

2021 Annual Report

Cardiff North Public School



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Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Cardiff North Public School, we strive for excellence by delivering quality, evidence-based, inclusive education within a culture of high expectations. Students are inspired to be self-motivated and confident learners with the skills to make informed contributions as citizens and leaders.

School context

Cardiff North Public School, situated in the Lake Macquarie suburb of Cardiff, has strong partnerships with the Cardiff Community of Schools, the Kumaridha AECG and the University of Newcastle. Our 2021 enrolment is 151 students. The school population includes 7% Aboriginal students and 3% of students have a language background other than English.

Teaching and learning programs provide a strong foundation for student success. Evidence-based Literacy and Numeracy programs are supported by instructional leadership. Cardiff North Public School is committed to ensuring high quality education produces successful learners, confident and creative individuals and positive contributors to society. Cardiff North Public School has a strong focus on student wellbeing, community engagement and quality teaching and learning. The enthusiastic and professional staff work as a collaborative team, consistently improving themselves as educators, embracing a growth mindset. Staff are committed to quality teaching and learning that nurtures and inspires students to achieve their individual potential. Ready to Learn Partnership Plans ensure students' individual learning and wellbeing goals are created collaboratively with students, teachers and parents with successes regularly celebrated. Students enjoy opportunities to engage in self-regulating wellbeing practices, including brain gym and social and emotional learning. Dedicated and passionate staff ensure our students enjoy a wealth of cultural, sporting and educational opportunities within and beyond the school.

A strong student voice exists within our School Parliament. K-6 student focus groups lead to student identified initiatives enjoyed by the school community. 2022 will see the introduction of a Junior AECG, enhancing collaborative leadership opportunities for Aboriginal students. Genuine partnerships exist between the staff and our dedicated P&C, contributing to the positive school culture at Cardiff North Public School.

Technology is used effectively to enhance student learning and engagement. STEM lessons that incorporate coding, robotics, virtual reality and 360 degree cameras, further develop students' understanding and application of digital technologies.

Our school community is committed to working collaboratively to effectively plan, lead and evaluate the implementation of Cardiff North Public School's strategic directions. Following a thorough situational analysis, we have identified the following focus areas to inform the initiatives within our strategic improvement plan. These include:

- Growth and Attainment - assessment and evidence-based quality teaching
- Wellbeing - collaborative partnerships and engagement, social and emotional learning
- Leadership, Expertise and Innovation- continuous improvement and high expectations, community engagement

Our school is committed to the NSW Department of Education's vision to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

LEARNING DOMAIN 2021

In the School Excellence Framework domain of Learning, Cardiff North Public School has moved from 'Sustaining and Growing' to 'Excelling'.

Within the sub-element of 'Learning Culture' Cardiff North Public School has remained in 'Excelling'.

Within the theme of **'High expectations'**, Cardiff North Public School is 'Excelling'. There is a demonstrated commitment within the school community that all students make learning progress. 'Ready to Learn Plans' are being effectively implemented, so that parents and students can collaboratively identify learning goals, aspirations and expectations to inform planning for learning for individual student needs. Cardiff North Public School provides two formal student reporting periods in Terms 2 and 4. Throughout 2021, Partnership Progress meetings were held to reflect upon students' learning and wellbeing goals and the strategies outlined in their 'Ready to Learn Plans'.

Within the theme of **'Transitions and continuity of learning'**, Cardiff North Public School remains in 'Sustaining and Growing', whilst working within some elements of 'Excelling'. The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of

learning is at risk. In 2021, kindergarten and high school orientation programs continued to identify at risk students as they entered and left primary school. Establishing effective systems and processes to work collaboratively with parents, Pre-school and High School personnel and the Learning Support Teams in all settings, has ensured the successful transitions of all students.

Within the theme of **'Attendance'**, Cardiff North Public School is continuing to excel in this area, within the Schools Excellence Framework. The school has well-established systems in place for teachers, parents and the community to work together to support consistent and systematic processes that ensure absences do not impact on learning outcomes. In 2021, this involved quarterly audits of attendance procedures between the executive team and the Home School Liaison Officer. Attendance procedures include the provision of 'attendance concern' and 'improved attendance' letters to parents and the development of personalised attendance improvement plans in consultation with parents and students. The establishment of an 'Attendance Team' has contributed to building a shared understanding of the responsibilities around student attendance within the school.

Within the sub-element of 'Wellbeing' Cardiff North PS has moved from 'Sustaining and Growing' to 'Excelling'.

Within the theme of **'Caring for students'**, Cardiff North Public School has processes in place so that every student can identify a staff member to whom they can confidently turn to for advice and assistance at school. In 2021, specific and individualised measures were put in place to support both the wellbeing of students and parents during the home learning period. 'Wellbeing check-in' phone calls were made to parents during this period and classroom teachers provided wellbeing check ins to students via online learning platforms.

Within the theme of **'A planned approach to wellbeing'**, Cardiff North Public School remains in 'Excelling.' The school collects, analyses and uses data, including valid and reliable student, parent and staff surveys and feedback to monitor and refine a whole school approach to wellbeing and engagement to improve learning. In 2021, our PBL style wellbeing system 'Go for Gold' continued to be successfully implemented. Staff continued their professional learning around trauma informed practice and the Berry Street Education Model, to support their understanding as they deliver social and emotional learning for students.

Within the theme of **'Individual learning needs'**, Cardiff North Public School remains in 'Excelling.' The school has well-developed and evidence-based approaches, programs and assessment processes to identify, regularly monitor and review individual student learning needs. In 2021, our formative and summative assessment practices were further refined to ensure all staff regularly monitor individual learning needs. Practices and processes were reviewed in relation to PLSPs, Learning and Support Team procedures and assessment practices. The school executive team continued to plan and implement professional learning and 'walk through' observations to refine staff's understanding and implementation of learning intentions and success criteria.

Within the theme of **'Behaviour'**, Cardiff North Public School is in 'Sustaining and Growing.' The school has expectations of behaviour that are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. In 2021, our wellbeing systems continued to be refined in line with the support needs of our students. Our 'Ready to Learn Plans' were refined to include strategies that each student uses to 'bounce back,' ensuring all students are aware of what their self-regulation strategies are. In 2022, this theme will remain a focus and the Stronger Smarter Approach and Aboriginal Pedagogies will underpin the continued development of high expectation relationships within the school community, that are mutually respectful and productive.

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

Within the theme of **'Curriculum provision'**, Cardiff North Public School's curriculum provision and evidence-based teaching provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. In 2021, The K-6 Mathematics scope and sequence and K-6 English scope and sequence were further refined in line with the new K-2 draft English and Maths syllabuses. Professional learning for all staff around the new pedagogical approach within both of these syllabuses will remain a focus for 2022 and beyond.

Within the theme of **'Teaching and learning programs'**, Cardiff North Public School is 'Sustaining and Growing'. The school's teaching and learning programs describe expected progression in knowledge, understanding and skill and the assessments that measure them. In 2021, executive staff and teaching staff worked collaboratively to ensure our teaching and learning programs reflected our scope and sequences and effectively described progression of learning. The executive team continued to collaborate with School Services around Visible Learning and Formative Assessment to refine assessment practices within the school, to ensure there is evidence that students learn what is taught.

Within the theme of **'Differentiation'**, teachers at Cardiff North Public School differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Within this theme the school is 'Sustaining and Growing'. Teachers differentiate curriculum delivery by grouping students to meet the needs of students at different levels of achievement in the areas of reading, spelling, writing and numeracy, including adjustments to support learning. In 2021, differentiation of pedagogy and content continued to be a regular focus during stage meetings related to instructional leadership. Expert teachers mentored beginning teachers during sessions where assessment data was analysed throughout a teaching and learning cycle and strategies to improve

student learning were suggested for future implementation and evaluation.

