

2022 Annual Report

Carlton South Public School



Introduction

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

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

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School vision

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

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

School context

School context

Carlton South Public School is a large, diverse school with approximately 600 students, 80% of which come from a language background other than English. The student population is extremely diverse, with 53 language groups represented. The school's enrolment has been declining slightly each year due to the pandemic. The number of students who speak an additional language or dialect at home has remained steady over the last few years. The school is located in the southern suburbs of metropolitan Sydney in close proximity to the St George Hospital and St George TAFE.

Carlton South Public School is a proud member of the Bayside Community of Schools, comprising of six primary schools and two secondary schools, who collaborate to sustain quality teaching practice to enhance student learning. The school values its community partnerships which develop a sense of belonging for each student, as well as supporting the school's vision to empower students to develop a sense of personal and social responsibility for their actions. The school's partnerships include Kogarah Community Services and AllSalt Speech Pathology. An on-site Out of School Hours Care service, provide by Kogarah Community Services, works closely with the school to meet the needs of the school community.

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

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

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

As a result of a comprehensive situational analysis, the school has identified focus areas in the use of evaluative data-driven practices to support differentiated learning and quality, evidence-based teaching practices in literacy and numeracy. Visible Learning will continue to be implemented, with an emphasis on instructional feedback strategies and teacher clarity in the form of learning intentions and success criteria that is differentiated.

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Refugee Student Support: \$610.00
Professional learning: \$20,230.00
English language proficiency: \$99,577.00
Integration funding support: \$70,680.00
Low level adjustment for disability: \$61,565.00
Socio-economic background: \$16,361.00
Aboriginal background: \$6,000.00
Literacy and numeracy: \$23,253.00
Literacy and numeracy intervention: \$72,400.00
QTSS release: \$122,045.00
Per capita: \$53,905.00

Summary of progress

Collaborative practices were further strengthened by providing clarity and structuring explicit systems in order to ensure consistency across the school and to maximise their effectiveness. This can be evidenced through teacher observation opportunities, collaborative practice days and an instructional leadership focus aligned with the whole school writing project. Collaborative practice days have been utilised to enhance the teaching and learning cycle, ensuring that consistent and explicit strategies build as students move through the stages. A shorter programming cycle has allowed staff to be more responsive to data in order to meet student needs effectively. Professional dialogue and reflective practices have been strengthened by aligning collaborative practice sessions closely to the Strategic Improvement Plan, ensuring a greater impact on student learning outcomes. The challenge in this initiative was the issue of staff wellbeing in the current educational climate. To support this, the executive surveyed staff and modified the planning based on staff feedback.

The leadership team have engaged in extensive professional learning to build capacity and develop a stronger shared vision and understanding around collaborative professionalism, aligning it with research by Andy Hargreaves and Michael O'Connor. This is supporting the development of a greater understanding of effective practices across the school and various teams.

The writing project supported the development of collaborative practices where the instructional leader continued to strengthen the explicit and consistent teaching of writing strategies. The instructional leader has built the capacity of staff to enable them to effectively lead the project to ensure longevity and sustainability. The focus for 2022 was on maintaining high levels of engagement and ensuring high expectations and growth for all students. Stage writing samples show that implementation has been inconsistent across some stages and this remains a challenge for 2023.

The focus for the numeracy project in 2022 was to build flexible number strategies, deepen students' understanding of mathematical language and develop critical thinking and problem-solving skills. Teachers engaged in professional learning to develop a consistent understanding of the purpose of number talks and the structure of an effective lesson. As a result, students were able to build their mathematical vocabulary with teachers promoting specific dialogue and discussion around effective strategy usage. The refining and improvement of this project was a feature in 2022 with some reset strategies required. An enabler of the program was the way in which the focus was narrowed to simplify the direction in order to ensure success.

Impact

There is clear evidence of improvement in teaching practice using explicit teaching, especially in writing and phonics, however progress is yet to be seen in student NAPLAN data. However, in writing, progress can be seen in student work

samples as part of whole-school writing assessments. Positive growth is clearly evident throughout student work samples in the areas of vocabulary and sentence structure. Progress in these two areas of writing is particularly apparent when considering that most students who were either 'limited' or 'basic' in Term 1 have moved to 'sound' or higher by Term 4. This is also evident across all year groups within the school with the percentage of students receiving a 'high' or 'outstanding' grade also increasing over the course of the year. An awareness of the need for strengthening CTJ was noted after Term 1 data was collected.

