

2022 Annual Report

Caragabal Public School



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Introduction

The Annual Report for 2022 is provided to the community of Caragabal Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Caragabal Public School

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School vision

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

School context

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

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

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

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

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

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

Caragabal Public School aims to prepare students for a life of learning, making valuable contributions as responsible citizens within and outside the Caragabal community.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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>

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Reading and Numeracy Strategy
- Tracking Student Learning

Resources allocated to this strategic direction

Socio-economic background: \$6,723.30

Aboriginal background: \$3,246.06

Low level adjustment for disability: \$15,543.96

Literacy and numeracy: \$3,347.36

Summary of progress

In 2022, there has been a strong whole school focus on Strategic Direction One - Student growth and attainment. Staff across K-6, including School Learning Support Officer (SLSO) and Intensive Learning and Support Officers (ILSP) undertook intensive professional learning to develop pedagogy relating to reading based on data analysis performed throughout the year. Staff identified vocabulary as an area of need when analysing check in, NAPLAN and internal assessments. Students were tracked in the specific focus area using the progressions, Understanding Texts(UnT). A targeted teacher led the development of a consistent vocabulary planning tool and supporting resources. All staff worked closely with the principal to plan and implement individual vocabulary activities which matched the targeted focus area.

The impact of the strategic direction included all students being delivered explicit, evidence-based reading strategies as evidenced by teacher programs and classroom observations. Students requiring additional support received this through tier 1 and 2 programs ran by the Intensive Learning and Support Officers (ILSP) and planned on their Individual Education Plans (IEP). The funding allocated to this strategic direction has enabled staff to plan, teach, evaluate and track students learning.

In 2023, the school will strengthen the use of Individual Education Plans (IEP's) to target multiplicative thinking as a numeracy skill and improve the use of quality vocabulary in writing. The school will undertake professional learning to develop a consistent, whole school approach to explicit teaching of Creating Texts (CrT).

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
Top 2 Bands Reading (This is a network target) Improvement in the percentage of students in the Temora Principals' Network achieving in the top 2 bands to be above the Temora Principal's Network lower bound system-negotiated target in reading of 40.4%.	<ul style="list-style-type: none">• The Temora Small Schools' Network, combined NAPLAN scores indicate an increase in the percentage of students in the top two band for reading showing significant change from the baseline and meeting the upper bound target of 45% for 2022.• Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
Top 2 Bands Numeracy (This is a network target)	<ul style="list-style-type: none">• The Temora Small Schools' Network, combined NAPLAN scores indicate an increase in the percentage of students in the top two band for numeracy showing positive change from the baseline to just below the 2022 lower

<p>Improvement in the percentage of students in the Temora principals' network achieving in the top 2 bands to be above the Temora principals' network lower bound system-negotiated target in numeracy of 31.9%.</p>	<p>bound target.</p> <ul style="list-style-type: none"> • Cohort size does not allow the publication of percentages however individual student progress is reported directly to parents and carers throughout the year.
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Strategic Direction 2: Leading collaboration through innovation

Purpose

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

Initiatives

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

- Excellence in collaborative practice

Resources allocated to this strategic direction

Professional learning: \$6,564.23

QTSS release: \$4,826.68

Summary of progress

In 2022, the High Impact Professional Learning(HIPL) survey was undertaken in Term 1 and the beginning of Term 3 due to 100% staff turnover. The school established an expectation for staff to continually improve their practices. Beginning teacher support and Quality Teaching Successful Students(QTSS) funds were used to support and mentor staff. Teachers received additional release to plan lessons, extra curricular activities, observe teaching, review data and complete reports. In Term 3, staff identified the HIPL areas that the school needed to focus on. Student learning data was analysed in staff meetings and professional learning was identified to meet student and teacher needs.

The impact of this strategic direction was that in the end of year survey, all staff identified that they felt supported when needs arisen and that they had access to suitable professional learning.

In 2023, a formal, tracked additional release system to encourage collaborative practice will be an opportunity for development.

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
There will be a progression towards 80% of Year 5 students achieving expected growth in Reading NAPLAN results.	<ul style="list-style-type: none">• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.• Check In data showed significant growth in vocabulary across year 3 to 6.
There will be a progression towards 80% of Year 5 students achieving expected growth in Numeracy NAPLAN results.	<ul style="list-style-type: none">• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.