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

Within the themes of **'Formative, summative assessment and student engagement'**, Cardiff North Public School is 'Sustaining and Growing'. Teachers at Cardiff North Public School routinely use evidence of learning, including a range of formative assessments, to inform their teaching, adapt their practice and meet the learning needs of students. Assessment is a tool that supports learning across Cardiff North Public School. Teachers implement reliable summative assessment strategies, including the analysis of NAPLAN data, Check-in Assessment data, reading records, SENA and program-based assessment tasks, to capture information about student learning and use this data to inform future planning. In 2021, the Instructional Leader and Assistant Principals led professional learning sessions around evidence-based formative and summative assessment, within their stage meetings, based on formative assessment from School Services and 'walk through' classroom practice observations. This led to teachers adapting their practice and improving their understanding around the language of the progressions of learning for students. Within classrooms, shoulder to shoulder instructional leadership improved teacher practice in identifying opportunities for ongoing formative assessment. The Executive team engaged in professional learning around the Department's new suite of Reading and Numeracy assessments so they can assist classroom teachers with this implementation in 2022.

Within the theme of **'Whole school monitoring of student learning'**, Cardiff North Public School is 'Sustaining and Growing'. The executive team and classroom teachers work collaboratively to analyse summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices. In 2021, Cardiff North Public School included online PAT Reading and PAT Maths assessment, to ensure we had additional external data, separate to NAPLAN, that could identify if students achieve at least one year's growth in one year of learning.

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

Within the theme of **'Whole school reporting'**, Cardiff North Public School has explicit processes to regularly collect, analyse and report specific internal and external student and school performance data, achieving 'Sustaining and Growing' within this theme. At Cardiff North Public School, two formal interviews and two formal reporting periods are in place to provide parents with opportunities to work collaboratively with teachers with the collective aim to improve student learning. Cardiff North Public School also reports on whole school improvement through the Annual School Report, the achievement of the School Plan Milestones and through the Schools Excellence Framework and Self-Assessment Survey.

Within the theme of **'Student Reports'**, Cardiff North Public School is 'Sustaining and Growing'. The school's reports contain personalised information about individual student learning progress and achievement and preview plans for meeting future learning goals. In 2021, executive staff continued to provide support to beginning teachers on high quality report writing. In 2022, Semester 1 reports will return to their pre-learning from home format. Within reports, accurate, point in time feedback and future goals were reported on in a parent-friendly manner.

Within the theme of **'Parent engagement'**, Cardiff North Public School is 'Excelling'. The school's parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. Excerpts of 'The Chronicle' are included in fortnightly Bulletins, communicating to parents what is taught in classrooms and the evidence-based approach behind the pedagogy. The Seesaw platform provides point in time information for parents around their children's learning. Cardiff North Public School solicits feedback on its reporting from parents in the form of Google Forms and TTFM surveys.

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

Within the theme of **'Value-add'**, Cardiff North Public School's last reporting period demonstrated we were excelling in value-add for students from K-3. Value-add for K-3 is not available for 2021 due to changes to the Best Start Kindergarten Assessment in 2018. Strong programs of intervention, including the expertise of the DP Instructional Leader, have contributed to the success of the school's K-3 results. Significant professional learning to improve classroom practice K-6, has seen the Yr 3-6 teachers collaboratively planning and reflecting on lessons through Teaching Sprints. The Value-add for Year 3-5 in 2021 was Working Towards Delivering and for Year 5-7 was Delivering.

Within the theme of **'NAPLAN'**, Cardiff North Public School had 90% of students in 2019 achieving at or above national minimum standards in NAPLAN reading, writing and numeracy. In 2020, NAPLAN was not administered as it was scheduled to be held during the learning from home phase. Cardiff North Public School had 89% of students in 2021 achieving at or above national minimum standards in NAPLAN reading, writing and numeracy, meaning we were 1% below the 90% standard to achieve 'Delivering'.

Within the theme of **'Student growth'**, Cardiff North Public School is 'Delivering'. The school identifies growth targets for individual students, using internal progress and achievement data. In 2021, this data has included targeted areas of the PLAN2 learning progressions, ongoing reading records, teacher anecdotal notes, reading monitoring graphs, PATR and PATM, NAPLAN and Check in Assessment data. 2021 growth data in PAT Reading and Maths has demonstrated that

the effect size of teacher practice in years 1, 2, 4, 5 and 6 is above the expected growth effect size of 0.4 with years 2 and 4 achieving effect sizes of 1.12 and 0.96 respectively in PAT Reading. This demonstrates that most students are showing expected growth on internal school progress and achievement data.

Within the theme of **'Internal and external measures against syllabus standards'**, Cardiff North Public School is 'Delivering'. The school uses internal as well as external assessments to assess student progress and achievement against syllabus outcomes and literacy and numeracy progressions. Further collaborative, professional learning for teaching staff in 2022, around consistency of teacher judgement and evaluative practice, will support staff understanding within this theme.

TEACHING DOMAIN 2021

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

Within the sub element 'Effective Classroom Practice', Cardiff North Public School is 'Sustaining and Growing'.

Within the theme of **'Lesson planning'**, teachers collaborate across stages and teams to share curriculum knowledge, data, feedback and other information about student progress and achievement. Cardiff North Public School is 'Sustaining and Growing' within this theme. Collaborative practice informs the development of evidence-based programs and lessons, which meet the needs of all students. In 2021, Stage 2 and Stage 3 teams worked collaboratively to implement evidence-based teaching strategies in literacy and numeracy within 'Teaching Sprints', to improve student learning outcomes. Early Stage 1 and Stage 1 teams worked shoulder to shoulder with the Instructional Leader to move from the Language, Learning and Literacy (L3) model of pedagogy, to the Department's current, evidence-based focus of Deslea Konza's foundational skills in reading. Lesson Planning in 2022 will include a strong focus on teaching reading through decodable texts and the foundational skills of phonological awareness and phonics. Professor Konza's Big Six and Scarborough's Reading Rope will inform the pedagogical focus. In Numeracy, Professor Siemon's Big Ideas in Number will support teaching the foundational skills of mathematics. In 2022, professional learning around the new curriculum reforms, will support teachers to understand the new explicit links between the new syllabuses and the progressions.

Within the theme of **'Explicit teaching and feedback'**, Cardiff North Public School is 'Sustaining and Growing.' Teachers continue to refine their practice around explicit teaching to identify students' learning needs. Teachers provide explicit, specific and timely feedback related to defined success criteria. In 2021, professional learning continued around learning intentions and success criteria and effective feedback, to support teacher understanding and skills.

Within the theme of **'Classroom management'**, Cardiff North Public School is 'Sustaining and Growing'. Classrooms and other learning environments are well managed within a consistent, school-wide approach. Coaching and mentoring ensures well planned teaching is taking place, so that all students can engage in productive learning. Teachers model and share a flexible repertoire of strategies for classroom management, student engagement and responsibility for learning. Support is provided to teachers where needed, ensuring optimum learning. In 2022, all staff will engage in MAPA training, in line with Departmental expectations, to support their ability to manage students with additional complexity.

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

Within the theme of **'Data literacy'**, Cardiff North Public School is 'Sustaining and Growing'. Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. In 2021, teachers received shoulder to shoulder professional learning from the Instructional Leader and executive team in classrooms and during stage meetings, to build skills in the analysis, interpretation and use of student progress and achievement data.

