

# 2022 Annual Report

## Carrington Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Carrington 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

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## Message from the principal

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2022 was challenging and rewarding all at once. With a semblance of normal coming back to school life it was heartening to see our students once again engaged in all learning opportunities and proudly representing our school in the broader community. Whether it be on the sporting fields of Newcastle, or theatre stages in Sydney, the 'Kids of Carrington' "always strive to do their best!"

I have had the absolute joy and delight in watching each and every student succeed in their learning goals. The number of times that I thought to myself, 'I couldn't be a prouder principal' was staggering this year. From our big exciting moments like our performing arts concert, *Ngal* our Art Exhibition, major sporting events, Star Struck or our drama students performing at the State Festival - to the minutiae such as students reading me their writing, students telling me how they worked out a math problem, and ever so importantly when I am on the playground and I see the kindness and community spirit that our students demonstrate to each other - my heart sings with excitement. Congratulations to each student on a wonderful year.

Every day I am surrounded by people coming together to make exceptional things happen. Each staff member brings their own unique skills and talents to our school and when we all work together that is when exceptional things happen! Each and every one of the people that work at this school take a unidirectional path - and that is to ensure that our students' wellbeing and learning is at the forefront of the work they do. Thank you to the teaching and non-teaching staff of 2022 who have all supported the success and achievement of the students at this school.

It has been lovely being able to reopen our gates to have our community return to our school. Thank you for entrusting us to educate your children and thank you for your support of the school. A very big thank you must go to our P and C committee for working tirelessly to support our school, our students and our community. I constantly amazed at the generosity of this group - from supporting our students to go to state drama festival to providing whole school activities including a disco and Drama workshops with Curious Legends, your ongoing support for our students is widely appreciated.

It takes a village to raise a child, and together we're doing a great job!

I proudly present to you the Carrington Public School 2022 Annual Report.

James McGill - Principal

## School vision

At Carrington Public School we educate the whole child, ensuring our students have positive emotional wellbeing, and are highly literate and numerate. Teachers, parents, and students work in partnership to foster a high expectations culture in a positive, culturally safe learning environment where every student is known, valued, and cared for. Student success is underpinned by engaging, expert instruction from passionate and committed teachers.

## School context

Carrington Public School is a small school located in the inner city area of Newcastle. Since its inception in 1873, the school has had a long history of providing quality education for its students. The suburb of Carrington is close to industry, recreation, the Newcastle Harbour and is in the process of experiencing urban renewal.

In 2022, there are 132 students enrolled. This includes twenty-one students with Aboriginal or Torres Strait Island descent and sixteen students who have English as an additional language or dialect.

Carrington Public School has a strong commitment to personalised learning through quality literacy and numeracy programs. Our student wellbeing practices are based on Positive Behaviour for Learning (PBL) and our core values are Be Safe, Be respectful and Be a learner. The school prides itself on providing wide ranging opportunities for all students to succeed including an annual Creative Arts Performance and Art Expression - student art exhibition.

Carrington Public School enjoys the support of its parent body, with an active P&C. Strong community partnerships exist between the school and the broader Carrington community, enabling access to resources, expertise and facilities from within the community. Community consultation was sought throughout 2020 around the programs our school offers, future strategic directions and school vision. Feedback from community members has helped shaped this school plan.

The Muloobinbah Local Aboriginal Education Consultative Group and the school enjoy a productive and cooperative relationship. The guiding voice of Muloobinbah LAECG has ensured Aboriginal community voice is represented within this plan. To continue this highly valued partnership, the school will engage in evaluative conversations throughout the life of this plan.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Through high impact professional learning opportunities and employing evidenced based teaching strategies we will work to achieve our aspirational 2024 improvement measures. By enhancing our wellbeing practices we will ensure that students are engaged and connected with their 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	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Evidence based pedagogies maximise student learning outcomes. Fostering high expectations for students' growth and success in literacy and numeracy, we will embed a cycle of assessment and data analysis to inform teaching programs and promote responsive and challenging learning environments.

### 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

**Socio-economic background:** \$13,560.92

**Aboriginal background:** \$2,500.00

**Professional learning:** \$4,200.00

**Low level adjustment for disability:** \$34,476.00

### Summary of progress

#### Reading

In 2022, we implemented professional learning in the Big 5 of reading with a focus on Fluency. This was supported using The NSW DoE Fluency Assessment Tool, school developed professional learning and ongoing collegial support via stage and staff meetings together with instructional leadership. Starting with a small, targeted group (Kindergarten and Year 1), school executive facilitated implementation and collation of student assessment data, conducted analysis to support intervention and developed a support timetable. Success of this program led to school-wide implementation.

Gains were seen across the school as evidenced in student growth in fluency markers on the Learning Progressions as well as the Fluency Assessment Tool. Teacher knowledge of teaching fluency has improved. Use of the NSW Fluency Assessment Tool to track and monitor student progress will be continued in 2023. Enhancing the use of fluency data to inform teaching practice including grouping, intervention and support will be a future focus (SD1 - Reading, SD3 - Data Skills and Use). Investigation into available resources to support improved comprehension will be required in 2023.

