

2021 Annual Report

Carramar Public School



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Introduction

The Annual Report for 2021 is provided to the community of Carramar 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

We are a caring, innovative and collaborative learning community that embraces diversity. We have high expectations to ensure students are empowered to reach their potential. We are committed to providing quality learning opportunities that motivate, engage and inspire learners to take responsibility for their learning.

School context

Carramar PS is in the Auburn Network of schools and has an enrolment of 220 students. Approximately 81% of the students are from LBOTE including a number of new arrival and refugee students. Arabic 25%, Vietnamese (9%) and other Asian languages are the dominant groups, with Samoan and a small number of African groups also represented. A small number of students (2%) identify as being from an Aboriginal or Torres Strait Islander background. Currently half of our staff are early career, New Scheme Teachers. There has been some in area, local development and construction of apartments which is projected to impact and increase student numbers in the next one to three years. It can be assumed that local council re-zoning will continue to impact and increase student enrolment numbers beyond the three year period. The school is well resourced and can accommodate the provision of classrooms required for such growth.

Our school employs a Community Liaison Officer 3 days a week. This role focusses on encouraging our parents/carers to become involved in the life of the school and become an active partner in their child's schooling. This role also supports community wellbeing and builds life experiences for students by coordinating programs including: Breakfast Club, Parent Cooking Club, Bike Riding and Community Playgroup.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that it builds upon the work undertaken in the previous school planning cycle around independent and active learners, exemplary classroom practitioners with high level professional expertise, and informed and engaged parents with strong home partnerships. The three new directions contain a similar theme and approach with the goal to build and extend on the traction and progress already made. We will continue to use data driven practices that ensure all students have access to stage appropriate learning.

Our school is committed to optimising student engagement and implementing innovative learning practices and skills. As an Early Action for Success (EaFS) school, an Instructional Leader Numeracy and Literacy works directly with teachers in K-2. A shared role with each leader responsible for one area of literacy or numeracy. A school funded interventionist and the use of other support staff will support the improvement strategies and practices. To support the 3-6 grades and extend the Instructional Leadership model, a Curriculum Coordinator for Stage 2 and Stage 3 both work 2.5 days a week to establish and support teachers and students. Through the delivery of high quality professional learning and hands-on instructional leadership, K-6 teachers are supported in the effective use of data to drive teaching and learning programs, ensuring personalised learning students. Interventionist strategies and practices are utilised to support tiered interventions, focused on progressing all students from their current levels of achievement.

Led by the Curriculum Coordinators, Instructional Leaders and the Interventionist, quality summative and formative assessment tasks and data collection practices are a focus to ensure that teachers are gathering data and that they are developing greater consistency of judgement across grades. This process is aligned to effective teacher feedback. Work with individual students is responsive and closely monitored. Individual and targeted support is provided where growth is not evident. Pre and post assessments are carried out to assess the impact of the support structures and programs put in place. The support structures in place ensure that we identify students who need intervention and identify the students not showing the desired growth, will enable their inclusion in a support program. Continual monitoring of student performance data determines areas of need and success, and will be reflected in evaluations and will guide the where to next.

Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	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 build strong foundations for academic success we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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
- Instructional Leadership

Resources allocated to this strategic direction

Socio-economic background: \$190,500.00

Early Action for Success (EaFS): \$171,512.97

Summary of progress

When reflecting on the strategic direction we asked four key questions to guide the summary of progress and to determine the next steps required.

Question - What do we want to know?

How successful have our systems and processes been for enhancing student Literacy and Numeracy outcomes?

Have we achieved the planned uplift in Literacy and Numeracy NAPLAN results?

Data - What data will we collect to answer the question?

NAPLAN data, PLAN2 data, evidence of student achievement, teacher feedback and teaching and learning programs.

Analysis - What facts can we extract to provide insight and meaning?

The Instructional Leadership model has been embedded school wide to improve teacher capacity in delivering high quality, evidence-based teaching and learning programs that enhance student outcomes in the areas of Literacy and Numeracy. Student data and teacher feedback supported the expansion of the 3-6 Curriculum Coordinator roles in 2021 to ensure continued growth in student achievement and teacher expertise that were established in K-2 as part of the EaFS initiative. Instructional Leaders and Curriculum Coordinators have provided ongoing high impact professional development through co-planning and co-teaching sessions to ensure the continuous improvement of teaching and learning. This practice of co-planning and co-teaching has been highly successful at Carramar which is evident through teacher feedback and student achievement data. Teacher evaluations and feedback on the effectiveness of the Instructional Leadership and Curriculum Coordinator models indicate that teachers have become confident in delivering high impact, evidence-based teaching practices that are data driven, future focused and relevant to the need of their students.