Within the themes of **'Data analysis', 'Data use in teaching' and 'Data use in planning'**, Cardiff North Public School is 'Sustaining and Growing'. The Cardiff North Public School leadership team comprehensively analyses student progress and achievement data for insights into student learning. All teachers contribute to gathering and analysing data. They comprehensively develop, implement and evaluate assessment tasks and teaching and learning programs to monitor student learning progress identifying areas for improvement and areas for extension. Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report. Assessments are used to promote consistent and comparable judgment of student learning. In 2021, stage meetings were used to support consistent teacher judgement and to target students for tiered intervention from SLSOs, the LaST or the DPIL.

Within the sub element 'Professional Standards', Cardiff North Public School is 'Sustaining and Growing'.

Within the themes of **'Improvement of practice and accreditation'**, Cardiff North Public School is 'Sustaining and Growing'. Teachers use the Australian Professional Standards to reflect on their practice and plan for and monitor their own professional learning journey. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use the professional standards and PDPs to identify and monitor specific

areas for development or continual improvement. 5 weekly reflections in stage meetings provide an avenue for discussion and give staff the opportunity to further unpack the professional standards and to reflect on their own practice.

Within the theme of **'Literacy and numeracy focus'**, Cardiff North Public School is 'Sustaining and Growing'. Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of their students. In 2020, numeracy and formative assessment were the identified areas for professional learning. In 2021 they both remained a focus, continuing professional learning whilst examining the evidence-base behind the Draft English K-2 and Mathematics K-2 syllabuses and the implications for further professional learning around the new pedagogical focus.

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

Within the theme of **'Collaborative practice and feedback'**, teachers engage in professional discussion and collaborate during stage meetings and whole staff meetings to improve teaching and learning. In 2021, Cardiff North Public School achieved 'Sustaining and Growing' for this theme. Staff continued to engage in observations of classroom teaching practice, through 'walk throughs' and PDP observations, with explicit feedback delivered using a growth coaching model, to improve professional knowledge and practice. Formal mentoring and coaching continue to develop aspiring leaders.

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

Within the theme of **'Expertise and innovation'**, Cardiff North Public School identifies expertise within its staff and draws on this to further develop its professional learning community. Cardiff North Public School is 'Sustaining and Growing' within this theme. Teachers are supported to trial innovative or evidence based, future-focused practices. In 2020 and 2021, as part of Cardiff North Public School's commitment to shared leadership, every member of the teaching staff was supported to deliver professional learning to staff based on the 2020 updated 'What Works Best' document.

LEADING DOMAIN 2021

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

Within the sub element 'Educational Leadership' Cardiff North Public School is 'Sustaining and Growing'.

Within the theme of **'Instructional leadership'**, professional learning at Cardiff North Public School emphasised developing instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. Cardiff North Public School is 'Sustaining and Growing' within this theme. In 2021, opportunities continued to be given to both executive staff and teaching staff to ensure all staff were improving their capacity as leaders of learning. Staff were supported by the executive team and School Services to lead professional learning in their areas of expertise, developing effective instructional leadership, management skills and leadership capabilities across the school. Whole school improvement was facilitated through the provision of a DP Instructional Leader 3 days a week to work shoulder-to-shoulder with staff and provide quality professional learning in the areas of literacy and numeracy. This model has been in place since 2014. Executive staff implemented opportunities in stage meetings for the exploration and analysis of evidence-based teaching strategies and how they are best integrated into teaching and learning programs.

Within the theme of **'High expectations culture'**, Cardiff North Public School is 'Sustaining and Growing'. The school's leadership team develop processes to collaboratively review teaching practices to affirm quality, e.g. Formative assessment 'walk throughs', explicit program feedback and PDP observations. Staff regularly reflect on teaching and learning programs and their alignment to both school-based expectations and NESA requirements. In 2021, this involved staff sharing their programs and professional learning journeys during stage meetings, reflecting on feedback and suggestions from colleagues.

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

Within the theme of **'Community engagement'**, Cardiff North Public School is 'Sustaining and Growing'. Staff regularly solicit and address feedback on school performance from students, staff and parents. In 2021, parents continued to contribute to Tell Them from Me Surveys where they were given the opportunity to provide feedback in many domains. 2020 saw a significant increase in parent participation in the TTFM survey, compared to 2019. In 2021 and continuing in the future, parents will continue to have the opportunity to complete TTFM surveys for their feedback.

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

Within the theme of **'Continuous improvement'**, the leadership team at Cardiff North Public School actively supported change that led to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Cardiff North Public School is 'Sustaining and Growing' in this theme. In 2020, this involved the executive team leading the review of K-6 Mathematics scope and sequences and facilitating staff to implement evidence-based teaching strategies underpinned by Professor Dianne Siemon's 'Big Ideas in Number'. In 2021, this involved the K-6 English Scope and Sequence being refined in line with the new draft syllabuses. This was put on hold during 2021, when the Department announced it would be providing scope and sequences for English and Mathematics when the new syllabuses were launched.

Within the themes of **'School plan and annual report'**, the leadership team at Cardiff North Public School embeds clear processes, within accompanying timelines and milestones, to direct school activity towards the effective implementation of the school plan. Cardiff North Public School is 'Sustaining and Growing' within this theme. In 2021, School planning teams, supported by the executive, continued to meet to action school initiatives, so that all staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

Within the sub element 'School Resources' Cardiff North Public School is 'Sustaining and Growing'.

Within the theme of **'Staff deployment'**, the leadership team at Cardiff North Public School allocated non-educational administrative tasks to appropriate non-teaching staff. All staff use the technology available to streamline the administrative practices of the school. In 2021, this involved the continued employment of an executive assistant, to help complete the compliance administration for the school.

Within the theme of **'Facilities'**, Cardiff North Public School is 'Sustaining and Growing'. The school's physical learning spaces are used flexibly to meet a broad range of student learning interests and needs. In 2021, classrooms continued to be furnished with visually appealing furniture and flexible learning spaces. Signage around the school was enhanced to support students' sense of belonging and advocacy. A new canteen was planned, with expected completion due in 2022.

Within the theme of **'Technology'**, Cardiff North Public School is 'Sustaining and Growing'. The school's teaching and non-teaching staff effectively use technology to enhance learning and service delivery. Staff effectively use a variety of digital technologies to enhance student learning and 21st century capabilities. Laptops and iPads are sourced via school funds and the T4L rollout to support staff and teacher access. In 2021, the technology team continued to support staff, students and parents during the home learning period through the implementation of online learning platforms and the loaning of technology to identified students. STEM share kits were sourced through the department and shared among classes to improve the school's access to a wider variety of technology resources. Students are engaged in weekly lessons that develop students' understanding of digital technologies and STEM-based critical thinking skills.

Within the theme of **'Community use of facilities'**, Cardiff North Public School is 'Sustaining and Growing'. The school's use of school facilities by the local community delivers benefits to students. In 2021, this involved the Tamil School contributing to our annual Presentation Day. In 2022, further opportunities for the Tamil School and Indian Dance Group to engage with the school will be explored and a plan of action will be developed.

Within the theme of **'Financial management'**, Cardiff North Public School is 'Sustaining and Growing'. The school used strategic financial management to gain efficiencies and to maximise resources available to implement the school plan. Regular opportunities to reflect on point in time budget actuals reports, ensured budget allocations were reviewed and refined in line with current, contextual school needs.

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

Within the theme of **'Administrative systems and processes'**, the senior executive team worked with the administration team to make informed choices about administrative practices and systems in place, based on cost effectiveness, evidence and in response to local context and need. Cardiff North Public School is 'Sustaining and Growing' within this theme. In 2021, this continued to involve the senior executive team working with the administration team around their understanding of auditing procedures and compliance during office management meetings.

