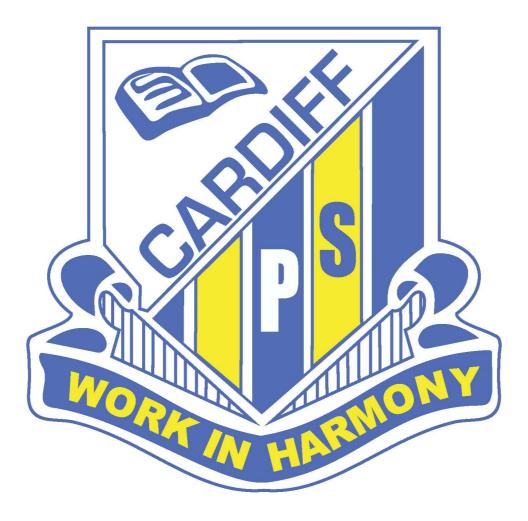# 2022 Annual Report

Cardiff Public School

1505

Introduction

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

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

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Message from the principal

Moving into my 10th year at Cardiff Public School (CPS), I feel exceptionally honoured and privileged to be able to lead our great school and to see it continue to grow from strength to strength. The most important part for us, as educators, was seeing all of our students completing a full year of uninterrupted learning at school.

A school is only able to be successful if it has an amazing, dedicated staff, an engaged and passionate community, and a student population who value their education and who strive to be the best versions of themselves that they can be, day in and day out.

I would like to acknowledge the amazing and dedicated students, staff and community that make up the CPS team. From the office to the 'coal face' and everywhere in between, we have some of the best in the business. Each person, whether they're a school learning support officer, a part of the administration team, a parent volunteer, a teacher, or the general assistant, each plays a key role in the future success of our students. At CPS, our goal is to develop the whole of the student...not just their academic ability....in order to prepare them for whatever they may face in the future. As our school vision states, our ultimate goal is to cultivate stronger, smarter, successful, lifelong learners who are confident, creative, adaptable, and responsible citizens.

Each year we aim for continual improvement, and 2022 was no different. Lots of achievement and progress was made, but there is always more to be done. Collectively, we celebrate the achievements of the 2022 school year, and we look forward to seeing what further progress can be made in 2023.

School vision

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

After thorough analysis, observable gains were made across the school excellence framework, with pleasing progress witnessed in the areas of assessment as well as data skills and use. Continued progress in these areas will soon lead to improvement in self-assessment levels.

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Explicit Teaching
- Data Skills & Use

Resources allocated to this strategic direction

Socio-economic background: $78,588.12
QTSS release: $22,748.74
AP Curriculum & Instruction: $75,571.00
Professional learning: $10,000.00

Summary of progress

The activities that the school undertook in this strategic direction were designed to develop the teaching pedagogy of staff and to improve student learning. In literacy, the development of Textual Concept Literacy Units featured significantly in our work in Strategic Direction 1. Staff worked collaboratively to design and create evidence based units that supported the depth of learning required by our students based on internal and external data analysis. As a result, staff engaged in quality teaching practices in literacy and numeracy which continued to improve teacher pedagogy to use effective ongoing formative assessment to design class, group and individual learning programs. Students engagement levels have increased and high expectations have continued to be at the forefront of teaching and learning. Teachers shared resources on what quality teaching in literacy and numeracy looks like, collaboratively designed and delivered lessons, observed each other's practice and provided professional feedback. Data was tracked and plotted more closely and regularly in alignment with PLAN 2. Analysis of literacy and numeracy data sources were incorporated into designated APC&I meetings along with stage and whole professional learning meetings K-6. This resulted in the creation of areas of focus particularly for literacy. Staff have acknowledged the value of participating in professional learning opportunities and the time given for collaboration, particularly in preparation for the new curriculum being implemented in 2023. Student results and improvement measures has put us on track to achieve our annual progress measures in reading and literacy. Further focus in numeracy will be ongoing for the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Reading: Percentage of students achieving in the top two bands in NAPLAN reading increases 6% from baseline data.	2022 NAPLAN data indicates 52.38% of students in the top two skill bands for **reading** indicating **the school exceeded** the system-negotiated target, achieving an 8.84% increase from baseline data.
Reading: Percentage of students achieving expected growth in NAPLAN reading is trending towards the 2023 improvement measure of a 6% increase from baseline data, and shows improvement from 2021 data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Numeracy: Percentage of students achieving in the top two bands in NAPLAN numeracy increases 6% from	2022 NAPLAN data indicates 29.76% of students are in the top two skill bands for **numeracy** indicating the school did not achieve the system-negotiated target, however, progressed beyond the target baseline by 3% .