School wide assessment practices have been established to support teachers in the ongoing collection and analysis of student data twice a term. Teachers administer assessments and engage in data conversations with Instructional Leaders and Curriculum Coordinators to inform planning, identify interventions and modify teaching practice. Teaching and learning programs show evidence of differentiation that reflect student data, which shows the impact of our school assessment practices in further developing and refining data driven teaching practices that are responsive to the learning needs of individual students. In addition to this, targeted teaching and learning has resulted in student growth across K-6 which can be seen in PLAN2 Literacy and Numeracy data and external achievement data.

Targets and improvement measures for Reading and Numeracy NAPLAN results were set for 2021, with a focus on students in Year 3 and 5 achieving in the top two bands and Year 5 students achieving expected growth.

- In NAPLAN Numeracy our 2021 target was an uplift of 4.7% of Year 3 and 5 students achieving in the top two bands. The 2021 NAPLAN data indicates 15% of Year 3 and 5 students are now achieving in the top two bands for NAPLAN Numeracy. This was an uplift of 2% which shows growth, however, the 2021 target was not met.
- In NAPLAN Reading our 2021 target was an uplift of 4.7% in the number of Year 3 and 5 students achieving in the

top two bands. The 2021 NAPLAN data indicates 33% of Year 3 and 5 students are now achieving in the top two bands for NAPLAN Reading. This is an uplift of 7.6% which has seen us meet the 2021 target.

- In NAPLAN Numeracy our 2021 target was an uplift of 1.9% in the number of Year 5 students achieving expected growth in NAPLAN Numeracy. The 2021 NAPLAN data indicates improvement in the percentage of students achieving expected growth in Year 5 NAPLAN Numeracy from 39% to 75%. This is an uplift of 36% which has seen us meet the 2021 target.
- In NAPLAN Reading our 2021 target was an uplift of 2% in the number of Year 5 students achieving expected growth in NAPLAN Reading. The 2021 NAPLAN data indicates improvement in the percentage of students achieving expected growth in Year 5 NAPLAN Reading from 39% to 67%. This is an uplift of 28% which has seen us meet the 2021 target.

The upward trend in 2021 NAPLAN data and achievement of 2021 targets indicates that student learning outcomes in reading and numeracy have been enhanced and strong foundations for academic success have been established. Instructional leadership and data driven practices will remain a priority in 2022 to ensure we remain on track to meeting our 2024 Literacy and Numeracy targets.

Having reviewed the 'Learning' domain of the School Excellence Framework, the evidence collected and analysed during this reflection places us in the 'Sustaining and growing' stage for the themes 'Student Engagement' and 'Student Growth'. The development of a whole school assessment schedule and professional learning in 2022 will further support teachers in strengthening data driven practices and improving student outcomes.

Implication - What will we do next in light of the analysis?

Based on this analysis, and having identified ourselves as 'Sustaining and Growing' in the 'Learning' domain of the School Excellence Framework, a sustained focus on Student Engagement and Student Growth will continue into the 2022- 2025 planning cycle. The Instructional Leadership model will be adapted across K-6 with the newly appointed leadership role of Assistant Principal, Curriculum and Instruction. Sustainable, whole school data driven practices will continue to be strengthened in 2022, which will include the establishment of an assessment schedule to ensure continuity and expectations of data collection across K-6. Literacy and Numeracy will remain a priority in 2022, with the Assistant Principal, Curriculum and Instruction, providing high impact professional learning to ensure we remain on track to meet our 2025 Reading and Numeracy NAPLAN targets.

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
An uplift from baseline of 4.7% in the number of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy.	15% of Year 3 and 5 students are now in the top two bands for NAPLAN Numeracy. This is an uplift from baseline of 2%.
An uplift from baseline of 4.7% in the number of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading.	33% of Year 3 and 5 students are now in the top two bands for NAPLAN Reading. This is an uplift from baseline of 7.6%.
An uplift of 1.9% in the number of Year 3 and 5 students achieving expected growth in the top two bands in NAPLAN Numeracy.	Data indicates improvement in the percentage of students achieving expected growth in Year 5 NAPLAN Numeracy from 39% to 75%. This is an uplift of 36%.
An uplift of 2% in the number of Year 3 and 5 students achieving expected growth in the top two bands in NAPLAN Reading.	Data indicates improvement in the percentage of students achieving expected growth in Year 5 NAPLAN Reading from 39% to 67%. This is an uplift of 28%.
SEF statistics indicate 'Sustaining and growing' in the element <i>Student Engagement</i> . Students know when and why assessment is undertaken.	Self assessment against the School Excellence Framework shows the school currently performing at 'Sustaining and growing' in the theme Student Engagement.
SEF statistics indicate 'Sustaining and	Self assessment against the School Excellence Framework shows the

<p>growing' in the element <i>Student Growth</i>.</p> <p>The school identifies growth targets for individual students, using internal progress and achievement data.</p>	<p>school currently performing at 'Sustaining and growing' in the theme Student Growth, while the element of Student Performance Measures has remained at 'Delivering'.</p>
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Strategic Direction 2: Excellence in teaching.