Within the theme of **'Service delivery'**, Cardiff North Public School has streamlined, flexible processes to deliver services and information and to support parental engagement and satisfaction. Cardiff North Public School remains 'Excelling' within this theme. In 2021, this involved the continued use of Seesaw to support parents to engage with their child's learning throughout the day, including the home learning period.

Within the theme of **'Community satisfaction'**, Cardiff North Public School remains at 'Excelling'. The school's leadership team analyses responses to school community satisfaction measures. In 2021, this involved the leadership team and wellbeing team analysing Tell Them from Me surveys and whole school student surveys, evaluating and refining school practices in line with the survey results.

Strategic Direction 1: Student growth and attainment

Purpose

Implement and refine evidence-based teaching and consistent school-wide assessment practices that are responsive to the learning needs of individual students to improve reading and numeracy outcomes.

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.

- Assessment
- Evidence-based Quality Teaching

Resources allocated to this strategic direction

Early Action for Success (EAfS): \$102,908.00

Socio-economic background: \$37,736.00

English language proficiency: \$2,400.00

QTSS release: \$32,626.00

Summary of progress

ASSESSMENT

Reading and numeracy professional learning

Reading

In 2021, staff walk-through observations moved to an online model. Collaboration during stage meetings confirmed that 'Effective Reading' professional learning and the evidence-informed practice outlined in the K-2 & 3-6 Reading Guides, were beginning to inform classroom assessment practices in reading. In 2021, the Phonological Awareness Diagnostic Assessment and the Phonics Diagnostic Assessments were delivered to students who were not meeting benchmark in reading K-6.

Numeracy

During 2021, staff engaged in PL around the NSW Mathematics Strategy 'Starting Strong' and Professor Di Siemon's 'Big Ideas.' Staff engaged with the evidence-informed practice outlined in the K-2 & 3-6 Numeracy Guides. Staff began implementing the DoE suite of Numeracy assessments, in preparation for full implementation in 2022.

School-wide practices for assessment

Staff understand their responsibilities around whole school assessment practices. All staff completed professional learning in formative assessment, adjusting teaching and learning programs, with support from the executive team, during the learning from home period.

Assessment and data analysis

Staff engaged in discussions around the analysis of assessment data during stage and whole staff meetings. 100% of teaching staff have completed Scout introductory training PL in order to participate in the whole school analysis of NAPLAN data.

Assessment and teaching and learning programs

In 2021, 100% of teaching and learning programs demonstrated evidence of assessment linked to learning intentions and success criteria and had evidence of ongoing evaluation. Staff ensured assessments continued to be delivered in line with the assessment schedule. Staff continued to participate in ongoing professional learning in stage meetings around using data effectively in planning for teaching and learning. Ongoing analysis of PLAN2 data cohort snapshots and class observations were reflected in teaching and learning programs. Staff have been provided with opportunities to contribute to collaborative data analysis using class and whole school internal and external data with support from the executive team.

ASSESSMENT - Implications for 2022

Full implementation of the DoE suite of assessments K-6 will commence in 2022. These assessments will be added to the CNPS assessment schedule. Phonological Awareness and Phonic Word Knowledge will be added to the K-2 PLAN 2 data snapshots, in addition to Understanding Texts and Creating Texts, to continue to inform data driven practice across the school.

Regular opportunities for consistency of teacher judgement (CTJ) reflective practice within stage meetings will continue in 2022. During 2022, all staff will analyse Scout data within impact and stage meetings to inform the learning goals for students with support from the leadership team. The analysis of student progress and achievement data from internal and external assessments will be evident in teaching and learning programs. Progress towards goals will be monitored through the collection of quality, valid and reliable data.

EVIDENCE BASED QUALITY TEACHING

Reading classroom practice and K-2 Phonics Scope and Sequence

Staff are implementing strategies in their own classroom teaching from the professional learning within the DoE Effective Reading suite of PL. A draft K-2 Phonics Scope and Sequence has been created and refined to include phonological awareness and this document is included in the updated English scope and sequence.

Whole school 2021 reading results

In PLAN2 data for Reading in 2021, there was an uplift of 25% of students working within expected syllabus outcomes from Term 1 to Term 4, tracked through the Understanding Texts sub-element of the Literacy Progressions.

2021 Growth data in PAT Reading showed that the effect size in Years 2, 4 and 5 is at or above the expected growth effect size of 0.4, with a combined effect size for Years 1 to 6 of 0.34.

2021 NAPLAN Reading data indicates in Year 3, 27.8% of our students achieved results in the top bands 5 and 6 for Reading, with a further 16.6% exceeding the top 2 bands and achieving in band 7. We had no students in band 1, 6% of our students were placed in band 2 and 50% were placed in the middle two bands 3 and 4. In Year 5, 22% of students achieved results in the top bands 7 and 8 for Reading. We had no students in band 3 and 7% of students were in band 4. 72% were placed in the middle two bands 5 and 6.

2021 Check-in assessment data for Reading indicates 44.4% of Year 3 students achieved above the SSSG and State in Reading, 50% of Year 4 students and 46.4% of Year 5 students achieved above the SSSG and State in Reading.

Numeracy classroom practice and Mathematics Scope and Sequence

In 2021, classroom teachers implemented Teaching Sprints with a focus on Additive Strategies. Staff reviewed and refined the current mathematics scope and sequence to ensure the connections between content strands were identified in line with our pedagogical shift from procedural to conceptual based mathematics.

Whole School Numeracy Results

In PLAN 2 data for Numeracy in 2021, there was an uplift of 27% of students working within expected syllabus outcomes from Term 1 to Term 4, tracked through the Additive Strategies sub-element of the Numeracy Progressions.

Since engaging with the Additive Strategies Teaching Sprints in Term 2 Week 5 to Term 4 Week 5, there has been an increase of 22% of students working at the end of year Additive Strategies target for their grade as outlined in the NSW Mathematics Syllabus.

2021 Growth data in PAT Maths showed that the effect size in Years 1, 2, 4 and 6 is at or above the expected growth effect size of 0.4, with a combined effect size for Years 1 to 6 of 0.28.

2021 NAPLAN Numeracy data indicates in Year 3, 32.3% of students achieved results in band 5 and 6 for Numeracy with a further 18.7% exceeding the top 2 bands and achieving in band 7. No students were in band 1 and 19% of students were placed in band 2. 32% were placed in the middle two bands 3 and 4. In Year 5, 8% of students achieved results in band 7 for Numeracy. 19% of students were placed in band 3 and 4 and 73% were placed in the middle two bands 5 and 6.

2021 Check-in assessment data for Numeracy indicates 44.4% of Year 3 students and 55% of Year 4 students achieved above the SSSG and State and 57.1% of Year 5 students achieved above the SSSG and 46.4% above State in Numeracy.

EVIDENCE BASED QUALITY TEACHING - Implications for 2022

Reading

In 2022 all staff will engage in High Impact Professional Learning to build their capacity to implement effective phonological awareness and phonics instruction in their literacy sessions. In 2021, the Phonological Awareness Diagnostic Assessment and the Phonics Diagnostic Assessments were delivered to students who were not meeting benchmark in reading K-6. To provide a benchmark for all students K-2, from 2022, these assessments will become part of the Cardiff North Assessment Schedule and will be in the Phonics Scope and Sequence. Phonological Awareness and Phonic Word Knowledge will be added to the K-2 PLAN2 data snapshots, in addition to Understanding Texts and Creating Texts, to continue to inform data driven practice across the school. Staff will continue to consolidate their knowledge and understanding of phonological awareness and phonics and will then engage with the professional learning in vocabulary, fluency, comprehension and oral language. Staff will have the opportunity to reflect on their current practice and what changes they will make to their teaching and learning programs to ensure their classroom pedagogy is aligned with effective reading instruction. They will regularly monitor the impact that their pedagogy is having on improving results in reading. The school will source and purchase decodable readers to ensure the school is well resourced to implement effective reading instruction in line with the new K-2 English syllabus.