In numeracy we have seen increased student use of mathematical language and more confidence in using a range of effective strategies.

Stage-based collaborative minutes and professional dialogue show progress in strengthening staff understanding of effective collaborative practices. Progress in using collaborative practices is inconsistent across the stages.

Next Steps

In the next phase of this work, collaborative practices will continue to be strengthened to ensure maximum impact on student achievement. InitialLit will be implemented in Kindergarten, along with a continued focus on consistent reading strategies across the school. Work will continue to sustain and embed the explicit writing strategies that build across the stages. More professional learning and support following stage-based Collaborative Practice Days, Stage Planning Days and regular Stage meetings will be implemented to develop staff capacity and confidence around using a marking rubric to ensure consistency of judgement when identifying student strengths and areas for further development in writing samples. In numeracy, sustaining practices in strengthening the use of flexible number strategies and problem-solving skills will be a priority. This will ensure student learning outcomes are maximised in literacy and numeracy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top two bands in Reading to be above the system negotiated target baseline of 54.9%.	2022 NAPLAN data indicates 46.84% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in a stronger K/1 phonics program and some consistency in more explicit teaching of reading strategies, especially K-4.
Increase the percentage of students achieving in the top two NAPLAN bands in Numeracy to be above the system negotiated target baseline of 52.3%.	2022 NAPLAN data indicates 34.7% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in successful implementation of the introduction of number talks. NAPLAN data in Year 5 is equivalent to statistically similar groups.
Increase the proportion of students achieving expected growth in Reading by 2% moving from 2021 66.23% to our upper bound of 70.7%. (Lower Bound= 65.7%; Upper bound= 70.7%).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students achieving expected growth in Numeracy by 4% moving from 2021 61.54% to our lower bound of 68%. (Upper bound= 73%).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Internal measures indicate an increased percentage of staff actively collaborating with practitioners across the school to reflect and improve on teaching practice.	Self-assessment against the School Excellence framework shows the theme of collaborative practice and feedback to be sustaining and growing. Teachers engaged in professional discussion and collaborated to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.
Internal measures indicate that the leadership team establishes professional learning communities	90% of teachers of teachers participated in two observations in the year in order to enhance their professional practice.

which are focused on continuous improvement of teaching and learning.	<p>All teachers participated in regular collaborative practice days with stage teams.</p> <p>Instructional leader collaborated with all stage teams and engaged in team teaching with most classroom teachers.</p>
Whole school writing assessment shows there is increased growth for targeted students in the area of vocabulary.	Positive growth is clearly evident throughout student work samples in the areas of vocabulary and sentence structure. Progress in these two areas of writing is particularly apparent when considering that most students who were either 'Limited' or 'Basic' in Term 1 have moved to 'Sound' or higher by Term 4. This is also evident across all year groups within the school with the percentage of students receiving a 'High' or 'Outstanding' grade also increasing over the course of the year.
Increase the percentage of students attending school to greater than 90% of the time from the baseline of 84.8%.	The number of students attending greater than 90% of the time is slightly down from 2021. However, attendance rate data is higher than the network average and equal to similar school groups.

Strategic Direction 2: Evaluative data-driven practices

Purpose

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

Initiatives

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

- Quality Assessment and Data Practices
- Differentiated Learning

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Per capita: \$53,905.00

Socio-economic background: \$16,360.00

English language proficiency: \$99,580.00

Low level adjustment for disability: \$61,300.00

Summary of progress

In 2022 teachers focused on using assessment flexibly and responsively as an integral part of daily classroom instruction. As a result, the school ran learning sprints in response to cohort data to address a specific outcome. An enabler was the modelling of one stage and sharing success of how and why it was impactful. A barrier was the way staff analysed the data to narrow the focus and refine the process to enhance the foundational skill first.

To strengthen differentiation, the school explored a differentiation tool, particularly with high potential and gifted students to respond to student needs. A barrier was some lack of clarity in terms of how to effectively implement the tool. On reflection, consideration was needed in terms of support for implementation and the provision of more opportunities to collaborate on this strategy for differentiation. An enabler was that the project's goal was realistic in terms of expectations for teachers and classroom practice. A Bayside Community of Schools was established to share expertise in High Potential Gifted Education (HPGE) practices across schools.

