

2021 Annual Report

Carlton South Public School



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Introduction

The Annual Report for 2021 is provided to the community of Carlton South 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 Carlton South Public School, our vision is to prepare all students to experience success in a dynamic world through quality, differentiated teaching and building high expectations in learning. Personalised learning is utilised to ensure that students are engaged, challenged and achieve their educational potential. Students will be provided with opportunities to develop learning powers that will support them to become life-long, active learners who are connected, creative and self-aware.

Our core values of Cooperation, Honesty, Kindness, Respect and Responsibility are embedded in all learning experiences across the school.

School context

School context

Carlton South Public School is a large, diverse school with approximately 645 students, 80% of which come from a language background other than English. The student population is extremely diverse, with 53 language groups represented. The school's enrolment has been steady, with no significant change in student enrolment numbers. Numbers of students with an EAL/D background have remained steady over the last few years. The school is located in the southern suburbs of metropolitan Sydney in close proximity to the St George Hospital and St George TAFE. Carlton South Public School is a proud member of the Bayside Community of Schools, comprising of six primary schools and two secondary schools, who collaborate to sustain quality teaching practice to enhance student learning. The school values its community partnerships which develop a sense of belonging for each student, as well as supporting the school's vision to empower students to develop a sense of personal and social responsibility for their actions. The school's partnerships include Kogarah Community Services and AllSalt Speech Pathology. An on-site Out of School Hours Care service, provide by Kogarah Community Services, works closely with the school to meet the needs of the school community. The school has over the past two years engaged in a partnership with Corwin Australia and Ramsgate Public School to support the implementation of Visible Learning.

Carlton South Public School is seeking to demonstrate significant school improvement through its emphasis on quality, evidence-based teaching practices; each teacher strives to implement evaluative data-driven practices that support personalised and differentiated learning for every student. The school is committed to promoting high expectations to ensure that each student experiences growth in their learning each year. Carlton South Public School has a dedicated teaching and support staff, who work in collaboration to design and implement teaching and learning programs that incorporate explicit teaching and feedback to support students with information about their next steps in learning. Teaching staff are committed to utilising quality formative and summative assessment, along with data collection practices to develop greater consistency of judgement across the school. Technology is embedded across all learning areas; the school library supporting this with coding and robotics instruction.

Student wellbeing is prioritised in order to ensure that students are engaged and challenged and encouraged to reach their learning potential. Student wellbeing continues to be supported by our Promoting Positive Behaviour (PPB) program, along with the implementation of our Learning Powers (Active Learner, Connected Learner, Creative Thinker, Self-Aware). A variety of extra-curricular opportunities are provided for students, including, dance, band, chess, choir, PSSA and drama.

Parents and the wider community work in partnership with the school and are supportive of its aspirations. Parents and the community provide strong support through volunteering, fundraising and collaborating with staff members. The P & C is committed to promoting authentic and meaningful collaboration and consultation with the school, appreciative of the school's efforts to improve learning outcomes of all students. The P&C is dedicated to organising events and initiatives which raise valuable funds for the school.

As a result of a comprehensive situational analysis, the school has identified focus areas in the use of evaluative data-driven practices to support differentiated learning and quality, evidence-based teaching practices in literacy and numeracy. Visible Learning will continue to be implemented, with an emphasis on instructional feedback strategies and teacher clarity in the form of learning intentions and success criteria that is differentiated. These focus areas will work interdependently and will be supported by professional learning communities that utilise an inquiry approach through action research that involves identifying a focus, trialling, feedback and analysis. Student performance data will be monitored and evaluated on an ongoing basis in order to maximise student learning outcomes for every student in literacy and numeracy.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

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	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

We will improve student growth and attainment in literacy and numeracy with a focus on quality, evidence-based teaching practices. We will strengthen collaborative practices in order to inspire the professional growth of all teachers.

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.

- Leading Improvement, Innovation and Change
- Whole School Writing/ Numeracy Project

Resources allocated to this strategic direction

English language proficiency: \$334,592.00
Socio-economic background: \$46,802.00
Refugee Student Support: \$338.00
Low level adjustment for disability: \$177,908.00
Integration funding support: \$178,641.00
Literacy and numeracy intervention: \$70,634.00
Aboriginal background: \$5,080.00
Literacy and numeracy: \$23,254.00
QTSS release: \$121,648.00
Professional learning: \$11,000.00

Summary of progress

Collaborative practices were strengthened by embedding explicit systems to enhance professional dialogue, collaboration, classroom observations and the modelling of effective practice. Executive staff build further capacity around high impact professional learning, evidence based practices, all underpinned by Lyn Sharratt's work on Clarity. All staff contributed to reflections about current collaborative practices and engaged in evaluative thinking in order to establish shared beliefs and understandings across the school. This is leading to the development of a stronger shared vision that promotes a shared responsibility for improvement.