Numeracy

2021 NAPLAN results will form the baseline to measure the impact of the evidence-based strategies within the NSW Mathematics Strategy 2025 & DoE Numeracy guides on improving student results. Staff will continue to be supported to collaboratively reflect on the impact the Teaching Sprint is having on student results in Additive Strategies. Teaching Sprints, with a focus in numeracy will continue in 5 weekly cycles. Evidence of impact will be closely monitored to ensure Teaching Sprints are positively impacting student learning.

Staff will continue to engage with the NSW Mathematics Strategy 2025 & DoE Numeracy guides. Professional learning will explore the Mathematical Big Ideas (Siemon), with a focus on building number sense. Teachers will use effective practice and have access to high quality resources on the DoE Universal Resource Hub to ensure they are well equipped to deliver evidence-based quality teaching in Mathematics. Staff will continue to be supported to collaboratively reflect on the impact the Teaching Sprint is having on their mathematical practice with a focus on Additive Strategies.

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 proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Reading towards 5.8% from baseline	2021 Data for NAPLAN Reading indicates 30.45% of CNPS Year 3 and Year 5 students achieved in the top two bands. This shows a slight decline from baseline data.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Reading above the baseline towards 3.1%	2021 Data for NAPLAN Reading indicates 32.06% of CNPS Year 5 students are achieving expected growth in NAPLAN. This is a decline from the baseline data. Internal PAT Reading data indicates an effect size of 0.41, demonstrating students have achieved a year's growth for a year's learning. 2021 end of year internal PLAN2 data indicates 100% of Year 5 students are working within expected syllabus outcomes for 'Reading and Viewing 1 and 2,' tracked through the 'Understanding Texts' sub-element of the Literacy Progressions.
Increase the proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Numeracy towards 5.1% from baseline	2021 Data for NAPLAN Numeracy indicates 23.81% of CNPS Year 3 and 5 students achieved in the top two bands. This shows a slight decline from baseline data.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy above the baseline towards 6%	2021 Data for NAPLAN Numeracy indicates 20.64% of CNPS Year 5 students are achieving expected growth in NAPLAN. This is a decline from the baseline data. Internal PAT Mathematics data indicates an effect size of 0.23, demonstrating students have achieved less than a year's growth for a year's learning.

<p>Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy above the baseline towards 6%</p>	<p>2021 end of year internal PLAN2 data indicates 88% of Year 5 students are working within expected syllabus outcomes for 'Number and Algebra,' tracked through the 'Additive Strategies' sub-element of the Numeracy Progressions.</p>
<p>Within the The School Excellence Framework (SEF) theme of 'Data Analysis', improvements are demonstrated above the baseline of Sustaining and Growing</p>	<p>Cardiff North Public School's on balanced judgement against the School Excellence Framework is that the school remains at 'Sustaining and Growing for 'Data Analysis.' The school is working within the 'Excelling' descriptors with a continued focus on all staff analysing internal and external data to inform student learning goals.</p>

Strategic Direction 2: Wellbeing

Purpose

There is a strategic and planned approach to enhance whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

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.

- Collaborative Partnerships, Attendance and Engagement
- Social and Emotional Learning

Resources allocated to this strategic direction

Aboriginal background: \$16,111.00

Low level adjustment for disability: \$63,558.00

Summary of progress

Ready to Learn Plans

'Ready to Learn' Plans continued to be implemented in 2021. The 'Ready to Learn Plan' process provided authentic, regular opportunities for collaboration between parents, students and staff to improve understanding of student learning and strengthen student outcomes. 93% of parents participated in the 'Ready to Learn Plan' initial meeting. The remaining 7% were contacted to arrange a further opportunity to engage in this process. Survey results indicated 97% of parents found the process beneficial.

In 2022, 'Ready to Learn Plans' will be revised to incorporate personalised learning pathways (PLPs) and a visual attendance overview. Additionally, the process will be aligned with explicit SEL lesson delivery from Berry Street Education Model. Executive staff will deliver Professional Learning to teachers around the Berry Street Education Model 'Ready to Learn' and their alignment with the Department of Education's Wellbeing Framework and the 2020 - 2030 Partnership Agreement.

Aboriginal Education

Throughout 2021, the AECG Executive and Aboriginal Education department personnel consulted with Cardiff North Public School staff around best practice implementation of Aboriginal perspectives into daily classroom practice. All Cardiff North Public School classroom teachers and executive staff commenced Aboriginal Pedagogies professional learning and 73% completed Aboriginal Cultural Awareness training. 2021 Tell Them From Me student data was collated as a school-wide baseline for future analysis of trends in Aboriginal students feeling good about their culture and indicating their teachers have a good understanding of their culture.

In 2022, staff will be supported to provide regular and authentic opportunities for all students to learn about and engage with their heritage, culture and language. Every student will have a spiritual goal developed in collaboration with parents, teachers and students outlined in their 'Ready to Learn Plan'. Staff will continue to engage with Aboriginal Pedagogies professional learning to build their capacity to authentically embed Aboriginal perspectives into daily practice. Teaching and learning programs will begin to reflect Aboriginal 8 ways of learning, designed in consultation with Aboriginal pedagogy facilitators and supported by executive staff.

Student Engagement and Attendance

Cardiff North Public School maintained and evaluated well-established systems to support consistent and systematic attendance processes. In 2021, this involved participation in the 'Pioneering Attendance Data Trial'. 100% of parent responses to school text messages from this trial were positive. Regular audits of attendance procedures between the executive team and the Home School Liaison Officer occurred throughout the year. Communication posters were adapted and communicated via school Bulletin. 100% of class attendance procedure document folders were regularly updated by the attendance team to reflect current processes.

A collaborative approach to attendance will be continued and strengthened in 2022. Individual student attendance rates will be accessible to parents and carers within the Sentral Parent Portal, 'Ready to Learn Plans' and school reports. Attendance information will be communicated to parents, carers and the wider school community via the weekly Bulletin and school signage. This collaborative approach will ensure school community are aware of their role in supporting

student attendance targets. Existing attendance procedures will be examined and refined. Staff responsibilities will be regularly revisited, ensuring all staff are aware of their role in supporting student attendance.

Social Emotional Learning

Throughout 2021, there was a continued focus on strengthening whole school wellbeing processes. Demonstration lessons were conducted by the 'Switched on for Life' Director across the school to improve staff knowledge around evidence-based social and emotional learning practices and to improve student knowledge around how to use self-regulation strategies that they have identified on their 'Ready to Learn Plans'. All staff used these demonstration lessons to inform the delivery and structure of SEL lessons throughout the remainder of the year. 100% of students collaboratively identified their preferred self-regulation 'bounce back' strategies in their 'Ready to Learn Plan'. The Learning and Support Team worked collaboratively with the executive team to plan for the refinement of whole school implementation of SEL lessons.

During Term 1 2022, all staff will begin the implementation of the evidence-based Berry Street Education Model, SEL lessons, with regular PL to support the sequential development of students' physical, psychological, social and emotional capabilities. TTFM data will be analysed for trends in student engagement, sense of belonging and feelings of advocacy at school. Student work samples, learning goals and parent communication will be used to form directed discussions around learning achieved through collaboration of teacher, parent and child.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to be above the baseline	2021 SCOUT Attendance data indicates the number of students attending greater than 90% of the time or more has decreased by 0.5%. This shows a decline from the baseline.
TTFM Wellbeing data increases to be above the system-negotiated baseline of 90%	2021 Tell Them From Me data shows an improvement of 3.72% of reported positive wellbeing, including a 5.97% increase in advocacy at school, 4.05% increase in sense of belonging and 1.21% increase in expectations of success, which reflects an actual percentage of above 90%. This trending towards baseline data.
Within the The School Excellence Framework (SEF) theme of 'Individual learning needs', improvements are demonstrated above the baseline of Sustaining and Growing	Self-assessment against the School Excellence framework shows the theme of 'Individual Learning Needs' to be Excelling. The school has progressed from 'Sustaining and Growing' to 'Excelling' in this area. At Cardiff North Public School there is a school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Strategic Direction 3: Leadership, Expertise & Innovation

Purpose

Inspire and support all staff to have high aspirations and contribute to school leadership, expertise and innovation.