Impact

Stage meeting reflection and teaching and learning programs show increased teacher expertise in the analysis of data and data being more thoughtfully embedded in lesson plans. This has strengthened the teaching and learning cycle. Teachers have begun to triangulate data, rather than rely on one source.

Staff have begun to consider the way in which they can differentiate in the classroom for students with high potential or who are gifted. The process of implementing learning sprints has become more embedded as a classroom practice.

Next Steps

In the next phase of this work, the school will need to continue to strengthen and build the work done on learning sprints and explore other models of differentiation to support adaptive teaching. Further implementation is required on the HPGE policy and effective strategies that align with the policy. This will ensure the strengthening of data skills and use so that students are catered for at their level of need.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Teachers use data effectively to evaluate student understanding of lesson content. All teachers contribute to gathering and analysing data.	Self-assessment against the School Excellence framework shows the theme of data analysis to be sustaining and growing.

Teachers use data effectively to evaluate student understanding of lesson content. All teachers contribute to gathering and analysing data.	Teachers worked with and supported one another to design and deliver high-quality assessment tasks to monitor student achievement. Rubrics were utilised to support the strengthening of consistent teacher judgement and clarity around expectations for success. All teachers utilised a variety of formative assessment strategies to track student growth and identify gaps in learning to inform future planning and programming.
<p>Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.</p> <p>The school analyses summative assessment data to identify learning progress of individual students and student cohorts.</p>	<p>Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing.</p> <p>Teachers regularly provided students with opportunities to demonstrate what they know and can do in relation to the learning intentions and success criteria, establishing a deeper understanding of next steps in learning. All teachers used assessments to provide students with opportunities to reflect on their progress to inform future learning goals. Teachers worked collaboratively to make connections between various data sources to build up a rounded picture of each student. Both internal and external data sources, such as NAPLAN, Check in and Progressive Achievement Tests were utilised to give a clearer and more accurate picture of student learning.</p>
Teaching and learning programs are responsive to individual needs ensuring all students are challenged and all adjustments lead to improved learning.	<p>Self-assessment against the School Excellence framework shows the theme of differentiation to be sustaining and growing.</p> <p>Teachers more effectively analysed data collected, making suitable adjustments by differentiating the curriculum in response to student needs. Students were provided with appropriate challenge and support to ensure their growth, with specific feedback that supports students to be more engaged and active learners who are responsible for their progress.</p>

Strategic Direction 3: Quality teaching practice

Purpose

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

Initiatives

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

- Effective Evidence-based Reading Strategies
- Visible Learning

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Socio-economic background: \$16,360.00

English language proficiency: \$99,580.00

Low level adjustment for disability: \$61,300.00

Per capita: \$53,905.00

Summary of progress

In 2022 professional learning was undertaken to support consistency around the use of reading assessments to monitor student learning. External expertise was utilised to build staff knowledge and capacity in the implementation of a standardised testing tool. Teachers collaboratively analysed whole school data and identified explicit teaching strategies to address further student needs. A challenge was the lack of clarity around the appropriate first steps required to adjust to the new evidence-based research. An enabler was that teachers were willing to engage in further professional learning around the science of reading and relevant links were made to the new K-2 English syllabus. K-2 classes continued the implementation of a daily phonics program to support the effective use of evidence-based reading strategies.

To consolidate the visible learning partnership, all staff participated in professional learning to build their understanding of the science of how students learn. Teachers explored high-impact strategies to maximise student learning and embedded specific strategies in planned units of work. Students were supported to self-assess against the success criteria to reflect on their learning and set personal goals, taking responsibility for driving their own learning forward. A barrier was the absence of ongoing monitoring and focus for continued implementation following the initial professional learning at the start of the year. This was overcome by revisiting the high-impact strategies and supporting teachers to embed some specific strategies in literacy programs.

Impact

Implementation of a consistent and explicit phonics program in K-2 has resulted in a significant decrease in students being identified as 'at risk' following the administration of the Year 1 Phonics Screening test. Stage meeting reflections have revealed that there is a greater understanding of the science of reading and Scarborough's reading rope, as identified from the research, to effectively teach reading.