Purpose

Teachers will develop and demonstrate high levels of professionalism and commitment while working individually and collaboratively to evaluate the effectiveness of teaching practices. Teachers will take shared responsibility for student improvement and contribute to the learning culture of the school.

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.

- Knowing, implementing effective teaching practices
- Culture of personalised, self-directed learning

Resources allocated to this strategic direction

Professional learning: \$23,036.00

Literacy and numeracy: \$4,294.00

Summary of progress

When reflecting on the strategic direction we asked four key questions to guide the summary of progress and to determine the next steps required.

Question - what do we want to know?

To what extent are explicit teaching and effective feedback practices implemented across the school and what impact are they having on student learning?

Data - what data will we collect to answer the question?

What Works Best Toolkit data, teaching and learning programs, evidence of student achievement, teacher reflections, analysis of evidence against the SEF, teacher surveys

Analysis - what facts can we extract to provide insight and meaning?

Term 1 Classroom systems to facilitate self-directed learning in Writing

Context: Having engaged in the external validation process this year, two areas of development were identified: self-directed learning and feedback. These were used to drive strategic planning, engaging teachers in a series of professional learning activities. The culmination of this high impact professional learning resulted in the collaboratively designed progression of observable writing behaviours displayed in every classroom. Simultaneously, teachers were beginning to engage in conferencing to support students in developing self-directed learning practices. Due to the transition to remote learning in Term 3 as a result of Covid-19, the remainder of the initiative was not delivered, however, early signs were showing positive impact.

Analysis: Teacher surveys conducted at the end of Term 2 provide some anecdotal evidence that students were taking more responsibility for their own learning and could articulate 'where to next' in their learning. The surveys also revealed that 'time' was a major barrier to the effective implementation of the classroom system and that it was more challenging to implement in the early years.

Term 4 English and Mathematics teaching and learning programs, student progress and teacher reflections

Context: With the return to face-to-face learning in Term 4, all teachers K-6 were supported by the Instructional Leaders and Curriculum Coordinators in the design, implementation, assessment and evaluation of targeted literacy and numeracy programs. These programs were tailored to meet the identified learning needs of students, and in the short time remaining in the school year, best prepare students for the transition to a new grade in 2022. The opportunity to select outcomes as required afforded time, over six weeks, to keep a sustained focus on specific skills and concepts, allowing us to systematically build students' knowledge and understanding each week by continually delivering connected learning experiences.

Analysis: A review of the K-6 English and Mathematics programs demonstrates a strong presence of explicit teaching strategies, with learning intentions and success criteria clearly documented in all programs. Lessons show learning intentions were verbally communicated to students at instructionally appropriate phases of the lessons and learning was

explained, modelled and guided by teachers in planned and intentional ways. Assessment 'for', 'as' and 'of' learning opportunities were embedded into programs and aligned directly to the documented learning intentions, supporting teachers in the provision of evaluative feedback and the process of reporting to parents.

A system for collecting and documenting evidence of student progress and achievement was also established as part of the teaching and learning programs and analysis of this data provides some further evidence of the successful impact of explicit teaching and feedback practices.

Teachers' weekly reflections also provide evidence of the effectiveness of explicit teaching strategies in classroom practice. Reflections often describe both the success explicit teaching had on students' knowledge, skills and understanding, but also the adjustments made to instruction when students' required support with the intended learning.

Implication - what will we do next in light of the analysis?

Based on this analysis, and having identified ourselves as '*Sustaining and growing*' in the *effective classroom practice* element of the School Excellence Framework, a sustained focus on 'explicit instruction' and 'feedback' will continue into the 2022- 2025 planning cycle.

The processes used to ensure high quality planning, programming and teaching will be maintained. With the newly appointed leadership role of Assistant Principal, Curriculum and Instruction, a new model of professional learning will be established to provide high quality support and guidance to enhance teacher growth and development in literacy and numeracy. The AP,CI will be responsible for the design and delivery of high impact professional learning to build teacher capacity in effective, evidence-based literacy and numeracy teaching and assessment practices. Professional learning will be undertaken at a whole school, stage-based and personalised level, and include co-planning, co-teaching and co-reflection experiences.