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.

- Continuous Improvement and High Expectations
- Community Engagement

Resources allocated to this strategic direction

Professional learning: \$13,057.00

Literacy and numeracy: \$17,882.00

Summary of progress

Continuous Improvement and High Expectations

In 2021, the executive team engaged in the Agile Leadership Collective to improve their capacity to strengthen agile leadership practices within Cardiff North Public School. The leadership team promoted a high expectations culture to help drive team learning, peer responsibility and the delivery of the school initiatives. 100% of staff were given the opportunity to engage with whole school internal and external data to foster a whole school approach for the responsibility of student growth and attainment in literacy and numeracy. 100% of staff indicated in the Tell Them From Me staff survey that they agree or strongly agree that school leaders at Cardiff North Public School are leading improvement and change. 86% of staff indicated in the Tell Them From Me survey that school leaders clearly communicate the schools strategic vision and values.

In 2022, practice plays will be strategically used to guide discussion around evidence of impact related to school initiatives and future planning. Clearly defined leadership roles will support staff in the delivery of professional learning and expert guidance in literacy and numeracy. High-impact professional learning and evidence-based resources will support the development of effective literacy and numeracy teaching practice. Staff will be supported to understand their accountability within the school plan's strategic directions and in meeting the school's improvement measures. Continual monitoring and evaluation will inform next steps when designing improvement approaches. Executive staff will continue to support each other to identify and develop their leadership capabilities, reflecting on the changes in their practice as a result of engaging in the Stronger Smarter Leadership Program.

Instructional leadership, coaching and mentoring

Throughout 2021, staff continued to be provided with opportunities to lead whole school initiatives to build their leadership capabilities within the Teaching Standards. There is a strong Performance and Development Plan process within the school that promotes and supports leadership within and beyond Cardiff North Public School. All staff aspire to a culture of continuous improvement guided by the higher level accreditation which is evident in Performance and Development Plan goals and reflective conversations within the Performance and Development Plan process.

In 2022, staff will continue to participate in professional learning around Quality Teaching Rounds in order to implement them effectively across the school. Quality Teaching Rounds will be used to enhance the effective implementation of evidence-informed practices and pedagogy of staff at Cardiff North Public School.

Community Engagement

The leadership team have led the improvement of school-wide wellbeing practices by embedding evidence-based change in line with the Berry Street Model. In 2021, 100% of students use 'Ready to Learn Plans' to regularly reflect on their goals.

Staff aspire to be recognised as innovative and responsive by visibly demonstrating a self-sustaining culture of high expectations and genuine collaboration. Continuous improvement efforts of the leadership team will support the refinement of the wellbeing processes for monitoring and evaluating the school-wide commitment to enhance student outcomes. 'Ready to Learn Plans' will continue to provide the opportunity for all families to genuinely connect and collaborate with staff on identified areas for improvement. The leadership team will measure the school community satisfaction and be responsive to feedback. The school aspires to be recognised as a leader for its impact on learning

progress, its effective wellbeing practices and its active involvement in the community.

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
Within the The School Excellence Framework (SEF) theme of 'Expertise and Innovation', improvements are demonstrated above the baseline of Sustaining and Growing	Self-assessment against the School Excellence framework shows the theme of 'Expertise and Innovation' remains at Sustaining and Growing. At Cardiff North Public School teachers continue to be supported to trial evidence-based, future focused practices and will further engage with professional learning communities in 2022.
Within the The School Excellence Framework (SEF) theme of 'High Expectations Culture', improvements are demonstrated above the baseline of Sustaining and Growing	Self-assessment against the School Excellence framework shows the theme of 'High Expectations Culture' remains at Sustaining and Growing. At Cardiff North Public School the school leadership team has refined opportunities to collaboratively review teaching practices. In 2022, classroom teacher Impact Meetings and executive team planning sessions will focus on evaluative practice and the continuous improvement of teaching and learning.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$86,676.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cardiff North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Literacy <p>Numeracy</p> <p>Social and Emotional Learning</p> <p>School Learning and Support Officers (SLSOs) were employed to support students with significant additional learning and wellbeing needs. Classroom teachers were released to work with the AP Wellbeing, SLSOs and LST to build capacity around planning for students with learning, social, emotional and wellbeing needs</p> <p>The allocation of this funding has resulted in:</p> <p>Students with additional learning, social, emotional and wellbeing needs were well-supported in classrooms. Student Learning and Support Plan goals were regularly refined as goals supporting engagement and inclusion of students with additional support needs were met.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to use IFS to support funded students to meet their academic, social, emotional and wellbeing needs so that they are able to access the curriculum, participate socially in school life and feel safe and valued at school.</p>
<p>Socio-economic background</p> <p>\$37,736.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cardiff North 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"> • Evidence-based Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional release for AP Curriculum and AP Wellbeing to co-ordinate the implementation of curriculum, wellbeing, transition and attendance programs across the school <p>Additional release for AP Curriculum and AP Wellbeing to provide and co-ordinate professional learning and support for classroom teachers, SLSOs and COVID ILSP tutors</p> <p>Additional SLSO staff employed to support students with complex learning, social, emotional and wellbeing needs</p> <p>Additional funding to increase the COVID ILSP teacher support for students with additional literacy and numeracy needs</p> <p>Release for teachers and Assistant Principals to engage in additional collaboration and professional learning in the areas of literacy, numeracy and wellbeing</p> <p>The allocation of this funding has resulted in:</p> <p>The DPIL, Assistant Principal Curriculum and Assistant Principal Wellbeing co-ordinated and implemented the Literacy, Numeracy and Wellbeing initiatives in line with the school plan. By supporting the State Literacy and Numeracy Action Plan, school leaders have ensured intervention programs</p>