Strategic Direction 3: Culture of success

Purpose

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

Initiatives

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

- High Expectations and Aspirations

Resources allocated to this strategic direction

Integration funding support: \$55,591.00

Location: \$19,562.27

Per capita: \$6,822.36

Summary of progress

In 2022 building a culture of success was at the forefront for achieving our school vision alongside all students, staff, parents and community. A weekly program was implemented to support the emotional wellbeing of students and provide them with members of staff they feel empowered to talk to. A School Learning Support Officer (SLSO) provided wellbeing support on the playground and classroom while assisting in tier 1, 2 and 3 interventions. A strong understanding of local Aboriginal culture, heritage and language was developed alongside a local knowledge holder to engage both indigenous and non-indigenous students.

A school attendance team was created to support parents and the community. Processes such as regular attendance meetings, informing parents of attendance expectations and consistent attendance recording procedures on a centralised platform.

In 2023, the weekly wellbeing activities will continue to be undertaken. A pre and post termly survey for students is an opportunity to further develop and implement student voice. Staff undertook professional learning in term 1 and term 3 to set a whole school approach to recording incidents. Opportunities for improvement include the ongoing development of whole school wellbeing program using the incredible 5 point scale.

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
Attendance The school student attendance data will trend towards an increased percentage of students attending school more than 90% of the time, maintaining or improving upon the school-level uplift target of 85% or above.	74.1% of students at Caragabal Public School are attending 90% or more of the time. 14.8% of students are attending 80-90% of the time. The total students attending 80-100% of the time is 88.9% which is improving upon the school-level uplift target of 85%.
Based on the areas of Sense of Belonging, Advocacy and High Expectations for success a minimum of 70% of the students will report positively in a first-time internal survey.	An internal survey was undertaken and students responded at 82.9% positively on the areas of Sense of Belonging, Advocacy and High Expectations.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$55,591.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Caragabal Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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"> • High Expectations and Aspirations <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • staffing release for targeted professional learning around Sentral training • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students at risk of non-attendance increased their attendance at school by 30%. Staff reported their confidence using SENTRAL to record incidents had grown. Recording of incidents had increased from Semester 1 to Semester 2.</p> <p>After evaluation, the next steps to support our students will be: In 2023, further professional learning will be undertaken on the use of the Berry St model to support the implementation of the Inclusive, Engaging and Respectful schools policy. A dedicated Attendance Officer will continue to be funded to support positive attendance growth.</p>
<p>Socio-economic background</p> <p>\$6,723.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Caragabal Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Reading and Numeracy Strategy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support a speech therapy program and a literacy program from Centre for Effective Reading. The SLSO integrated the program into the classroom. The SLSO will continue with this program in 2023. <p>The allocation of this funding has resulted in the following impact: The students in this program have shown a full year of growth as recorded in the Phonics Diagnostic Assessment, Check In and the Phonological Awareness Diagnostic Assessment.</p> <p>After evaluation, the next steps to support our students will be: The school will fund a Multilit program for 2023 which will be provided to students as Tier 2 intervention. This program will be run by an SLSO four times a week.</p>
<p>Aboriginal background</p> <p>\$3,246.06</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Caragabal Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$3,246.06</p>	<ul style="list-style-type: none"> • Reading and Numeracy Strategy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Pathways • staffing release to undertake Professional Learning on explicit teaching of vocabulary • resourcing to support teaching of vocabulary and numeracy activities <p>The allocation of this funding has resulted in the following impact: Staff reported increase knowledge and understanding of the IEP and PLP process. 100% of students had vocabulary goals created in conjunction with teaching staff. Students showed positive results in vocabulary on the Term 4 Check In Assessment compared to Term 1.</p> <p>After evaluation, the next steps to support our students will be: All staff will continue to undertake Professional Learning on the progressions to improve creation of student learning goals. Vocabulary will continue to be explicitly taught to all students in 2023. In 2023, staff will incorporate language from all KLA's into vocabulary lessons.</p>
<p>Low level adjustment for disability</p> <p>\$15,543.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Caragabal Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>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"> • Reading and Numeracy Strategy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Students increased their attendance at school, have had more positive incidents recorded due to engagement in classroom activities and have shown an increased level of independence when looking after personal health and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: In 2023, students will continue to be supported through the employment of an SLSO to access all areas of the curriculum.</p>
<p>Location</p> <p>\$19,562.27</p>	<p>The location funding allocation is provided to Caragabal Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations and Aspirations <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: The development of the Caragabal Public School wellbeing program, inclusive of individualised surveys. The development of teachers' capacity to</p>