The classroom system designed and implemented to facilitate self-directed learning in Writing will not be continued at this point, however, will certainly be revisited when the time is right.

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
An increase in the percentage of teachers identifying as achieving Best Practice in Explicit teaching An uplift of 10% from baseline What Works Best Toolkit Data.	The What Works Best reflection survey indicates 19% of teachers identify as having achieved 'best practice' in explicit teaching. This is an uplift of 6 % from baseline data. Although no teachers identify as having achieved 'best practice' in effective feedback, 69% self-assessed their practices as '4' on the 1-5 scale. This is an uplift of 42% on baseline data.
SEF statistics indicate 'Sustaining and growing' in the element <i>Explicit teaching</i> .	Self assessment against the School Excellence Framework shows the school currently performing at 'Sustaining and growing' in the theme Explicit teaching.
SEF statistics indicate 'Sustaining and growing' in the element <i>Feedback</i> .	Self assessment against the School Excellence Framework shows the school currently performing at 'Sustaining and growing' in the theme Feedback.

Strategic Direction 3: Effective wellbeing practices that support student learning.

Purpose

To ensure high levels of student wellbeing and engagement there will be a strategic approach to creating an effective environment for learning where students feel known, valued and cared for, with a school wide collective responsibility for student learning and wellbeing.

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.

- Whole school approach to wellbeing
- Whole school approach to Improving Learning Culture

Resources allocated to this strategic direction

Socio-economic background: \$27,500.00

Integration funding support: \$6,156.00

Aboriginal background: \$1,200.00

Per capita: \$56,205.81

New Arrivals Program: \$3,885.00

Summary of progress

When reflecting on the strategic direction we asked four key questions to guide the summary of progress and to determine the next steps required.

Question - what do we want to know?

To what extent have school systems and processes enhanced student wellbeing and engagement?

Data - what data will we collect to answer the question?

Tell Them From Me data, EBS4 behaviour data, attendance data, analysis of evidence against the SEF, Parent/carer attendance data and feedback from school events e.g. Three Way Conferences and transition programs, teaching and learning programs.

Analysis - what facts can we extract to provide insight and meaning?

PBL Team and Smiling minds coaches successfully integrated the two initiatives and have created a program differentiated for each stage, along with resources, that is implemented in all classrooms. All classroom teacher timetables reflect time allocated for this initiative that is also included in all Teaching & Learning programs. The program includes link to NSW PDHPE Syllabus and ACARA Personal and Social General Capabilities. Teachers have provided positive feedback around the initiative. Mindfulness practices have been successfully integrated with our existing wellbeing framework across the school. Teachers are able to articulate and value the positive impact of such practice on wellbeing and learning.

Initiatives to promote positive wellbeing in the playground were adjusted to reflect changes in school operation levels. In Semester 2 the strategic implementation and facilitation of interest groups and SLSO playground support to promote positive, respectful relationships among students and staff was delayed until 2022. Teacher feedback around the implementation of playground equipment boxes for each class in Semester 1 indicated that this initiative has been a positive addition to the playground, reducing boredom, engaging students in active play and promoting positive play between students. PBL signs have replaced existing playground and classroom signs school wide to ensure school values are visible and consistently communicated.

Tell Them From Me data and school internal behaviour data indicates an overall increase in positive wellbeing and behaviour school wide. EBS4 data shows 69.1% of students have consistently displayed positive behaviour in line with school values. This is an uplift of 4.9% and exceeds the target of a 3% uplift. This year the school had the highest percentage of 4-6 students complete the TTFM survey in Semester 1 compared to previous years. Survey results show steady or upward trends in 8 out of 9 social emotional outcome measures. Results for advocacy at school, positive teacher/students relationships and positive learning environment were slightly higher than NSW Government Norms.

The Assistant Principal Wellbeing and Learning Support is off class two days per week and oversees all aspects of the

school wide approach to wellbeing, behaviour, engagement and learning support. All students requiring additional support have an Individual Learning Plan (ILP) or individual behaviour plan that addresses literacy, numeracy and/or wellbeing needs. Human resources including SLSOs, Covid Tutors and Learning and Support Teachers (LaST) have been strategically allocated to meet the needs of all students.

Universal attendance strategies have ensured that the number of students attending at or above 90% of the time has been maintained at 72%. Targeted and individual attendance strategies have supported at risk students to improve their attendance and achieve goals such as reduced lateness and whole day unexplained absences. External challenges that effect normal school operations and regular attendance have impacted the achievement of the school's attendance target for 2021.

