

# 2022 Annual Report

## Carool Public School



1515

# Introduction

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

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

## School contact details

---

Carool Public School

411 Carool Rd

Carool, 2486

<https://carool-p.schools.nsw.gov.au>

[carool-p.school@det.nsw.edu.au](mailto:carool-p.school@det.nsw.edu.au)

07 5590 9876

## School vision

At Carool Public School, we continually strive for whole school improvement ensuring our students have access to high quality evidence-based teaching practices. Student needs are supported through differentiated learning programs, as well as, supportive and inclusive environments.

Our school provides contemporary and future focused learning to ensure all students continually make strong personal growth and feel connected to their learning and school environment.

## School context

Carool Public School is a rural and remote school located in the Far North Coast. School numbers have remained relatively consistent over the past 5 years, with student numbers ranging from 12 to 18. We anticipate that this trend will continue in the future. Our Aboriginal student population has remained consistent over the past 5 years. In 2020 12% of students identified as Aboriginal. Our FOEI is 170 and ICSEA 915 identifying us as a low socio-economic rural school demographic.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Implementing high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

Building on the school's existing school culture will be underpinned by evidence informed practices in place to support a strong focus on student wellbeing. Carool Public School will continue to support wellbeing through practices that promote social, emotional and behavioural engagement and by fostering positive relationships across the school community. We will work with families to create and modify strategies to support students to connect, succeed, thrive and learn.

The school undertook a rigorous self-assessment process which identified the need to move towards deeper reflective practices based on quality data analysis. A focus will be to embed school wide reflective practices in all areas to drive continual school improvement. This reflective practice will involve a collaborative approach to develop a deeper understanding of analysing data to drive teaching and learning.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students.

### Initiatives

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

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$1,854.00

### Summary of progress

#### Reading

A variety of online programs were sourced to assist in the teaching of literacy, with a specific focus on phonics / spelling and reading. The results each week, as well as the end of year assessments, did not show the desired anticipated growth in student knowledge and skill from the phonics / spelling program. This program will not be renewed for 2023. An explicit phonological awareness program will be utilised in conjunction with an online spelling program.

During 2022, staff have undertaken professional learning to further develop their knowledge and skills in preparation for the new K-2 syllabus in 2023. In 2023, the AP C&I role will be utilised to assist staff in furthering their knowledge and skills in implementing the syllabus.

#### Numeracy

Due to a variety of factors, the planned upskilling of staff in teaching maths as part of the Maths Action Research Project did not occur. The incoming staff had not utilised Essential Assessment previously, and professional learning in using the site was not readily available from the developers. Due to the small cohort of students, Maths Plus was used with a scope and sequence developed where students covered some aspect of each strand each term rather than in intensive blocks.

With an even smaller cohort of students in 2023, Maths Plus will again be utilised using the new books which have been developed to support the K-2 syllabus.

### 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
NAPLAN top two bands READING40% of students who undertake NAPLAN will achieve in the top two bands in Reading.	75% of students achieved in the middle two bands for reading.  The small cohort size across Year 5 has a significant impact on these percentages and the students' ability to meet the network negotiated targets.
NAPLAN top two bands NUMERACY60% of students who undertake NAPLAN will achieve in the top two bands in Numeracy.	75% of students achieved in the middle two bands for numeracy.  The small cohort size across Year 5 has a significant impact on these percentages and the students' ability to meet the network negotiated targets.

60% of students in Year 5 achieve expected growth in NAPLAN Reading (internal based measures).	Due to the small cohort size of Year 5, progress in this area cannot be stated in 2022 to ensure confidentiality is maintained.
60% of students in Year 5 achieve expected growth in NAPLAN Numeracy (internal based measures).	Due to the small cohort size of Year 5, progress in this area cannot be stated in 2022 to ensure confidentiality is maintained.

## Strategic Direction 2: Wellbeing

### Purpose

---

To create a whole school environment that supports and prioritises wellbeing. Students will be equipped with the social, emotional, and mental wellbeing skills to enable them to be resilient and responsible learners.