<p>Location</p> <p>\$19,562.27</p>	<p>create professional, collaborative, personalised K-6 programming that incorporates best practice inclusive activities. The percentage of students attending excursions increased from the previous year.</p> <p>After evaluation, the next steps to support our students will be: The review and updating of Personal Development and Health resourcing to support the continued explicit teaching and learning of social and emotional strategies.</p>
<p>Professional learning</p> <p>\$6,564.23</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Caragabal 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"> • Excellence in collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist Digital Classroom Officer (DCO) to unpack evidence-based approaches to incorporate digital technologies in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: The DCO and staff collaboratively developed programs and plans that addressed the needs of their students, incorporating the use of technology as a means of engagement. Staff indicated they valued to time they had to plan together, it positively attributed to behaviour management and it supported their teaching in the classroom.</p> <p>After evaluation, the next steps to support our students will be: Staff will continue to engage with Professional Learning to improve their use of technology both in and out of the classroom. All members of Caragabal Public School will engage with Microsoft Teams Professional Learning to support collaboration.</p>
<p>Literacy and numeracy</p> <p>\$3,347.36</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Caragabal Public School from Kindergarten to Year 6.</p> <p>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"> • Reading and Numeracy Strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The development and successful implementation of the 5 week tracking and planning progressions cycle. Creation of a standardised Explicit Teaching scaffold. Building teacher capacity to successfully use the progressions to assess student growth and develop their explicit teaching and effective programming.</p> <p>After evaluation, the next steps to support our students will be: Use the explicit scaffold in all areas of curriculum. Track and analyse student data on Multiplicative thinking using the Numeracy Progressions.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Caragabal</p>

<p>\$4,826.68</p>	<p>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"> • Excellence in collaborative practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Staff participating in professional development programming cycles, building capacity in progressions knowledge and explicit teaching strategies. Staff have created a collaborative K-6 assessment schedule based on odd and even year scope and sequence documents. Staff developed programming capacity to create collaborative, personalised and responsive K-6 programming to ensure all staff are achieving personal excellence.</p> <p>After evaluation, the next steps to support our students will be: Continued release time for staff to engage with Professional Learning for the implementation of new syllabus documents and engagement with research supporting best practice.</p>
<p>COVID ILSP</p> <p>\$14,947.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Due to the Intensive Learning Support Program, 10 students received small group, targeted support at areas of need. All students showed significant improvement in the area of reading. Increasing their reading age by a minimum of twelve months. The students participating in targeted numeracy groups progressed when assessed by the ILSP educator using the IFSR assessments.</p> <p>After evaluation, the next steps to support our students will be: In 2023, students will continue to be supported through targeted intervention using the Multilit program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	18	20	13	10
Girls	11	15	14	13

Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.4	97.3	92.7	82.3
1	93.0	95.2	90.6	92.6
2	87.2	95.4	93.0	85.7
3	83.3	96.8	86.7	91.1
4	93.3	92.1	85.5	78.6
5	87.7	96.4	85.8	77.7
6	93.8	92.6	88.0	81.9
All Years	89.4	94.5	88.2	83.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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
Classroom Teacher(s)	1.63
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.93

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	173,591
Revenue	746,923
Appropriation	741,453
Grants and contributions	5,084
Investment income	385
Expenses	-714,523
Employee related	-632,274
Operating expenses	-82,249
Surplus / deficit for the year	32,400
Closing Balance	205,991

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.

	2022 SBAR Adjustments (\$)
Targeted Total	55,591
Equity Total	25,513
Equity - Aboriginal	3,246
Equity - Socio-economic	6,723
Equity - Language	0
Equity - Disability	15,544
Base Total	562,986
Base - Per Capita	6,822
Base - Location	19,562
Base - Other	536,601
Other Total	19,333
Grand Total	663,424

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2022, Caragabal Public School sought the feedback of parents, carers, teachers through formal and informal surveys. Areas targeted were student and parent/carer engagement in the school culture, learning outcomes, differentiation and activities. The school communicates with parents and the wider community through a variety of channels including newsletters and social media. Students are encouraged to share their voice through leadership meetings, regular morning assemblies and the school newsletter.

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

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

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

Teachers voiced that they benefited from access to Department teaching resources. Staff believed that increased collaboration time with other schools will improve their teaching practice and contribute to a stronger network.

In 2023, stakeholders have requested more leadership opportunities for school leaders. This will be a priority for our school. We are working towards the collective responsibility of our students learning through a partnership with our school community in the academic growth of our students. We plan to continue to build on our strong sense of student voice in order to develop leadership opportunities, student wellbeing and engagement in personal learning journeys.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.