In 2021, the school ran effective learning and support and EAL/D programs where specific adjustments were made to meet student individual needs. Progress was tracked through a variety of pre and post test assessments. EAL/D teachers focused individual instruction on vocabulary development and LaST teachers focused on the five elements for effective reading instruction.

The writing project strengthened the explicit teaching of writing strategies that built across K-6. Instructional leadership supported the building of teacher capacity through demonstration lessons and team teaching sessions where consistent knowledge, skills and language were embedded.

The numeracy project participated in extensive professional learning delivered by the Department of Education around emerging research into mathematics education. This led to the exploration of embedding this research into current practices, aligned with syllabus expectations.

What lessons have we learned to inform our next steps?

- * Further building of a collaborative culture across the school by giving staff regular opportunities to engage in professional collaboration.
- * Implementing purposeful strategies to promote strong collaborative practice, focusing on increasing the overall impact on student learning outcomes.
- * Strengthening deep analysis of whole school writing data and consistent teacher judgement in stage teams.
- * Sharing expertise among colleagues to build a continuous improvement culture.
- * Implementing explicit skills to develop number sense, flexible thinking and increased mathematical strategies.
- * Building a deeper understanding of mathematical vocabulary to enhance higher order problem solving skills.

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 achieving in the top two NAPLAN bands in Reading to be above the system negotiated target baseline of 54.9%.	Data indicates that 45.57% of students were in the top 2 bands for reading, indicating progress yet to be seen towards the annual progress measure.. This is a decrease of 4% from 2019.
Increase the proportion of students achieving in the top two NAPLAN bands in Numeracy by 4% moving from 2019 43.39% to our lower bound of 52.3%	Data indicates that 37.87% of students were in the top 2 bands for numeracy, indicating progress yet to be seen towards the annual progress measure.
Increase the proportion of students achieving expected growth in Reading by 2% moving from 2019 66.23% to our upper bound of 70.7%. (Lower Bound= 65.7%; Upper bound= 70.7%).	Percentage of students achieving expected growth in reading decreased by 6.74% indicating progress yet to be seen towards the system negotiated target.
Increase the proportion of students achieving expected growth in Numeracy by 3% moving from 2019 61.54% to our lower bound of 68%. (Upper bound= 73%).	Percentage of students achieving expected growth in numeracy decreased by 2.79% indicating progress yet to be seen towards the system negotiated target.
Negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.	90% of teachers participated in two classroom observations, one of which was related to the whole school goal. Data through learning journals indicated that staff engaged in professional and reflective dialogue, sharing knowledge and pedagogy. Staff surveys revealed that all staff value the opportunity to observe the practice of colleagues in order to support their professional growth.
The leadership team develops processes to collaboratively review teaching practices to affirm quality.	Evidence from regular collaborative practices days indicate an increased engagement with evidence-based practices. Feedback from Instructional Leader and executive shows that most classroom teachers are utilising consistent and explicit strategies with literacy and numeracy. The majority of staff promote high expectations and use specific feedback to support increased student learning outcomes.
All specialist staff regularly collect school based data to ensure the growth of all students.	The regular collection of data indicated that 90% of students achieved positive growth as a result of targeted small group sessions.
To increase the percentage of students attending school greater than 90% of the time from 78.77% in 2019 towards the lower bound of 84.8% (Upper bound = 89.8%) Uplift = 3%	The number of students attending greater than 90% of the time or more is slightly down from 2019 and baseline.. Attendance processes were adjusted to monitor student engagement in remote learning and enabled staff to put in place additional support for students not engaging in learning. Attendance and punctuality measures will continue to be a focus in 2022.

Strategic Direction 2: Evaluative data-driven practices

Purpose

We will use quality assessment practices to generate data that will be used to inform differentiated learning and monitor student progress.

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.

- Quality Assessment and Data Practices
- Differentiated Learning

Resources allocated to this strategic direction

Summary of progress

Stage teams reflected on the whole school assessment and reporting scope and sequence, discussing purpose, expectations and teacher accountability around quality assessment. Links were made to the "What works best" document, identifying evidence-based practices that have a significant impact on student growth. Teachers made assessment visible to students and supported them to reflect on their progress by providing specific feedback. Teachers shared professional dialogue that would promote the creation of assessment tasks that challenged all students and put strategies in place that would support the validity of the assessment data being collected. Regular formative assessment tasks were designed to inform their teaching, adapt their practice and meet the learning needs of all students.