All classes had between 95% and 100% attendance and bookings at Three Way Conferences. The conference attendance data indicates that parents value this process. Previous surveys have indicated that this practice supports the development of knowledge and responsibility around their child's learning. School operations have impacted on some parents attending their conference in 2021. External challenges that effect normal school operations and regular attendance have impacted the achievement of the school's attendance target for 2021.

An Aboriginal Education Committee (AEC) has been established comprising of three members of the leadership team, one support teacher and two class teachers. School priorities were established including staff professional learning and the collaborative development of a new Acknowledgment of Country. All AEC members regularly attend Fairfield local AECG meetings throughout the year. A new Acknowledgment of Country that reflects a greater connection to the land on which Carramar Public School was built and to the traditional custodians, the Cabrogal Clan of the Darug Nation, has been developed in consultation with Aboriginal Community Liaison Officers, Aboriginal students and families, student leaders and staff members.

Implications:

Continue to implement, evaluate and refine wellbeing strategies that promote positive behaviour at a whole school level including explicit teaching around specific behaviours and investigate a range of individual strategies to support identified students. Continue to implement, refine and monitor the impact of PBL and Smiling minds on student wellbeing over time using a combination of school based data and external data as well as anecdotal observations. As school behaviour data indicated a need for a more targeted and preventative approach to wellbeing the school will participate in the Getting On track In Time (GOT IT!) initiative in Semester 2, 2022. *Got It!* is an early intervention mental health and well-being program for children in Kindergarten to Year 2 and their parents and carers. *Got It!* is a school-based program led and delivered by specialist NSW Infant Child and Adolescent Mental Health Service (iCAMHS) professionals in partnership with school staff and the Department of Education.

Initiatives that promote positive playground behaviour and strategies to ensure each student feels known, valued and cared for that have been put on hold in 2021 will be implemented in 2022. This includes the strategic implementation and facilitation of interest groups and SLSO playground support to promote positive, respectful relationships among students and staff.

Universal, targeted and individual strategies to improve attendance will continue to be implemented and refined. This will include engaging in professional learning and implementation of strategies around using a tiered framework and data to map our school's attendance procedures to meet policy and address school identified areas for improvement.

The 2022 Kindergarten Transition Program will build on the current model which combines an individual and broad approach. School operation levels permitting, the program will include meeting with individual students and families as well as parent workshops and transition visits for children. Further consultation with early childcare providers will be a key component of this process.

The AEC will continue to work on identified priority areas in the Aboriginal education space in order to strengthen our commitment to the Walking Together, Working Together partnership agreement between the AECG and DoE. These include further embedding Aboriginal histories and culture into teaching and learning programs and school culture, launching our yarning circle and engaging in professional learning around Personalised Learning Pathways.

There is an ongoing need to refine data collection around wellbeing and learning support to ensure continuity of learning and effective support across school years and to facilitate a more holistic approach to learning and wellbeing planning. The role of Assistant Principal Learning and Wellbeing will therefore be extended from 2 to 3.5 days off class in 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
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<ul style="list-style-type: none"> • An increase in the percentage of students experiencing positive wellbeing at school with an uplift of 2.6% from baseline TTFM Data. 	<p>Tell Them From Me data shows an uplift in the percentage of students experiencing positive well being (Expectations for Success, Advocacy and Sense of Belonging) of 2.08% from baseline data (86.3%-88.38%). For each of these measures the school results are above State and SSSG results.</p>
<ul style="list-style-type: none"> • An increase in the percentage of students attending at or above 90% of the time with an uplift of 2.3% from baseline data. 	<p>The number of students attending at or above 90% of the time has been maintained at 72.7% (72.8% 2020). The target of an uplift of 2.3% was not achieved and so will remain a target for 2022.</p>
<ul style="list-style-type: none"> • An increase in the percentage of students consistently displaying positive behaviour in line with the school values by an uplift of 3% from by EBS4 baseline data as at end of 2020. 	<p>69.1% of students have consistently displayed positive behaviour in line with school values. This is an uplift of 4.9% and exceeds the target of a 3% of uplift.</p>
<ul style="list-style-type: none"> • SEF statistics indicate 'Excelling' in the element <i>Transitions</i>. • SEF statistics indicate 'Excelling' in the element <i>Caring for students</i>. 	<p>Self assessment against the School Excellence Framework shows the school has remained at Sustaining and Growing in the theme of Transitions and at Sustaining and Growing in the theme of Caring for students.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,864.55</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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • students supported in class and via withdrawal to develop their language skills to confidently communicate and engage in the school community • employment of additional staff for targeted student support • engage with external providers and specialist to provide intensive language support to identified EAL/D students <p>The allocation of this funding has resulted in: Students in this program have grown in confidence and developed their language skills to confidently engage with their peers and in classroom activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Monitor student progress next year and determine the level of support they require.</p>
<p>New Arrivals Program</p> <p>\$26,285.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Carramar 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"> • Whole school approach to Improving Learning Culture • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • aligned to the Eald program to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years <p>The allocation of this funding has resulted in: Withdrawal and in class support for students with the aim of establishing routines and developing sight words for basic communication with increased confidence and well being for the student/s.</p> <p>After evaluation, the next steps to support our students with this funding will be: Determine the support required next year for this cohort to ensure they continue their development of language acquisition.</p>
<p>Integration funding support</p> <p>\$45,156.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Carramar 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"> • Whole school approach to wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this targeted</p>