Learning walks and team-teaching sessions show evidence that there is now clarity in teaching through learning intentions and success criteria across the school. Work samples show students are being empowered to improve their learning by reflecting on the success criteria of tasks and setting appropriate goals. The learning dispositions are now fully embedded in school life and the community. Evidence of this can be seen in teaching and learning programs, visual representations, classroom discourse and alignment with our Promoting Positive Behaviour policy.

Next Steps

In the next phase of this work, a focus will be to continue to strengthen the daily use of evidence-based reading programs and continue to implement effective feedback strategies because this will maximise student learning outcomes in reading and provide opportunities for students to reflect and apply their feedback.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.	Self-assessment against the School Excellence framework shows the theme of high expectations culture to be sustaining and growing.
Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.	Self-assessment against the School Excellence framework shows the theme of explicit teaching to be sustaining and growing.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$610.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students. <p>The allocation of this funding has resulted in the following impact: Refugee student learning has improved as a result of being supported through the EAL/D programs.</p> <p>After evaluation, the next steps to support our students will be: * to use funding to support the specific needs of these students in classrooms and through our EAL/D withdrawal groups.</p>
<p>Integration funding support</p> <p>\$70,680.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Carlton South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs. <p>The allocation of this funding has resulted in the following impact: Students received targeted support through the employment of Student Learning Support Officers (SLSOs), who ran specific intervention programs and supported students with identified needs within classrooms and on the playground. Students have made appropriate progress and there is evidence of support programs in place.</p> <p>After evaluation, the next steps to support our students will be: * to continue to provide targeted support for students who have been identified as having additional learning needs.</p>
<p>Socio-economic background</p> <p>\$49,081.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carlton South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading Improvement, Innovation and Change • Quality Assessment and Data Practices • Effective Evidence-based Reading Strategies <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$49,081.00</p>	<ul style="list-style-type: none"> • professional development of staff through MiniLit Sage program to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to implement targeted literacy and numeracy programs to support identified students with additional needs. <p>The allocation of this funding has resulted in the following impact: Students are making appropriate progress and there is evidence of support programs and Individual Education Plans in place.</p> <p>After evaluation, the next steps to support our students will be: * to continue to explore targeted literacy and numeracy programs * to work with families to explore other external support structures.</p>
<p>Aboriginal background</p> <p>\$6,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carlton South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to deliver personalised support for Aboriginal students • employment of additional staff to support literacy and numeracy programs • staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact: Aboriginal students increased their motivation and engagement with the curriculum and parents developed a greater understanding of student goals and outcomes. Whole school programs were developed to increase awareness around commemorative days, such as Sorry Day, NAIDOC (National Aborigines and Islanders Day Observance Committee) and Reconciliation Week.</p> <p>After evaluation, the next steps to support our students will be: * to use funding to support implementation of Personal Learning Pathways (PLPs) and ongoing cultural awareness.</p>
<p>English language proficiency</p> <p>\$298,737.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Carlton South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading Improvement, Innovation and Change • Quality Assessment and Data Practices • Effective Evidence-based Reading Strategies <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • establishment of a core practice for supporting students learning English as an Additional Language or Dialect

