team processes.</p>
<p>Professional learning</p> <p>\$18,845.64</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cardiff Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Collaborative Practice • Engaged Learners • Wellbeing • Data Skills and Use • Effective Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • provision of release time and professional learning that targeted strategic planning initiatives. Targeted areas included explicit teaching, smart spelling, peer support and collaborative practice. <p>The allocation of this funding has resulted in: Increased capacity of all teachers to embed explicit teaching practices in reading, writing and numeracy lessons. Students being able to identify learning intentions and success criteria. Consistency of teaching practice across classes has improved. Teacher capacity has been expanded through targeted high impact professional learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional learning that aligns to strategic directions. Teacher release to be provided to complete quality teaching rounds and in the development of high quality literacy units.</p>
<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Cardiff Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Support for beginning teacher. Extra release and extra time with supervisor for curriculum development, lesson planning, classroom management and gathering of evidence for accreditation.

<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>The allocation of this funding has resulted in: Beginning teacher supported in developing capacity to effectively teach and to meet the requirements of the profession. Beginning teacher had access to professional learning that focused on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funding continued to support teacher in meeting the requirements of accreditation. Beginning Teacher support model to be reviewed based on feedback and evidence.</p>
<p>School support allocation (principal support)</p> <p>\$17,020.58</p>	<p>School support allocation funding is provided to support the principal at Cardiff Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Administrative support with areas including, but not limited to, WHS and safe work practices, resourcing and enrollment. <p>The allocation of this funding has resulted in: Increased focus for executive staff as lead learners and in developing whole processes and systems to support teaching, learning and assessment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to utilise funds to support whole school compliance and administrative tasks to enable executive staff to focus on core business.</p>
<p>Literacy and numeracy</p> <p>\$26,971.77</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cardiff Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Ongoing implementation, monitoring and evaluation of reading, writing and mathematics intervention programs to increase student outcomes <p>The allocation of this funding has resulted in: Employment of SLSO staff to support the literacy and numeracy learning in the classroom and through intervention support. Year 3 NAPLAN reading data has consistently identified more than 50% of students achieving in the top two bands each year since 2016.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding will be utilised to employ an Assistant Principal Curriculum and Instruction from 2022. Their focus will be supporting strong instructional leadership, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cardiff Public</p>

<p>\$48,434.98</p>	<p>School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Collaborative Practice • Engaged Learners • Wellbeing • Data Skills and Use • Effective Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum. • assistant principals provided with additional release time to support classroom programs and whole school planning and assessment. <p>The allocation of this funding has resulted in: Improved staff confidence, consistency and teaching practices. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. This has improved outcomes for students on internal assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to release executive and identified staff to support and build the capacity of all staff, ensuring alignment to the strategic improvement plan.</p>
<p>COVID ILSP</p> <p>\$152,416.37</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of ILSP teachers to deliver small group intervention for students in numeracy whilst learning at school and/or from home. <p>The allocation of this funding has resulted in: 100% of students have shown growth of at least one progression level when measured against the numeracy learning progressions. Teachers reported significant growth in student confidence, supported by student surveys (100% feel more confident since participating in maths support groups).</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support students identified through data analysis as requiring additional support. Shift the focus mid-year from numeracy to reading and literacy skill development.</p>
<p>6101 Funds</p> <p>\$145,110.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Cardiff Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching • Collaborative Practice • Engaged Learners • Wellbeing

<p>6101 Funds</p> <p>\$145,110.00</p>	<ul style="list-style-type: none"> • Data Skills and Use • Effective Feedback • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • employment of additional 0.7FTE Learning and Support Teacher to deliver in-class support for students in literacy and numeracy. • The provision of additional SLSO support in classrooms. • The purchase of teaching and learning resources and specific furniture to support curriculum implementation in literacy and numeracy, including class sets of hands-on numeracy resources. • Teacher release for consistent teacher judgment sessions. <p>The allocation of this funding has resulted in:</p> <p>Intervention programs resulted in student growth, particularly in mathematics - results were varied due to home learning and inconsistent student engagement whilst learning from home. The additional furniture and resources to support teaching and learning programs supported students in making progress toward outcomes. The additional SLSO support was a key factor in the improved outcomes seen in school-based assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Strategic use of funding to support whole school initiatives and strategic directions. Funding to release staff to engage in quality teaching rounds will be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	123	143	157	155
Girls	114	100	106	113

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93	97.1	95.9	94.5
1	94.2	94.9	94.2	95.3
2	92.8	96.2	94.2	93.9
3	94	90.9	93	93.8
4	95	94.1	90.6	93.7
5	93.4	95	89.5	89.9
6	93.2	92.3	94	88.6
All Years	93.7	94.6	93.1	92.9
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

Our attendance rate has been above state average over each of the past four years.

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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.39
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	387,199
Revenue	2,956,524
Appropriation	2,892,030
Sale of Goods and Services	1,540
Grants and contributions	52,604
Investment income	350
Other revenue	10,000
Expenses	-3,063,615
Employee related	-2,810,748
Operating expenses	-252,867
Surplus / deficit for the year	-107,091
Closing Balance	280,109

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

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

	2021 SBAR Adjustments (\$)
Targeted Total	135,627
Equity Total	211,127
Equity - Aboriginal	16,635
Equity - Socio-economic	85,758
Equity - Language	2,400
Equity - Disability	106,334
Base Total	2,106,806
Base - Per Capita	64,834
Base - Location	0
Base - Other	2,041,972
Other Total	231,278
Grand Total	2,684,837

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents/Caregivers: Feedback via the Tell Them From Me Survey (TTFM), as well as feedback from anecdotal sources and from Class Dojo has continued to be very positive about the school and its services. An example of this is from TTFM, with 82% identifying that they would recommend our school to other families (a further 15% neither agreed or disagreed). Parents reported that they felt welcome at our school, were informed, supported learning at home and at school. They had a strong sense that we were an inclusive school (higher than state average), communicated well with our community and provided a safe environment for their children. During the period of learning from home, parents felt well supported and were provided with an appropriate level of work and resources.

Students: Student satisfaction was high, with students feeling supported in their learning and as valued members of our school community. TTFM data indicated that students felt safe whilst at school and that any issues of bullying or poor behaviour were dealt with fairly and swiftly. Overall students felt that teachers were responsive to their needs, had high expectations for success and they felt that they always had someone who consistently provided encouragement and had someone to turn to for advice. Whilst they reported significantly higher levels of positive behaviour at school, their scores in motivation, sense of belonging and in the completion of homework were lower compared to previous years.

Teachers: We saw significant increases in the following areas when compared to 2020 TTFM data: leadership, collaboration, data-informed practice, and challenging and visible goals. Infact, in each area addressed in the survey, which also included areas titled inclusive school, learning culture, quality feedback and teaching strategies the data from teachers at our school was higher in every aspect compared to the state norm. Through regular and timetabled check-ins with staff, it was clear that teachers felt well-supported, well-resourced and well-equipped to provide high quality teaching and learning opportunities for students.

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.

Aboriginal Education - School statement

Cardiff Public School has core focuses on improving the academic, social-emotional and cultural outcomes for all students. All staff participate in cultural immersion training through 'Connecting to Country' and our students engage in culturally specific activities such as Bro Speak and Sista Speak and make connections with students across our communities of schools. Embedding Aboriginal perspectives into teaching and learning programs is the norm, and celebrating culture is commonplace throughout the school year.

Anti-Racism Policy

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

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.