<p>Integration funding support</p> <p>\$45,156.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: Students targeted for this support have had the opportunity to work closely with a SLSO while in the classroom with a focus on developing and achieving their learning goals. The learning support team monitor and record the progress and growth of students receiving support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Monitor student growth and determine their inclusion in the support program for the following year and determine students who may benefit from the Covid Intensive Support Program.</p>
<p>Socio-economic background</p> <p>\$368,562.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carramar 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 approach to wellbeing • Instructional Leadership • Data skills and use • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items • provision of additional support staff to support the Early Action for Success program • additional staffing via the employment of a 3 day a week Community Liaison Officer to support the school community and their connection and involvement in the school. • additional funding to support staff professional learning with a focus on Literacy. Participation in the community of schools program for Literacy master classes and school literacy focus program. • two curriculum coordinator positions established to support stage 2 and 3 with literacy and numeracy focus. Higher duties funded for these two positions. Staff supported with weekly teacher planning and review of programs and student achievement. • ICT supported and funds allocated to purchase additional devices: ipads and desk top units. Third party ICT company engaged to support the onsite management of ICT. <p>The allocation of this funding has resulted in: The broad range of initiatives implemented with the use of social economic funding enabled a focus of student growth and attainment of skills in Literacy and Numeracy, while also supporting and developing teacher knowledge and skill in Literacy and Numeracy. The provision of resources also provided students and staff the tools and environment to ensure learning was possible.</p> <p>After evaluation, the next steps to support our students with this funding will be: Whole school evaluation of the programs and initiatives to enable planning for the following year to assist in determining the inclusion or changes</p>

<p>Socio-economic background</p> <p>\$368,562.40</p>	<p>required to each funded program.</p>
<p>Aboriginal background</p> <p>\$6,873.12</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carramar 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"> • Whole school approach to Improving Learning Culture • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of a school based Acknowledgement of Country • development of the Aboriginal garden with new signage • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in:</p> <p>The school community members who identify as having a link to Aboriginal heritage and background were involved in zoom meetings to workshop and develop a school based version of an Acknowledgement Of Country. Parents, students and staff were led by Aboriginal support officers through professional development. The students had developed personal learning plans to support their learning development.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Display the newly developed Acknowledgement of Country in the Aboriginal garden and recognise the community involvement with a special presentation at the end of year assembly. Use the resource to support future lessons and focus on acknowledging Aboriginal heritage and culture.</p>
<p>English language proficiency</p> <p>\$110,604.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Carramar 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EALD students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provide EALD Progression levelling PL to staff • engagement of an EALD specialist teacher to model EALD strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in:</p> <p>Teacher professional development and understanding of the EALD reporting framework with a direction to adjust the reporting format for EALD learners. The results of the evaluation highlight the descriptors that require a focus for inclusion in the new reporting format.</p>

<p>English language proficiency</p> <p>\$110,604.80</p>	<p>EAL/D specialist teacher and subject/class teachers report EAL/D students' English language learning progress in KLAs to parents/carers which meet policy requirements outlined in Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 .</p> <p>Subject/class teachers are encouraged to observe EAL/D teachers delivering lessons.</p> <p>References to key policies and relevant legislation, including the Multicultural Education Policy, the NSW Anti-Discrimination Act, Anti-Racism Policy and the EAL/D Advice for Schools are distributed to staff.</p> <p>All staff members, including SASS, receive professional learning to identify and address the needs of students and parents from culturally and linguistically diverse backgrounds, including refugee students, e.g. STARS. Bilingual staff are identified.</p> <p>Staff have engaged in P/L to understand the needs of parents/carers from culturally and linguistically diverse backgrounds.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Adjustment of the school reporting template to include accurate and compliant reporting of EALD.</p>
<p>Low level adjustment for disability</p> <p>\$198,293.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Carramar 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • 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:</p> <p>Students with individual learning programs have been catered and supported to develop their core literacy and numeracy skills.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Consideration for student inclusion in the support model for the following year.</p>
<p>Location</p> <p>\$4,564.00</p>	<p>The location funding allocation is provided to Carramar Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • Support the ISTH located at the school. <p>The allocation of this funding has resulted in:</p> <p>The support of the ISTH based at the school to enable them to provide a service to local students with Hearing Impairment.</p>