baseline data.	
Numeracy: Percentage of students achieving expected growth in NAPLAN numeracy is trending towards the 2023 improvement measure of a 6% increase from baseline data, and shows improvement from 2021 data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
School self-assessment of the School Excellence Framework (SEF) element of 'Data Skills and Use' indicates improvement from Delivering to Sustaining and Growing across each theme.	Self-assessment against the School Excellence framework shows that two out of the four themes within 'Data Skills and Use' showed growth to Sustaining and Growing. This indicates that the school did not achieve its target but significant growth was evident in two out of the four themes.
School self-assessment of the School Excellence Framework (SEF) element of 'Assessment' indicates that we are Sustaining and Growing, consistently across every learning space, and across all themes.	Self-assessment against the School Excellence framework shows that all four themes within 'Assessment' demonstrated growth to Sustaining and Growing. This indicates that the school did achieve its target.

Strategic Direction 2: Wellbeing & Engagement

Purpose

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

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

Initiatives

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

- Engaged Learners
- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: $23,198.32
Socio-economic background: $8,433.00
Professional learning: $5,450.59
QTSS release: $10,000.00

Summary of progress

The activities that the school undertook in this strategic direction were designed to holistically address student wellbeing. The cornerstone of this initiative was the school's engagement with The PAX Good Behaviour Game. During the first semester of 2022 the initiative commenced with training for all staff on SDD1 followed by a semester-long roll-out within classrooms. PAX leaders within the school have been set up to support the implementation. This initiative has been supported by various mentoring, leadership and support strategies for students. Peer support groups ran throughout Terms 2 & 3. Support groups Shine, The Sequel Project and Seasons for Growth were implemented as well as leadership seminars and workshops for Stage 3 students.

Teacher and student survey data suggest the implementation requires a review and processes need to be established to boost staff confidence in PAX GBG. Peer support surveys indicate the program is effective in creating positive school culture and strengthening student and staff relationships.

PAX Good Behaviour Game will continue to be the focus in implementing student wellbeing with a more structured, monitored implementation in 2023. More frequent student support programs are being investigated to continue to service the need within the school setting. Peer support is implemented with process changes to further the confidence of leaders within the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% of the time by 5%, compared to baseline data.	The number of students attending greater than 90% of the time or more has decreased by 18%. However, this decrease is reflected across the state. The CPS attendance rate was 2.4% greater than the state average, with 6 of the 7 year cohorts achieving an attendance rate greater than the state average.
Increase the percentage of students with positive wellbeing by 2.7% compared to baseline data (based on TTFM Wellbeing surveys).	Tell Them From Me data shows a decrease of 7% in reported positive wellbeing (from the 2018 baseline); However, we have seen an increase of 2.67% since 2021, including a 5.85% increase in advocacy at school, 6.65% increase in sense of belonging and 3.43% decrease in expectations of success.