<p>English language proficiency</p> <p>\$298,737.00</p>	<ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds. <p>The allocation of this funding has resulted in the following impact: Students continue to demonstrate progress in their acquisition of English language skills, increased implementation in teaching and learning programs of EAL/D activities to support vocabulary and language development.</p> <p>After evaluation, the next steps to support our students will be: <ul style="list-style-type: none"> * to provide professional development for teachers to implement EAL/D strategies that support the implementation of the new K-2 English syllabus, specifically in reading fluency and vocabulary * to Investigate the use of effective assessment and tracking systems to build teacher capacity. </p>
<p>Low level adjustment for disability</p> <p>\$184,165.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Carlton South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading Improvement, Innovation and Change • Quality Assessment and Data Practices • Effective Evidence-based Reading Strategies <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [MiniLit] to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. <p>The allocation of this funding has resulted in the following impact: Students are achieving their identified goals within their Individual Learning Plans (ILPs). Allocation of support to meet student needs has enabled them to achieve their ILP goals and make learning progress.</p> <p>After evaluation, the next steps to support our students will be: <ul style="list-style-type: none"> * to maintain a school wide focus on the impact of specialist staff within the school by continuing to provide additional support for identified students through the employment of LaST and SLSOs.. </p>
<p>Professional learning</p> <p>\$40,230.00</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 Carlton South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading Improvement, Innovation and Change • Quality Assessment and Data Practices • Effective Evidence-based Reading Strategies <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Professional learning</p> <p>\$40,230.00</p>	<ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. <p>The allocation of this funding has resulted in the following impact: Professional learning for all staff was provided through instructional leadership that focused on explicit strategies to teach writing. Professional development was also provided to support teachers in the process of assessing vocabulary and sentence structure, leading to tracking, monitoring and planning for student learning. Scheduled collaborative practice time enabled teachers to effectively utilise data informed practices by collecting meaningful data and regularly dedicating time to using this data effectively.</p> <p>After evaluation, the next steps to support our students will be: * to continue to explore high impact professional learning models, including teaching sprints and instructional leadership that focus on improving literacy and numeracy practices.</p>
<p>Literacy and numeracy</p> <p>\$23,253.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Carlton South Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher to address the identified needs for students who require additional support in literacy and numeracy • staff training and support in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: A greater number of students have been supported through an increase in allocation. Student learning outcomes have improved, as evidenced from assessment data from intervention groups. Targeted literacy programs have been provided for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be: * to continue the employment of specific learning and support teachers to support the learning needs of identified students across the school.</p>
<p>QTSS release</p> <p>\$122,045.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carlton South Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum. <p>The allocation of this funding has resulted in the following impact: All staff have increased their professional knowledge and improved their confidence in evidence-based teaching practices. Whole school professional learning has been aligned with the SIP. The school has implemented mentoring and coaching practices and promoted the analysis of data to drive ongoing student improvement.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>QTSS release</p> <p>\$122,045.00</p>	<p>* to utilise instructional leadership to provide professional learning in evidence-based numeracy strategies. The instructional leader will build staff capacity in the teaching of explicit and flexible numeracy strategies. The school will refine instructional leadership practices to strengthen pedagogy across curriculum.</p>
<p>Literacy and numeracy intervention</p> <p>\$72,400.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Carlton South Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading Improvement, Innovation and Change <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan. <p>The allocation of this funding has resulted in the following impact: Differentiated teaching has been provided through ongoing formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. There has been an increase in support for students across the school and across the week enabling the implementation of intervention programs. Students targeted have made learning progress evidenced by assessment and tracking programs.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to identify students to participate in the MiniLit Sage program * to introduce the McqLit program, which is a Tier 2 Phonics Intervention program * to provide in class support in literacy and numeracy.
<p>COVID ILSP</p> <p>\$118,000.00</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 teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - focusing on Years 1-3 decoding/reading fluency/writing, Years 3, 5 & 6 comprehension, Stage 2 spelling and Year 3 writing. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * 100% of the students who participated in the decoding group have made reading level growth. On average Year 1 students improved 6.58 levels, Year 2 students improved 3.46 reading levels, Year 3 improved 3.05 reading levels and Year 4 students improved 3.0 reading levels. Note: The focus for tuition this year was for students to develop greater independence in demonstrating a range of skills when reading and comprehending text with time on each level being devoted to further developing independence. It should also be noted that Year 1 students generally started on simpler, shorter text allowing for greater progress, compared to older students who generally started on higher levels with longer, more complex books, often taking two or more sessions to complete a book.

<p>COVID ILSP</p> <p>\$118,000.00</p>	<p>* 100% of the students who participated in the decoding/writing groups increased the number of words they can write independently. The majority of students also increased the length of texts they can write independently. All students are now making attempts to re-read and edit their work.</p> <p>* 94.4% of students who participated in the comprehension group have made progress towards identifying types of text as well as making connections to the text. Students have moved from oral discussion and teacher support to being able to answer questions in full sentences.</p> <p>* 100% of students increased the number of frequently used words that they can spell correctly.</p> <p>* The majority of students who participated in the writing group have improved when editing a given passage. However, progress in constructing and writing up to three sentences independently on a given topic was impacted by the small number of sessions during the tuition cycle and also student absences, requiring additional time to be spent on revision.</p> <p>* Note: For all tuition cycles student attendance has had significant impact on student progress. Students with attendance levels below 85% have generally demonstrated lower levels of growth when compared to students with attendance levels above 85%.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need * to work collaboratively with other classroom teachers and school learning and support staff to ensure that students are given support in identified areas of need * to implement regular and on-going monitoring of students as they transition back into classrooms.
<p>Per capita</p> <p>\$161,715.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Carlton South Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leading Improvement, Innovation and Change • Quality Assessment and Data Practices • Effective Evidence-based Reading Strategies <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • resourcing strategic directions to increase equitability of resources and services. <p>The allocation of this funding has resulted in the following impact: Each strategic direction has been resourced to enable all students to improve learning outcomes. Resources have been distributed equitably across the school, carefully considering the needs of individual students.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * to continue to use funds to provide resources for all three strategic directions to ensure equity across the school.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	344	348	338	324
Girls	301	300	302	289