Differentiation was strengthened through the implementation of a wider range of strategies in order to meet the needs of students at different levels of achievement, including adjustments to support learning or to increase challenge. Differentiation was supported through the implementation of Visible Learning, empowering students to articulate their learning and understand what they need to learn next to enable continuous improvement.

What lessons have we learned to inform our next steps?

- * Strengthen evaluative data driven practices, leading to the effective and consistent implementation of specific improvement strategies to maximise impact on the learning growth of all students.
- * Establish effective internal data tracking systems to monitor student growth K-6.
- * Monitor individual value-added student growth data to ensure higher functioning students are attaining maximum growth in reading and numeracy.
- * Explore a greater range of effective strategies to support differentiation.
- * Explore the implementation of the department of education differentiation tool to build staff capacity.

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
Teachers review student assessment data and compare results from external assessments with internal measures to build consistent and comparable judgement of student learning.	A whole school assessment and reporting scope and sequence document was established to ensure the consistent review of student assessment data. This allowed for comparisons with external data sources, such as, NAPLAN, Check-in, Progressive Achievement Tests and Phonics screening to support overall judgement on each students' learning growth. Teachers were provided with opportunities to engage in professional dialogue that supported consistent teacher judgement of student progress and achievement.
Teachers routinely use evidence of	Teachers regularly captured evidence of student learning through a range of

learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.	quality and specific assessment tasks. Adjustments were made to to meet the individual needs of students with teachers exploring different differentiation strategies, such as time adjustments, student choice and task complexity.
Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.	Teachers more effectively analysed data collected, making suitable adjustments by differentiating the curriculum in response to student needs. Students were provided with appropriate challenge and support to ensure their growth, with specific feedback that supports students to be more engaged and active learners who are responsible for their progress.

Strategic Direction 3: Quality teaching practice

Purpose

We will develop a high expectations learning culture that focuses on effective classroom practice through explicit teaching and feedback.

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.

- Effective Evidence-based Reading Strategies
- Visible Learning

Resources allocated to this strategic direction

Summary of progress

A whole school comprehension strategies scope and sequence document was created to drive the consistent, explicit teaching of comprehension strategies across all stages. Teachers engaged in extensive professional learning around the components of reading, with specific emphasis on vocabulary to support a deeper understanding of the process of teaching the core elements of reading, such as fluency, expression, explicit teaching of comprehension, decoding and making connections using prior knowledge. Rich texts were chosen collaboratively to support the teaching of effective evidence-based reading strategies to maximise impact on student learning outcomes.

High expectations were set by teachers for empowering students to be active, responsible and self-reflective learners. This was supported by the consistent implementation of learning powers across the whole school community. Teachers participated in extensive professional learning around "Visible Learning Into Action" which enabled them to reflect on the mindframes for Visible Learning; evaluating their impact on student learning, seeing assessment as informing impact and next steps and collaboration with colleagues about progress and impact.

What lessons have we learned to inform our next steps?

- * The PLC will engage in professional learning around The Science of Reading, which will support the implementation of this research across the school.
- * Continue to teach consistent, explicit comprehension strategies that build across K-6 through exposing students regularly to a range of rich texts.
- * Effectively track student reading growth across the school and identify specific strategies to drive reading improvement and reflect on impact.
- * Continue to work towards building a shared language of learning and extend this to the parents and wider community.
- * Continue to consolidate the implementation of the delivery of effective feedback and Learning Intentions and Success Criteria to empower students to take ownership of their learning. The capacity of new staff will be built through targeted professional learning.

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
The leadership team develops processes to collaboratively review teaching practices in reading to affirm quality.	The school continued to explore and develop knowledge of the five effective reading strategies based on the latest research. A whole scope and sequence was created and implemented to drive the consistent, explicit teaching of comprehension strategies across all stages. Teachers engaged in professional learning on the importance of explicit vocabulary instruction in reading development and English as an Additional Language/Dialect staff supported intensive work around vocabulary for targeted students.