School self-assessment of the School Excellence Framework (SEF) element of 'Learning Culture' demonstrates that all themes are being met at the Sustaining and Growing level consistently across the school.	Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing for all themes of 'Learning Culture' which demonstrates that the target has been met.
School self-assessment of the School Excellence Framework (SEF) components of 'Wellbeing' demonstrates that all themes are being met at the Sustaining and Growing level consistently across the school.	Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing for all themes of 'Wellbeing', except for 'A Planned Approach to Wellbeing', which was identified at the Excelling level. This indicates that the target has been exceeded.

Strategic Direction 3: Assessment & Feedback

Purpose

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

Initiatives

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

- Effective Feedback
- Collaboration

Resources allocated to this strategic direction

QTSS release: $10,000.00
Professional learning: $5,000.00
Socio-economic background: $10,000.00
AP Curriculum & Instruction: $75,000.00

Summary of progress

Our focus for 2022 was on the use of collaborative practice and feedback. Focusing on High Impact Professional Learning, school teams were guided through the process of implementing quality teaching practices across the school, participated in Quality Teaching Rounds and Teaching Sprints relating to school wellbeing practices. The AP C&I supported the rollout of quality professional learning and assisted staff to review and improve their practice. Planning days for stage teams allowed for collaboration in developing English Units and analysing practice. The QTR model and professional learning communities (PLC) allowed for rich discussion of shared classroom observations and provided teachers with specific and timely feedback to drive ongoing improvement of teaching and student results. The inclusion of 'Teaching Sprints' to implement PAX Kernels took place throughout the 3-6 classrooms during Semester Two. Staff collaborated to create achievable goals to strengthen their understanding and confidence specific kernels (PAX Stix & PAX Vision).

Teaching and learning programs reflect quality teaching practices and QTR staff survey data shows an overall improvement of feedback practices. Strong results in literacy resulted in the school reaching the system-negotiated target.

This PL will continue into the next year to further consolidate staff skills as they continue to learn about effective evidence based practices that will lead to improved student outcomes in literacy and numeracy. The APC&I will continue to share the knowledge and skills and information discussed at Curriculum Reform & network meetings with staff during planning days to help allow for a consistent message for planning forward in 2023. This has informed planning for units of work in Term 1 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School self-assessment of the School Excellence Framework (SEF) element of 'Assessment' indicates that we are Sustaining and Growing, consistently across every learning space, and across all themes.	Self-assessment against the School Excellence framework shows that all four themes within 'Assessment' demonstrated growth to Sustaining and Growing. This indicates that the school did achieve its target.
School self-assessment of the School Excellence Framework (SEF) element of 'Effective Classroom Practice' indicates improvement from Delivering to Sustaining and Growing across each	Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing for all themes of 'Effective Classroom Practice', except for 'Feedback' which was identified as being at the Delivering level.

theme.	
School self-assessment of the School Excellence Framework (SEF) of the element of Learning and Development (focus theme: Collaborative Practice and feedback) indicates improvement from Sustaining and Growing towards Excelling.	Self-assessment against the School Excellence framework shows the school currently performing at Sustaining and Growing for all themes of 'Learning and Development'.

Funding sources	Impact achieved this year
Integration funding support $177,721.00	Integration funding support (IFS) allocations support eligible students at Cardiff Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in the following impact:** Classroom support for funded students with additional needs led to the achievement of individual learning goals within their Personalised Learning and Support Plans. **After evaluation, the next steps to support our students will be:** School Learning and Support Officers will continue to support funded students with additional needs to ensure they are supported towards their academic, social and emotional goals.
Socio-economic background $97,021.12	Socio-economic background equity loading is used to meet the additional learning needs of students at Cardiff Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching • Wellbeing • Effective Feedback • Data Skills & Use **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support [name] program implementation. **The allocation of this funding has resulted in the following impact:** Improved outcomes for students through MiniLit and MultiLit intervention as evidenced through internal pre- and post-testing data and through an analysis of student reading levels. Improved systems and leadership capacity as a result of executive staff working collaboratively on whole school planning and evaluation. **After evaluation, the next steps to support our students will be:** Continue to engage school learning support officers and specialist staff to support students at their point of need. Identify student individual needs through data analysis. Provide high-quality professional learning and resources to ensure a successful transition to the new English and mathematics syllabuses.
Aboriginal background $23,198.32	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cardiff 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