### 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.

- Positive Whole School Culture
- Data Driven Practice

### Resources allocated to this strategic direction

---

**Location:** \$977.32

**Professional learning:** \$1,500.00

### Summary of progress

---

#### Positive Whole School Culture

Breakfast Club continued to be a popular activity for 70-80% of students. Initial plans to incorporate life skills through food preparation activities did not eventuate due to a number of factors including inconsistent bus arrival times due to road closures and involvement in online COVID ILSP sessions which limited the time available. In 2023, staff will investigate the option of adding a cooking component to Breakfast Club on a Monday.

Class Dojo rewards were valued by the students but had a limited effect on positive behaviour choices. In 2023, staff will explore a group program where the students can work together to achieve a reward or rewards for the whole class while still acknowledging positive individual behaviour choices.

The students actively engaged with the Amazing People Schools presentations each week. Students would often comment on the people presented at different times during the week. While the character traits presented gave some insights for the students, a more PBL focused structure will be used in 2023 to explicitly teach what "Respect Responsibility Honesty" looks like in action.

Following the PAX GBG training, all classroom staff thought the program would be a valuable tool to assist with implementing a PBL focus. As the training was not completed until Term 4, staff decided against rushing to implement the program in 2022. Time will be set aside in 2023 to introduce and implement the PAX GBG program to further support explicitly teaching the school expectations "Respect Responsibility Honesty". As there will be new teaching staff joining the Carool team, PAX GBG training will be offered in Term 1.

#### Data Driven Practice

All classroom staff undertook training in PAX GBG. In 2023, the program will be implemented to support student wellbeing.

Due to the smaller cohort size, the school was not able to participate in TTFM. Internal surveys were conducted throughout the year to provide students with an opportunity to voice their opinions regarding aspects of their wellbeing. In 2023, participation in TTFM would only be possible through combining with similar schools which will not give as clear an indication of the Carool student voice.

Attendance was regularly reviewed and monitored. Families were reminded of the benefits of consistent attendance and encouraged to ensure their child was absent only when essential. Attendance rates dropped over the year due to a number of factors including prolonged sickness, flooding and road closures. Resources from Attendance Matters will be used in 2023 to encourage an increase in attendance.

### 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 number of students with an attendance rate at or above 90% by 5%.	The percentage of students attending more than 90% has considerably decreased from 2021 to 2022. This is due to a number of factors including the impact of flooding and sickness.
All students can clearly articulate support services and strategies that they can implement to support their social, emotional and mental wellbeing.	All students indicated that they felt comfortable speaking to a member of staff if they had any concerns or specific support needs.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$29,014.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Carool Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs.</li> <li>• intensive learning and behaviour support for funded student.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• SLSO employed to meet the needs of students requiring specific assistance.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to review the integrated funding allocation to the school and work alongside the school counsellor to consider applying for additional funding to meet the level of support required for additional students.</li> </ul>
<p>Socio-economic background</p> <p>\$6,744.31</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carool Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teaching staff to enable the students to be split into a K-2 and 3-6 class 3 days a week.</li> <li>• purchasing resources and services to assist staff in meeting the needs of individual students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• increased teacher allocation to enable classes to be split into a K-2 and 3-6 class 3 days a week allowing for a more targeted focus on student learning through increased accommodations, adjustments in explicit teaching.</li> <li>• teachers were supported in the delivery of the curriculum with the additional resources.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to continue using the funding to increase the teaching allocation of the second teacher on site to provide explicit stage based learning opportunities.</li> <li>• to continue to evaluate and select resources which increase student engagement with the teaching and learning program.</li> </ul>
<p>Aboriginal background</p> <p>\$2,117.32</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carool 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Aboriginal background</p> <p>\$2,117.32</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff (SLSO) to support Aboriginal students in literacy and numeracy programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• increased SLSO allocation to provide additional support in literacy and numeracy for Aboriginal students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to develop connections across the network to increase the cultural opportunities for students at Carool PS.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$13,818.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Carool Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teaching staff to enable the students to be split into a K-2 and 3-6 class 3 days a week.</li> <li>• providing support for targeted students within the classroom.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• increased teacher allocation to enable classes to be split into a K-2 and 3-6 class 3 days a week allowing for a more targeted focus on student learning through increased accommodations, adjustments in explicit teaching.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to continue using the funding to increase the teaching allocation of the second teacher on site to provide explicit stage based learning opportunities.</li> </ul>
<p>Location</p> <p>\$977.32</p>	<p>The location funding allocation is provided to Carool Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive Whole School Culture</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• providing food to enable all students to participate in Breakfast Club.</li> <li>• wellbeing resources to increase student engagement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• assisted some students to start the day well on Breakfast Club day.</li> <li>• encouraged students to work collaboratively towards reward activities.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to encourage students to prepare their own breakfast developing life skills.</li> <li>• to revise the current recognition and reward systems to facilitate a collaborative and teamwork approach.</li> </ul>
<p>Professional learning</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</p>