<p>Learning dispositions will be implemented across the whole school community to support the development of a shared language of learning that reflects the identified learning powers.</p>	<p>Teachers engaged in professional learning to establish a consistent understanding around the implementation of the learning powers where high expectations were set for empowering students to be active, responsible and self-reflective learners. During remote learning there was a strong drive to promote the learning powers across all curriculum areas to the community in the endeavour to more deeply engage and connect with the community. Teachers became more aware of evaluating their impact on student learning in order to maximise the potential of all students.</p>
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$338.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Leading Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in: Refugee students learning has improved as a result of being supported through the EAL/D program.</p> <p>After evaluation, the next steps to support our students with this funding will be: If refugee funding is available, it will be used to support the specific needs of these students in classrooms and through our EAL/D withdrawal groups.</p>
<p>Integration funding support</p> <p>\$178,641.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Carlton South 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"> • Leading Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Targeted support through the employment of SLSOs who ran MiniLit programs and supported students with identified needs within classrooms and on the playground. Students are making appropriate progress and there is evidence of support programs in place.</p> <p>After evaluation, the next steps to support our students with this funding will be: Targeted support will be provided for students who have been identified as having additional learning needs.</p>
<p>Socio-economic background</p> <p>\$46,802.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carlton South 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"> • Whole School Writing/ Numeracy Project • Leading Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$46,802.00</p>	<ul style="list-style-type: none"> • additional staffing to implement targeted literacy and numeracy programs to support identified students with additional needs • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Students making appropriate progress and evidence of support programs in place.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to explore targeted literacy and numeracy programs. Work with families to identify other support they might need.</p>
<p>Aboriginal background</p> <p>\$5,080.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carlton South 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>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"> • Leading Improvement, Innovation and Change <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 deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Greater engagement for Aboriginal students with the curriculum and developed parent understanding around goals for student outcomes. Development of whole school programs to increase awareness around Sorry Day and Reconciliation Week.</p> <p>After evaluation, the next steps to support our students with this funding will be: Used to support the implementation of PLPs and ongoing cultural awareness.</p>
<p>English language proficiency</p> <p>\$334,592.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Carlton South 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"> • Leading Improvement, Innovation and Change <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 • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in: Students making appropriate progress in their acquisition of English language skills, increased implementation in teaching and learning</p>

<p>English language proficiency</p> <p>\$334,592.00</p>	<p>programs of EAL/D activities to support vocabulary and language development.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ EAL/D teachers to support students, develop an effective assessment and tracking system and build teacher capacity.</p>
<p>Low level adjustment for disability</p> <p>\$177,908.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Carlton South 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"> • Leading Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [MiniLit] to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: Appropriate support in place for students to enable them to achieve their IEP goals and make learning progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increasing teacher awareness of strategies to support students in class and use SLSOs to maximum impact, continue to employ extra LaST teachers to provide targeted support.</p>
<p>Literacy and numeracy</p> <p>\$23,254.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Carlton South 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"> • Leading Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: Improved student outcomes evidenced in assessment data from learning and support intervention groups. Collaboration and development of evidence based teaching strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the employment of specific learning and support teachers to support the learning needs of identified students across the school.</p>
<p>QTSS release</p> <p>\$121,648.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carlton South Public School.</p>

<p>QTSS release</p> <p>\$121,648.00</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"> • Whole School Writing/ Numeracy Project <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 <p>The allocation of this funding has resulted in: Demonstrated student improvement through the use of high impact teaching strategies through engagement with research, collaborative practices, mentoring and coaching and the analysis of data to drive the ongoing student improvement.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue the model in 2022 to build the capacity of staff and drive the improvement of student learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$70,634.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Carlton South Public School who may be at risk of not meeting minimum standards.</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"> • Leading Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in: Increased support for students across the school and across the week enabling the implementation of targeted programs. Students targeted have made learning progress evidenced by assessment and tracking programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to supplement the LaST allocation through this funding and providing additional support to specific students and year groups.</p>
<p>COVID ILSP</p> <p>\$147,499.71</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 1 full time teacher to deliver targeted, explicit, small group Literacy instruction with a focus was on decoding, writing and/or comprehension. • Employment of 1 teacher (5 days per week from Term 2 Week 7 to Term 4 Week 11) to deliver targeted, explicit, small group Numeracy instruction with a focus on additive strategies.

The allocation of this funding has resulted in:

Literacy

In Semester 1, the allocation of this funding has resulted in:

- 100% of Stage 1 students improved a minimum of 7 reading levels in 15 weeks

In remote learning, the allocation of this funding has resulted in:

- the majority of the students in the program made significant progress towards improving the comprehension learning goal; increasing the number of independent contributions they made to groups discussions about a text.

In Term 4 from Week 4, the allocation of this funding has resulted in;

- 100% of Stage 1 students improved 2+ reading levels in 7 weeks.

Numeracy

From Term 2 Week 7 to Week 10, the allocation of this funding resulted in:

- the majority of the students made progress towards improving their use of a variety of additive strategies focusing on the use of part-part-whole and adding number together.