Aboriginal background $23,198.32	• Engaged Learners **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in the following impact:** Improved academic performance in both internal and external assessments. 2022 NAPLAN data showed a continuation of an upward trend in average scores for Aboriginal students across reading and numeracy (since 2018). Tell Them From Me data indicated 84% of Aboriginal students felt good about their culture at school, and 83% felt their teachers had a good understanding of their culture. **After evaluation, the next steps to support our students will be:** Continuing to engage SLSO support for Aboriginal students in order to improve student outcomes.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Cardiff Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives **The allocation of this funding has resulted in the following impact:** Improved outcomes for EAL/D students in English proficiency. **After evaluation, the next steps to support our students will be:** Additional support will be required to support an increase in the enrollment of EAL/D students. Processes to be put in place to train relevant staff in the EAL/D progressions and to assess any new EAL/D students upon enrollment.
Low level adjustment for disability $108,936.13	Low level adjustment for disability equity loading provides support for students at Cardiff Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention to increase learning outcomes **The allocation of this funding has resulted in the following impact:** A holistic and coordinated approach to student support through the employment of a learning and support teacher. Support was targeted to areas of need and student outcomes improved, particularly in literacy and numeracy. The tiered approach to learning and support has ensured needs are met at the appropriate level. There was also an increase in integration funding allocations as a result of working closely with families and external agencies.

Low level adjustment for disability $108,936.13	**After evaluation, the next steps to support our students will be:** To further expand the positive impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs and continue to improve and refine our Learning and Support Team processes.
Professional learning $20,450.59	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Cardiff Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing • Effective Feedback • Data Skills & Use **Overview of activities partially or fully funded with this initiative funding include:** • Focus on data skills and use through quality systems and processes. **The allocation of this funding has resulted in the following impact:** Increased capacity of all teachers to embed explicit teaching practices in reading, writing, and numeracy lessons. The staff has greater knowledge and confidence in delivering new syllabuses. Students are able to identify learning intentions and success criteria. Consistency of teaching practice across classes has improved. Teacher capacity has been expanded through targeted high-impact professional learning. **After evaluation, the next steps to support our students will be:** Personalised and targeted professional learning that aligns with strategic directions. Teacher release is to be provided to complete quality teaching rounds and in the development of high-quality literacy units.
QTSS release $52,748.74	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cardiff Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching • Wellbeing • Effective Feedback • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** Improved processes and practices school-wide, with a focus on the delivery of the strategic improvement plan. Improved assessment practices and collection of data. **After evaluation, the next steps to support our students will be:** Release for teachers to further develop their skills and use of data and to continue to build strong systems of practice in teaching and learning.
COVID ILSP $121,933.00	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.

COVID ILSP $121,933.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing targeted, explicit instruction for targeted student groups in literacy/numeracy. • additional teachers employed 2x 3 days/week for intensive small group learning support. **The allocation of this funding has resulted in the following impact:** Students have participated in regular reading intervention throughout Semester 2 and as a result of the intensive COVID intervention support all students have made positive growth in their area of focus. The reading focus shifted over time as further observation and data was collected. The data showed that there were still gaps in the students' understanding of phonological awareness. Through the COVID ILSP Program the students who participated all demonstrated a positive shift in their learning and made progress as shown on PLAN 2 in the areas of additive strategies and quantifying number. Students in Year 5 all maintained skill and ability in Bands 5 and 6 in NAPLAN 2022. Majority of students in Year 3 maintained skill and ability in Bands 3 & 4. **After evaluation, the next steps to support our students will be:** To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need, including phonological awareness. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
AP Curriculum & Instruction $150,571.00	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching • Collaboration • Data Skills & Use **Overview of activities partially or fully funded with this Staffing - Other funding include:** • Whole school professional learning management. • Familiarisation and support for staff transitioning to new curriculums in 2023. • Aligning whole school learning scopes and sequencing. **The allocation of this funding has resulted in the following impact:** Building a culture that supports meaningful teacher collaboration, observations, co-teaching and planning, reviewing evidence, and reflecting on practice. Strengthened ongoing literacy and numeracy professional development to ensure effective teaching and learning of the new syllabus. Gains were made for students within areas of focus for literacy and numeracy. **After evaluation, the next steps to support our students will be:** Continue to build consistent school-wide practices for assessment, using data to monitor, plan and report on student learning across the curriculum. Facilitating professional learning that is aligned with the school plan, and evaluating its impact on the quality of teaching and student learning outcomes. Continue to embed explicit systems for collaboration and feedback to sustain quality teaching practice.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	143	157	155	151
Girls	100	106	113	111

Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.1	95.9	94.5	90.3
1	94.9	94.2	95.3	90.1
2	96.2	94.2	93.9	91.7
3	90.9	93.0	93.8	89.8
4	94.1	90.6	93.7	87.2
5	95.0	89.5	89.9	90.9
6	92.3	94.0	88.6	87.4
All Years	94.6	93.1	92.9	89.8
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
Assistant Principal(s)	4
Classroom Teacher(s)	10.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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.

We continue to partner with the University of Newcastle, providing high-quality practicums and learning experiences for students undertaking a teaching degree.

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	215,076
Revenue	3,367,325
Appropriation	3,248,635
Sale of Goods and Services	2,552
Grants and contributions	114,305
Investment income	1,633
Other revenue	200
Expenses	-3,416,914
Employee related	-3,023,164
Operating expenses	-393,750
Surplus / deficit for the year	-49,588
Closing Balance	165,488

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	177,721
Equity Total	231,556
Equity - Aboriginal	23,198
Equity - Socio-economic	97,021
Equity - Language	2,400
Equity - Disability	108,936
Base Total	2,127,927
Base - Per Capita	67,718
Base - Location	0
Base - Other	2,060,209
Other Total	402,083
Grand Total	2,939,287

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.

2022 NAPLAN data indicated that Cardiff Public School's average scores (across reading and numeracy) were above the state average for both Years 3 and 5 (27 points higher than statistically similar school groups (SSSG) for Year 3, and 17 points higher than SSSG for Year 5).

Parent/caregiver, student, teacher satisfaction

Parents/Caregivers: Feedback via the Tell Them From Me Survey (TTFM), as well as feedback from anecdotal sources and from Class Dojo has continued to be positive about the school and its services. An example of this is from TTFM, with 89% identifying that their children are enrolled in their first choice school. Parents reported that they felt welcome at our school, were informed, and supported learning at home and at school. They had a strong sense that we support positive behaviour by providing a safe environment for their children, were an inclusive school (higher than the state average), and communicated well with our community.

Students: Student sense of belonging has increased, with students feeling supported and valued members of our school community. TTFM data indicated that students have pride in their school and school staff have high expectations for their success. Overall students feel safe at school and have someone at school who consistently provides encouragement and can be turned to for advice. Whilst they reported higher levels of motivation, effort and completion of homework, their scores in positive behaviour at school scored lower compared to previous years.

Teachers: We saw significant increases in leadership when compared to 2021 TTFM data. Staff reported that they are well supported for curriculum change and are able to overcome obstacles to learning. Learning culture, collaboration and data-informed practice are inline with state averages. In other areas addressed in the survey, which also included areas titled inclusive school, quality feedback and teaching strategies the data from teachers at our school was slightly below compared to the state norm. Through regular and timetabled check-ins with staff, it was clear that teachers felt well-supported, well-resourced and well-equipped to provide high-quality teaching and learning opportunities for students.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

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.