<p>Socio-economic background</p> <p>\$37,736.00</p>	<p>across the school support the expectation that every student will demonstrate growth. The DP Instructional Leader and APs worked with individual teachers and stage teams to deliver professional learning that promoted opportunities for reflection on evidence-based teaching pedagogy and quality assessment practices.</p> <p>The APs and Attendance Team have enhanced our attendance practices, in line with the 'Attendance Matters' and 'Every Day Counts' resources. Opportunities to evaluate our attendance practices with the HSLO have led to strategies and plans being developed to maintain our high attendance rate and support at-risk students.</p> <p>APs have supported classroom teachers and SLSOs by guiding and modelling best-practice wellbeing strategies that promote student self-regulation. The APs provided regular check-ins for students in their classrooms and opportunities for those students to engage in personalised support sessions around social and emotional learning, building friendships and teamwork. The strategic use of support has provided consistent opportunities for self-reflection and mindful practice using the Berry Street 'Ready to Learn Plan' and 'Bounce Back' framework.</p> <p>COVID ILSP teachers have been able to support more students and deliver additional, regular sessions, to improve student Literacy and Numeracy capabilities.</p> <p>The DPIL and AP Curriculum have refined opportunities to collaboratively review teaching practices. In 2021 this involved professional learning for the executive team with support from the Lead Specialist Literacy and Numeracy to strengthen their understanding around explicit phonological awareness and phonics instruction in preparation for the new curriculum reforms. The executive team also engaged in 'Starting Strong' professional learning in line with the NSW Mathematics Strategy and DoE Numeracy Guides focus on the Big Ideas in Number. The collaborative practice of the executive team involved their focus on planning and delivering professional learning to staff during stage meetings. Collaborative sessions with classroom teachers involved the analysis of data to inform practice, the implementation of assessment practices, reflection on teaching and learning programs and building skills and knowledge around new curriculum reforms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022 regular impact meetings will be designed to promote further opportunities for reflection on evidence-based teaching pedagogy and quality assessment practices. Assistant Principals and the APCI will work with classroom teachers to regularly analyse the impact of their teaching on student learning, ensuring that students learn what is taught.</p> <p>Strategies for intervention, including additional SLSO, AP and COVID ILSP programs will continue to support students with additional learning, social emotional and wellbeing needs.</p>
<p>Aboriginal background</p> <p>\$16,111.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cardiff North 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"> • Collaborative Partnerships, Attendance and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • SLSO delivered personalised support for Aboriginal students in line with their Personalised Pathway goals. <p>Celebrations for significant events including NAIDOC and Reconciliation Week and a visit to the Yammalong centre to write initial PLPs, fostered respectful relationships and a sense of belonging within our inclusive community.</p> <p>Members of the Aboriginal Education Team engaged with the Sista Speak professional learning. This resulted in leaders of the Aboriginal Teams within</p>

<p>Aboriginal background</p> <p>\$16,111.00</p>	<p>network schools collaboratively designing the Sista Speak model to foster relationships within the community of schools. The model was adjusted to online delivery during the learning from home period.</p> <p>K-2 teachers engaged with Connected to Country professional learning as part of their cultural awareness training.</p> <p>The allocation of this funding has resulted in: All Personalised Learning Pathway (PLP) goals were collaboratively developed for Aboriginal students in consultation with families. Celebrations continued to provide opportunities for families to connect with the school. The Aboriginal Education Team will plan for the Sista Speak program to continue in 2022. K-2 teachers improved their learning around Aboriginal culture and heritage. The continuation of partnerships with the local AECG.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Aboriginal Education Team will plan for the Sista Speak program to continue in 2022. PLPs will be delivered within 'Ready to Learn Plans' and all students will develop a spiritual goal in line with consultative processes undertaken in 2021, with the AECG. Staff will continue to engage with Connected to Country cultural awareness training in 2022. The executive team will engage in Stronger Smarter leadership training in 2022. A Cardiff Community of Schools Junior AECG will be established in 2022. We will continue our partnership with the local AECG. Further opportunities for families to engage with activities promoting connection, engagement and a sense of belonging will continue in 2022.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cardiff North 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"> • Evidence-based Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • SLSO to provide support in the classroom for all students from EAL/D backgrounds to assist with the student's Literacy and Numeracy goals. <p>The allocation of this funding has resulted in: EAL/D students were supported to access an appropriate, differentiated curriculum in line with their personalised Literacy and Numeracy goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: Future funding will be used to support SLSOs to provide suitable learning adjustments for EALD students within the classroom environment.</p>
<p>Low level adjustment for disability</p> <p>\$63,558.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cardiff North 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"> • Social and Emotional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of a learning and support teacher to work with individual students and in a case management role within the classroom/whole school

<p>Low level adjustment for disability</p> <p>\$63,558.00</p>	<p>setting Employment of SLSO to improve the development of students by implementing evidence-based programs and programs developed by specialists (e.g. OTs, Speech Therapists)</p> <ul style="list-style-type: none"> • Employment of additional expert staff to support teachers to differentiate the curriculum and model social and emotional learning lessons for all students, including those with additional learning needs <p>The allocation of this funding has resulted in: A coordinated whole school approach to supporting students with identified or imputed disability. A Learning and Support Teacher working with students requiring assistance with additional needs either individually or in small groups, within the classroom setting, leading to improved learning outcomes for targeted students. Employment of SLSOs to improve the development of students by implementing evidence-based programs and programs developed by specialists (e.g. OTs, Speech Therapists). Teachers having the confidence to deliver quality social and emotional lessons, in line with the Berry Street Education Model.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students who need adjustments to their learning will continue to be supported through the school Learning Support Team and wellbeing practices. A Learning and Support Teacher will continue to be employed for two days per week. SLSOs will continue to provide additional classroom support for students. Berry Street Educational Model, social and emotional learning lessons will be delivered across the school. APs, in collaboration with the Learning and Support Teacher, will continue to support classroom teachers to differentiate programs and individual plans, to meet the needs of all students.</p>
<p>Literacy and numeracy</p> <p>\$17,882.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cardiff North 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"> • Continuous Improvement and High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release time to support the targeted professional learning of executive and support staff to improve literacy and numeracy <p>The allocation of this funding has resulted in: The DPIL, APs and classroom teachers developing and implementing our Literacy and Numeracy professional learning sessions aimed at embedding consistent practices K-6. All staff being provided with evidence-based professional learning, targeting areas of need within the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding source will no longer be available in 2022 as it will be embedded in the new Assistant Principal Curriculum Instruction strategy which will replace the current Instructional Leader model.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,908.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Cardiff North 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>

<p>Early Action for Success (EAfS)</p> <p>\$102,908.00</p>	<ul style="list-style-type: none"> • Assessment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of DP Instructional Leader to build capacity of K-6 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on; improving pedagogy and teaching practice, high-impact literacy and numeracy strategies, data collection and analysis, curriculum delivery and differentiation <p>The allocation of this funding has resulted in: The DP Instructional Leader delivered shoulder to shoulder support for teachers within classrooms, stage meetings and whole staff meetings. Classroom teachers improved their capabilities around using data to inform practice and effectively assessing students. Classroom teachers were given opportunities to collaborate around effective classroom practice in Literacy and Numeracy and build their knowledge around the evidence-based research underpinning the new curriculum reforms.</p> <p>After evaluation, the next steps to support our students with this funding will be: The EAfS program will not continue next year, however a similar model in the form of an Assistant Principal Curriculum Instruction will support school teams to continue to deliver improvements in Literacy and Numeracy results.</p>
<p>QTSS release</p> <p>\$32,626.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cardiff North 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"> • Evidence-based Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support staff professional learning and collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Professional learning being delivered by APs, that is aligned to the Strategic Improvement Plan. Assistant Principals using their expertise to lead quality teaching, including the planning, implementation and evaluation of effective teaching and learning within their stage. Assistant Principals collaboratively engaged teachers in coaching and mentoring sessions to support teachers to deliver programs that are data informed and reflect the needs of the students being taught.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff will continue collaborative practice with APs being released to plan and deliver initiatives that have demonstrated impact on the improved quality of teaching practice in Literacy and Numeracy, providing opportunities that promote collective efficacy.</p>
<p>COVID ILSP</p> <p>\$80,633.18</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</p>

<p>COVID ILSP</p> <p>\$80,633.18</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Two teachers were employed to provide small group tuition to students requiring additional assistance with learning upon returning from the learning from home period. <p>The allocation of this funding has resulted in:</p> <p>Two teachers were employed to provide individualised and small group support to students requiring assistance with learning upon returning from the learning from home period of the COVID-19 global pandemic. The teachers employed under this program worked closely with the LST and AP Curriculum to improve literacy and numeracy outcomes for students K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This program will remain in 2022, with CILSP funding continuing to be used to employ additional teachers to support the literacy and numeracy outcomes of students whose learning has been impacted by COVID-19.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	68	76	88	70
Girls	91	85	85	79