In remote learning, the allocation of this funding has resulted in:

- the majority of Stage 1 students made progress towards achieving their learning goal of using different visual representations of numbers to assist with addition and using a range of mental strategies to solve addition problems.
- the majority of Years 3-5 students made progress towards achieving their learning goal of using different additive strategies to solve 2 and 3-digit addition problems.

In Term 4 Week 4-10, the allocation of this funding has resulted in;

- the majority of Stage 1 made considerable progress towards achieving their additive learning goal, using larger numbers and transferring their skills to subtraction.
- the majority of Year 3-5 students made substantial progress towards achieving their learning goal by transferring their skills to subtraction and being able to identify the most appropriate strategy to solve mathematical problems.

After evaluation, the next steps to support our students with this funding will be:

- to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need
- work collaboratively with other school learning and support staff to ensure that students are given support in identified areas of need
- regular and on-going monitoring of students as they transition back into classrooms

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	334	344	348	338
Girls	313	301	300	302

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.3	95.5	91.8	93.7
1	93.4	92.7	92.6	92.4
2	93	92.7	89.8	93.4
3	92.1	93	92.7	94.9
4	94	94.7	90.6	93.7
5	93.2	94.8	89.9	92.9
6	92.9	92.9	91.5	91.3
All Years	93.3	93.7	91.3	93.2
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

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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.32
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher ESL	2.6
School Administration and Support Staff	4.06

*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	403,630
Revenue	6,045,522
Appropriation	5,785,987
Sale of Goods and Services	18,078
Grants and contributions	240,275
Investment income	682
Other revenue	500
Expenses	-6,385,685
Employee related	-5,609,892
Operating expenses	-775,792
Surplus / deficit for the year	-340,163
Closing Balance	63,466

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	168,274
Equity Total	564,382
Equity - Aboriginal	5,080
Equity - Socio-economic	46,802
Equity - Language	334,592
Equity - Disability	177,908
Base Total	4,454,364
Base - Per Capita	159,743
Base - Location	0
Base - Other	4,294,621
Other Total	359,271
Grand Total	5,546,291

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

Parent/Caregiver Satisfaction Survey

In 2021, Carlton South Public School solicited parent feedback during the remote learning period. The school leadership team analysed these responses to measure school community satisfaction during this challenging time. Some key survey responses include:

92% of parents indicated that their child is able to access suitable learning resources (including technology) to support learning from home.

88% of parents indicated that lesson content provided by teachers during remote learning was in an easy to follow format.

86% of parents indicated that school work provided by teachers was at the appropriate level for their child's development and understanding.

74% of parents were satisfied with communication received from the school during remote learning.

68% of parents were satisfied with the support their child received from school when learning from home.

Student Satisfaction Survey

The Tell Them From Me Student Survey sought the feedback from students in Years 4, 5 and 6. This survey focused on student outcomes and school climate and featured just over 200 respondents. Pleasingly, the vast majority of student feedback captured exceeded NSW Government Norms. Some key findings for 2021 include:

91% of students value schooling outcomes and believe that school is useful and will have a strong bearing on their future.

91% of students demonstrate positive behaviour at school and do not get into trouble for inappropriate behaviour.

80% of students have positive relationships and have friends at school that they trust to help them make positive choices.

76% of students are interested and motivated in their learning.

72% of students feel accepted and valued by their peers and have a positive sense of belonging.

Teacher Satisfaction Survey

In 2021, Carlton South Public School solicited teacher feedback during the remote learning period. The school leadership team analysed these responses to measure teacher satisfaction. Some key survey responses include:

40% of teaching staff indicated that they were able to engage over 90% of students during remote learning. 10% of teaching staff indicated that they engaged with less than 25% of students.

30% of teaching staff indicated that they were able to make regular contact with families over 90% of the time. 10% of teaching staff indicated that they have been able to contact less than 25% of families during learning from home.

43% of teaching staff indicated that they undertook an average of ten hours per week of professional learning. 27% of teaching staff engaged in less than five hours per week during remote learning.

47% of teaching staff indicated that they feel that over 75% of their students were regularly engaged in their learning. 27% of teachers indicated that they felt that about 50% of their students were engaged in their learning.

87% of teaching staff utilised Google's G Suite For Education to connect with students during remote learning. 63% of teachers regularly used the telephone to connect with students and their families.

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

In 2022 as part of the school's centenary celebrations, a re-branding project will be undertaken in consultation with local groups to investigate a possible school logo change reflective of Aboriginal perspectives.

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.