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.5	91.8	93.7	89.2
1	92.7	92.6	92.4	85.8
2	92.7	89.8	93.4	87.1
3	93.0	92.7	94.9	89.8
4	94.7	90.6	93.7	88.4
5	94.8	89.9	92.9	89.4
6	92.9	91.5	91.3	86.4
All Years	93.7	91.3	93.2	88.0
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.15
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher ESL	2.2
School Administration and Support Staff	4.06

*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	63,466
Revenue	6,049,532
Appropriation	5,674,802
Sale of Goods and Services	2,267
Grants and contributions	369,472
Investment income	2,191
Other revenue	800
Expenses	-5,941,606
Employee related	-5,297,037
Operating expenses	-644,569
Surplus / deficit for the year	107,925
Closing Balance	171,391

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	71,290
Equity Total	537,987
Equity - Aboriginal	5,999
Equity - Socio-economic	49,082
Equity - Language	298,737
Equity - Disability	184,169
Base Total	4,418,207
Base - Per Capita	161,715
Base - Location	0
Base - Other	4,256,492
Other Total	392,140
Grand Total	5,419,624

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

Parent/Caregiver Satisfaction Survey

In 2022, Carlton South Public School solicited parent feedback utilising the Tell Them From Me 'Partners in Learning' survey. This survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

The school leadership team analysed these responses to measure school community satisfaction. Some key survey responses include:

I feel welcome when I visit the school (7.2)

Written information from the school is in clear, plain language (7.7)

The school's administrative staff are helpful when I have a question or problem (7.4)

Reports on my child's progress are written in terms I understand (7.6)

My child is clear about the rules for school behaviour (8.3)

My child feels safe going to and from school (7.6)

In addition, 83% of parents either agree or strongly agree that their child's school is a culturally safe place for all students. 84% of parents either agree or strongly agree that the school is well maintained. 84% of parents either agree or strongly agree that the school's physical environment is welcoming. 74% of parents either agree or strongly agree that they would recommend their child's school to other parents.

Student Satisfaction Survey

The Tell Them From Me Student Survey sought the feedback from students in Years 4, 5 and 6. This survey focused on student outcomes and school climate and featured just over 200 respondents. Pleasingly, some of the student feedback captured exceeded NSW Government Norms. Some key findings for 2022 include:

90% of students demonstrate positive behaviour at school and do not get into trouble for inappropriate behaviour.

88% of students value schooling outcomes and believe that school is useful and will have a strong bearing on their future.

88% of students display effort and try hard to succeed in their learning.

82% of students have positive relationships and have friends at school that they trust to help them make positive choices.

81% of students set challenging goals for themselves in their school work and aim to do their best.

78% of students either agree or strongly agree that they expect to attend university once they finish high school.

77% of students either agree or strongly agree that they feel proud of their school.

Teacher Satisfaction Survey

In 2022, Carlton South Public School solicited teacher feedback. The Tell Them From Me 'Focus on Learning' Teacher Survey is based on two complementary research paradigms; Effective Schools (which assesses the eight of the most important drivers of student learning) and Dimensions of Classroom and School Practices (based on the learning model followed by the Outward Bound program). Some key findings for 2022 include:

I establish clear expectations for classroom behaviour (9.3)

I set high expectations for learning (8.9)

My students are very clear about what they are expected to learn (8.6)

I discuss learning progress of particular students with other teachers (8.4)

I use results from formal assessment tasks to inform my lesson planning (8.4)

My assessments help me understand where students are having difficulty (8.3)

When I present a new concept I try to link it to previously mastered skills and knowledge (8.2)

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.