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.1	97.4	96.1	95.5
1	93.3	95.1	95.9	94.8
2	94.8	93.6	95.8	96.6
3	94.9	94.1	93.5	91.7
4	96.1	96.3	91.7	91.4
5	92.3	94.2	94.8	87.7
6	93.8	91.5	94.6	93.7
All Years	94.4	94.5	94.4	92.6
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

Cardiff North Public School is excelling against the School Excellence Framework in its best practice monitoring strategies for attendance. Our clear systems and rigorous processes drive improved individual attendance rates throughout the school. Our attendance practices are informed by the Department's 'Attendance Matters' online platform and 'Every Day Counts' initiative. The Cardiff North Public School's Attendance Team regularly meet to monitor attendance, working closely with the Home School Liaison Officer. Consistent communication between staff and parents, multi-level support for parents and their families and regular, whole school attendance data being shared with the community, supports processes that ensure student absences do not impact on learning outcomes. Historically, school attendance data has been both above the state and also above similar school groups at an average of 93.7% since 2018. The 2020 overall school attendance rate was 92.3%. In 2021, the overall school attendance rate was 92.5% which is slightly above DoE, state and SSSG average. 75.5% of students in 2021 attended school greater than 90% of the time. This is slightly below state average and above network and SSSG averages.

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)	2
Classroom Teacher(s)	5.64
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.91

*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	176,382
Revenue	1,951,197
Appropriation	1,930,376
Sale of Goods and Services	2,088
Grants and contributions	18,636
Investment income	97
Expenses	-2,037,718
Employee related	-1,892,816
Operating expenses	-144,902
Surplus / deficit for the year	-86,521
Closing Balance	89,861

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	86,676
Equity Total	119,806
Equity - Aboriginal	16,111
Equity - Socio-economic	37,736
Equity - Language	2,400
Equity - Disability	63,558
Base Total	1,323,295
Base - Per Capita	42,647
Base - Location	0
Base - Other	1,280,647
Other Total	272,158
Grand Total	1,801,935

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.

Literacy

Year 3 Literacy

- **Grammar and Punctuation**

In Year 3, 38% of students achieved results in the top bands 5 and 6 for Grammar and Punctuation, with a further 13% exceeding the top two bands and achieving in band 7. 13% of students were placed in band 1 and 38% were placed in the middle two bands 3 and 4.

- **Reading**

In Year 3, 27.8% of our students achieved results in the top bands 5 and 6 for Reading, with a further 16.6% exceeding the top two bands and achieving in band 7. We had no students in band 1, 6% of our students were placed in band 2 and 50% were placed in the middle two bands 3 and 4.

- **Spelling**

In Year 3, 51% of our students achieved results in the top bands 5 and 6 for Spelling. 13% of students were placed in band 1 and 38% were placed in the middle two bands 3 and 4.

- **Writing**

In Year 3, 39% of students achieved results in the top bands 5 and 6 for Writing. No students were in band 1, 11% were in band 2. 50% were placed in the middle two bands 3 and 4.

Year 5 Literacy

- **Grammar and Punctuation**

In Year 5, 8% of students achieved results in band 7 and 4% of students exceeded the top two bands and achieved in band 9 for Grammar and Punctuation. 16% of students were placed in the bottom two bands 3 and 4 and 73% were placed in the middle two bands 5 and 6.

- **Reading**

In Year 5, 22% of students achieved results in the top bands 7 and 8 for Reading. We had no students in band 3 and 7% of students were in band 4. 72% were placed in the middle two bands 5 and 6.

- **Spelling**

In Year 5, 38% of students achieved results in the top two bands 7 and 8 for Spelling. 4% of students were placed in band 4 and 58% were placed in the middle two bands 5 and 6.

- **Writing**

In Year 5, 29% of students achieved results in the top two bands 7 and 8 for Writing. 4% of students were placed in band 3 and 68% were placed in the middle two bands 5 and 6.

Numeracy

- **Year 3 Numeracy**

In Year 3, 32.3% of students achieved results in band 5 and 6 for Numeracy with a further 18.7% exceeding the top two bands and achieving in band 7. No students were in band 1 and 19% of students were placed in band 2. 32% were placed in the middle two bands 3 and 4.

- **Year 5 Numeracy**

In Year 5, 8% of students achieved results in band 7 for Numeracy. 19% of students were placed in band 3 and 4 and 73% were placed in the middle two bands 5 and 6.

Parent/caregiver, student, teacher satisfaction

Each year, Cardiff North Public School is required to seek the opinions of parents, students and teachers about our school. A summary of their responses are presented below:

In the seven researched, identified perspectives that make a great school, (Parents Feel Welcome, Parents Are Informed, Parents Support Learning At Home, School Supports Learning, School Supports Positive Behaviour, Safety At School and Inclusive School) 100% of parents surveyed have communicated at least once with their child's teacher to discuss their child's learning or behaviour, with 89% of parents indicating that they have communicated with a teacher two or three times or more. This is an improvement of 14% since 2019. 41% of parents indicated they strongly agreed that they would recommend Cardiff North Public School to other parents. This is a slight decrease from the 54% in 2020. Furthermore, 96% indicated that Cardiff North Public School is their first choice of public school.

In student survey results, 84% of students value schooling and believe that schooling is useful in their everyday life and will have a strong bearing on their future. Student survey results show an improvement of 3.72% of positive wellbeing, including a 5.97% increase in advocacy at school, 4.05% increase in sense of belonging and 1.21% increase in expectations of success, which reflects an actual percentage of above 90%.

Staff survey results indicated that in the eight "Drivers of Student Learning", the school was on average 6.2% above the state average. All staff surveyed indicated they agree or strongly agree that school leaders lead improvement and change. 100% of teachers surveyed indicated that they believe the 'Ready To Learn' Plans have provided an opportunity for school-wide, collective responsibility for student learning, engagement and wellbeing. Staff survey results reflected upward trends above NSW Govt. Norm in seven of the eight areas of 'Classroom Context': Learning Culture, Data Informs Practice, Teaching Strategies, Challenging and Visible Learning Goals, Planned Learning Opportunities, Quality Feedback and Overcoming Obstacles to Learning.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

Cardiff North Public School continues to demonstrate a commitment to the Aboriginal Education policy, 2020-2030 Partnership Agreement and the Premier's Priorities. This is evidenced through the 2021 TTFM survey data indicating 70% of Aboriginal students feel good about their culture, with 20% who neither agree nor disagree. 80% of students agree or strongly agree that teachers understand culture, with 10% who neither agree nor disagree.

In NAPLAN, the overall percentage of results for Aboriginal students in the top two Bands for Reading and Numeracy increased by 20% from 2019 to 2021. In 2021, 50% of Year 3 Aboriginal students at Cardiff North Public School achieved in the top two bands for Reading and Numeracy and 50% of Year 5 Aboriginal students at Cardiff North Public School achieved in the top two bands for Numeracy. This is in line with the Premier's Priorities that Aboriginal and Torres Strait Islander students will match or better that of their peers.

Cardiff North Public School staff continued to work collaboratively with the local AECG by attending meetings, providing updates of Aboriginal Education at Cardiff North Public School and receiving advice and guidance from members of the group. Meaningful relationships were strengthened with the AECG executive resulting in the Ready to Learn Partnership Plans being refined to include Personalised Learning Pathways for all students in 2022.

Staff are beginning to implement Awabakal language into their teaching and learning programs. Three staff members were trained in SisterSpeak. This resulted in a collaborative approach to the program with the Cardiff Community of Schools. This was moved to an online model of delivery during the learning from home period. In 2022, a Cardiff Community of Schools Junior AECG will be formed to strengthen leadership opportunities and student voice for Aboriginal and Torres Strait Islander students in the school community.

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.