Location \$4,564.00	<p>After evaluation, the next steps to support our students with this funding will be: The ISTH have been relocated to another school.</p>
Professional learning \$23,036.00	<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 Carramar 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"> • Knowing, implementing effective teaching practices • Culture of personalised, self-directed learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional leader plans and provides professional learning for staff with a focus on personalised self directed learning • Formative assessment practices, such as individual Learning Intentions and Success Criteria, are discussed and shared during co-planning sessions with Instructional Leaders and Curriculum Co-ordinator's to ensure they are embedded into daily instruction in every classroom in Literacy and Numeracy lessons • Teachers are supported, mentored and guided during co-planning/co-teaching sessions on how to deliver and ensure explicit instruction is given to students in developing the skills needed to identify and monitor their own learning goals • High Impact Professional learning delivered so that classroom systems are established and monitored to ensure students receive feedback on their learning. This learning supports teachers to develop in areas of learning most critical to their classroom practice and supported by evidence of learning • Teachers are supported and mentored in the development of tracking systems that are visible in classrooms. These enable staff to monitor and record student learning related to success criteria • Professional support provided to teachers to ensure feedback from students is recorded and used to inform further teaching <p>The allocation of this funding has resulted in: Observations and conversations between Instructional Leaders, Curriculum Coordinators and classroom teachers show that all teachers set learning intentions and success criteria. Conversations with students and results of surveys around the learning intention and success criteria show that some students can articulate this part of their learning. However to the question, "Why are you learning this?", most students replied, "To be smarter", or "So my brain will grow" and to answer the question, "How do you know if you have been successful?" the answers are mostly, "The teacher will tell me".</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to monitor the use of learning Intentions and success criteria through the co-planning sessions. Encourage students to use the success criteria to find evidence that reflects their learning in their work. Encourage teachers to be more explicit when stating the purpose of the learning. Encourage students to take the responsibility of stating their success by checking off success criteria and finding evidence to support their decision</p>
Beginning teacher support \$14,845.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Carramar 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</p>

<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Provide regular timetabled release to enable teachers to complete observations on peers and specialist teachers. • Provide additional time to support the completion of PDPs. • Provide additional time to support the preparation and delivery of student reports. <p>The allocation of this funding has resulted in: Staff being provided additional time to work on their reports, PDP as well as being given professional support to complete mentor based activities with Instructional Leaders as part of the Eafs program.</p> <p>After evaluation, the next steps to support our students with this funding will be: Evaluate and gain staff feedback as to the effectiveness of the approach to tailor and adapt funds for the following year.</p>
<p>School support allocation (principal support)</p> <p>\$14,492.01</p>	<p>School support allocation funding is provided to support the principal at Carramar 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"> • The office manager attends the monthly finance meetings. • Additional time is provided via the funds to enable the office manager to attend and work on the school budget in the EFPT <p>The allocation of this funding has resulted in: Enabled the office manager to develop her skill and use of the EFPT and be an active member of the finance committee.</p> <p>After evaluation, the next steps to support our students with this funding will be: Determine the value of the office manger being part of the finance committee and use the funds in a similar way next year.</p>
<p>Literacy and numeracy</p> <p>\$8,588.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Carramar 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"> • Culture of personalised, self-directed learning • Other funded activities <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 • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: The purchase of multiple copies of quality literature has supported teachers in their literacy programs. This quality literature has been used to design and deliver learning around dialogic talk, reading, writing and comprehension. Multiple copies of texts have provided teachers with opportunities to use the texts with flexible groupings of students in the classroom. The purchase of a variety of challenge-based mathematical resources for the classroom to support students' develop their abilities in communicating,</p>