<p>\$5,000.00</p>	<p>Professional Learning for Teachers and School Staff Policy at Carool Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive Whole School Culture</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• attending high impact professional learning to unpack evidence-based approaches to teaching in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> High impact professional learning was sourced and provided for staff including:</p> <ul style="list-style-type: none"> <li>• AITSL Supervising Preservice Teachers.</li> <li>• PAX Good Behaviour Game.</li> <li>• K-2 English and Maths syllabus.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to implement PAX GBG alongside PBL with the explicit teaching of expectation behaviours.</li> <li>• to implement K-2 syllabus with support from APC&amp;I.</li> </ul>
<p>Literacy and numeracy</p> <p>\$1,854.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Carool Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to support the quality teaching of literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• the purchase of online resources to support identified accommodations, adjustments and explicit teaching within multi-stage classrooms.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to review the effectiveness of the online programs.</li> </ul>
<p>QTSS release</p> <p>\$4,252.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carool Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• increased teacher allocation to enable classes to be split into a K-2 and 3-6 class 3 days a week allowing for a more targeted focus for student learning through an increase in accommodations, adjustments and explicit teaching.</li> </ul>

<p>QTSS release</p> <p>\$4,252.08</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to continue to use funding to increase the teaching allocation of the second teacher on site to provide explicit stage based learning opportunities.</li> </ul>
<p>COVID ILSP</p> <p>\$14,442.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing staff to provide online tuition to student groups in literacy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• all primary students undertook online sessions with the COVID ILSP online delivery team three times each week across four terms.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to target fluency for all students through a daily reading aloud program utilising the SLSO.</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	9	12	16	10
Girls	8	4	4	2

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	93.0	96.5	92.4
1	89.1	90.1	95.4	84.5
2	90.6	94.1	100.0	88.3
3	92.6	93.0	95.2	
4	88.7	84.9	90.0	71.2
5	100.0	92.7	89.2	77.7
6	88.4		94.4	78.3
All Years	90.8	92.4	93.8	82.2
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	
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1		91.5	86.3
All Years	92.8	92.0	92.4	87.3

## Attendance

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

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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

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

## Management of non-attendance

---

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	67,771
<b>Revenue</b>	461,692
Appropriation	436,934
Sale of Goods and Services	1,181
Grants and contributions	23,115
Investment income	462
<b>Expenses</b>	-418,207
Employee related	-388,326
Operating expenses	-29,881
<b>Surplus / deficit for the year</b>	43,485
<b>Closing Balance</b>	111,256

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	29,014
<b>Equity Total</b>	22,681
Equity - Aboriginal	2,117
Equity - Socio-economic	6,744
Equity - Language	0
Equity - Disability	13,819
<b>Base Total</b>	315,700
Base - Per Capita	5,054
Base - Location	977
Base - Other	309,669
<b>Other Total</b>	28,973
<b>Grand Total</b>	396,367

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Parents/caregivers, students and teachers were given opportunities during the year through surveys and discussions to express their viewpoint in relation to various areas of the school.

Short surveys were used as regular communication tool to provide opportunities for parents to present their point of view. Response levels to surveys varied considerably across the year. The respondents to the end of year satisfaction survey strongly agreed that they feel welcome at Carool Public School, they are well informed about school activities, they are able to discuss their child's learning with the teacher and that teachers have high expectations for their child to achieve their best.

Student survey results revealed mostly positive attitudes to school and learning. The end of year survey focused on wellbeing. All students indicated that they feel happy at school most of the time and recognised that there were members of staff they could talk to if they needed to discuss a concern.

Staff survey results indicated that Carool Public School has a safe and secure environment, they are given opportunities for professional development and they have ready access to the resources they need.

# 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.