<p>Literacy and numeracy</p> <p>\$8,588.06</p>	<p>problem-solving and reasoning. Teachers have also utilised these resources to explicitly introduce classroom norms to support a culture of growth mindset.</p> <p>After evaluation, the next steps to support our students with this funding will be: The next steps to support our students with this funding will include resources to support the implementation of the new K-2 English and Mathematics syllabuses. Resources could include decodables, current quality literature that includes texts from Australian indigenous and non-indigenous authors and concrete material to support word work and phonic work in the classroom. Tactile resources to support students' understanding of Number and Algebra concepts would also be valuable.</p>
<p>Early Action for Success (EaFS)</p> <p>\$171,512.97</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at Carramar Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staffing allocation of EaFS 1.0 is used to employ the fulltime staff member that manages and delivers the program. <p>The allocation of this funding has resulted in: The Instructional Leader works to ensure teachers are supported to develop knowledge in Literacy and Numeracy teaching. Developing a deeper and thorough approach to planning, evaluating and gathering data for literacy and numeracy lessons.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support staff understanding and ability to plan, deliver, evaluate and gather data for literacy and math. Determine how staff will continue to be supported with the AP C&I initiative for 2022.</p>
<p>QTSS release</p> <p>\$41,147.31</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carramar 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"> • Other funded activities <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 • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Enabling the school funded position of an Assistant Principal Welfare to support student wellbeing and coordinate and support our parents/carers. Leading and maintaining the school Learning Support Team has been an additional role for this AP Welfare position. This was essential this year as the school counsellor allocation was not filled and the school had no school counsellor for the second half of the year. Further to the wellbeing support the position has enabled in-class support to be given to students for behaviour and learning, this includes supporting and mentoring teachers</p>

<p>QTSS release</p> <p>\$41,147.31</p>	<p>where required.</p> <p>After evaluation, the next steps to support our students with this funding will be: Next steps will include funding and ensuring the AP Welfare position is continued next year. This is supported from data for evaluations by staff and community.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Carramar 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Further strengthening and support of the EAfS program.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ensure funds are allocated to resource classrooms to deliver literacy and numeracy programs. Further to this resources provided to support staff are a priority.</p>
<p>COVID ILSP</p> <p>\$168,100.00</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 teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition and support • providing targeted, explicit instruction for student groups in literacy/numeracy • employing/releasing staff to coordinate the program <p>The allocation of this funding has resulted in: Students were supported to bridge the gap in their literacy and numeracy learning. Not all funds were able to be expended due to the inability to secure staff and the covid remote learning from home period also impacted on this. School based results and assessment have enabled us to track and report on student growth and progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: Consider students who will be supported in the program in the following year. Staffing has been established to ensure funds are expended in the new year.</p>

<p>Per capita</p> <p>\$56,205.81</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Carramar 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"> • Whole school approach to Improving Learning Culture <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Student assistance requests considered by finance team. • School programs and initiatives are evaluated and costs subsidised to enable greater student numbers to participate. <p>The allocation of this funding has resulted in:</p> <p>Students being able to access support to allow their inclusion in school based activities and programs. It has kept school based programs and their costs affordable by subsidizing costs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Determine the extent of the support and subsidising for the following year.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	114	113	114	107
Girls	113	116	114	111

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.1	90.6	92.5	93.7
1	92.1	89.3	88.8	91.8
2	92.6	91	93.5	93.7
3	91.9	92	89.1	92
4	91.7	90.2	93.6	90.9
5	94.3	91.8	92.9	91.5
6	92.7	92.6	89.6	90.3
All Years	92.5	91.1	91.6	92.1
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
Assistant Principal(s)	4
Classroom Teacher(s)	11.78
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	2.48

*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	595,564
Revenue	3,619,156
Appropriation	3,584,506
Sale of Goods and Services	12,466
Grants and contributions	21,993
Investment income	190
Expenses	-3,669,651
Employee related	-3,135,799
Operating expenses	-533,851
Surplus / deficit for the year	-50,495
Closing Balance	545,069

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	47,021
Equity Total	684,334
Equity - Aboriginal	6,873
Equity - Socio-economic	368,562
Equity - Language	110,604
Equity - Disability	198,294
Base Total	1,889,176
Base - Per Capita	56,206
Base - Location	0
Base - Other	1,832,971
Other Total	934,275
Grand Total	3,554,806

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

Surveys have provided data that indicates all stakeholders at Carramar PS feel valued and included in the processes that occur in our school. Students feel they are supported in a quality learning environment and make progress on their learning goals in a setting where they are known, valued and cared for.

The Partners in Learning Parent Survey report indicated that the school has strong partnerships with the parent community, equal to or greater than the state average. Parents feel welcome, well informed and strongly agree that the school provides a supportive learning environment for all students. Similarly, the Tell Them From Me Student Survey reflected high levels of engagement driven by effective learning time, relevance, positive relationships with teachers, advocacy at school, a positive learning climate and high expectations for success. In the Focus on Learning Teacher Survey, teachers strongly agreed that the school successfully addressed some of the most important drivers of student outcomes including strong leadership, collaboration, a positive learning culture, inclusivity data, informed practice and teaching strategies.

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.

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.