#### Numeracy

2022 staff were engaged in professional learning in 'Talk Moves', 'Working mathematically and reasoning', and the 'Connectionist Approach' and used these to support explicit instruction via their Daily Review lessons. This learning was supported by the NSW DOE Interview for Student Reasoning (IfSR) assessment tool, with students from K-6 accessing parts of this assessment. The use of this number assessment tool assisted staff to analyse students' capabilities against the relevant Learning Progressions. Staff collaborated in stage-based teams to develop explicit instruction and developed daily review warmups to address student needs within the classroom.

Feedback from staff about the IfSR indicates that the tool, although powerful, has limitations in our setting. This is evidenced by inconsistent data collection across the school. Further developing staff knowledge and proficiency in using the IfSR and Learning Progressions to drive school identified developmental targets and student outcomes will continue to be a focus for the future.

### 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
A minimum of 47.4% of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading assessment (baseline data 40.97%).	2022 NAPLAN data indicates 46.15% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 5.18%.

A minimum of 43.4% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN numeracy assessment (baseline data 38.07%).	2022 NAPLAN data indicates 30.77% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
A minimum of 70% of Year 5 students achieve expected growth in NAPLAN reading (school target).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
A minimum of 40% of Year 5 students achieve expected growth in NAPLAN numeracy (school target).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: Wellbeing and Engagement

### Purpose

To ensure all students can connect, succeed, thrive and learn we will develop a strategic and planned approach to whole school processes that support high levels of wellbeing and engagement.

### 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.

- Wellbeing
- Positive relationships

### Resources allocated to this strategic direction

**Socio-economic background:** \$9,600.00

**Low level adjustment for disability:** \$12,867.51

**Per capita:** \$2,000.00

**Aboriginal background:** \$19,500.00

### Summary of progress

#### Wellbeing

Several school-wide programs were implemented in 2022 to promote positive student wellbeing. These initiatives included the establishment of a Student Representative Council (SRC), the introduction of a breakfast club - Weetbix Wednesday, and the continuation of Children's University. The SRC proved to be a valuable asset, enabling the school to gather valuable feedback from students. Weetbix Wednesday was successful in increasing attendance rates, with both quantitative and qualitative data demonstrating its effectiveness. Attendance rates increased throughout the week, with Wednesday attendance rates rising from 86.8% in 2021 to 92.4% in early Term 1 of 2023.

The positive impact of these programs is evidenced by the 2022 Tell Them From Me (TTFM) survey, which showed that students reported above average and increasing levels of expectations for success, sense of belonging, and advocacy when compared to the state. These programs should continue to expand and have a greater influence on promoting positive student wellbeing, strengthening the sense of belonging, and enhancing student engagement in school.

#### Positive Partnerships

In 2022, a significant goal was to improve positive relationships within the school community by developing a deeper understanding of the school context. All staff received support from DoE personnel and high-impact professional learning in Aboriginal education to gain knowledge of practical strategies that promote inclusive practices. Our Aboriginal cultural mentor played a crucial role in guiding and supporting staff to integrate authentic Aboriginal perspectives throughout the curriculum and cultivate strong relationships with our Aboriginal community. In addition, the Sista Speak program and professional learning in Acknowledgement of Country, led by esteemed departmental personnel, provided further support to enhance staff knowledge and practice. The fact that 88% of our Aboriginal students indicated in this year's TTFM report that their teachers have a good understanding of their culture indicates the effectiveness of these initiatives.

Moving forward, developing student leadership and strengthening school community relationships will be a key focus. Engaging with our school community will be prioritised in 2023, with particular emphasis on welcoming families back to our school following the COVID-19 pandemic. This will be essential to reinforcing our positive learning culture.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to above 77.0%.	The number of students attending greater than 90% of the time is 64.67%.

<p>Increase the percentage of students reporting positive wellbeing (sense of belonging, expectations for success and advocacy) at school to 87.0% (baseline 82.8%).</p>	<p>Tell Them From Me data shows an overall improvement of reported positive wellbeing at 91%.</p> <p>Sense of belonging - 80%</p> <p>Expectations for success - 98%</p> <p>Advocacy at school - 96%</p>
<p>Staff receive professional learning to enhance their knowledge to positively support students' mental wellbeing.</p>	<p>Staff received professional learning to consolidate their knowledge and understanding of supporting positive mental wellbeing for students.</p>



## Strategic Direction 3: Continuous Improvement

### Purpose

Students achieve continuous improvement in their learning with the guidance of explicit, data informed teaching. Teachers evaluate their effectiveness, and adapt their practices by obtaining high impact professional learning to meet needs of their students. Teachers collaborate to implement and embed assessment practices that are transparent and meaningful for 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.

- Assessment, data skills and use
- Professional growth

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$8,000.00

### Summary of progress

#### Assessment, data skills and use

In 2022, we continued to hone our school-wide practices in assessment, data-informed teaching and collaboration. Termly, the school executive led Stage teams to engage in consistent teacher judgment sessions where student assessment tasks were analysed with this information used to plan future learning activities. Continued collaborative practices, instructional coaching and support led to refined approaches to our expectations for teaching and learning across English and Mathematics. These were documented in the Teaching Handbook. DoE assessment tasks supported the collection of data for phonics, phonemic awareness, spelling and numeracy with to help identify students who required additional learning intervention.

A product of the collegial work, professional learning and shoulder to shoulder support offered this year is staff reporting greater confidence in their ability when using data to create adjustments to meet individual student learning needs. Staff report a strong sense of being able to readily analyse student learning needs in literacy. Teaching staff have requested further support to have the same automaticity and confidence when analysing and identifying the numeracy needs in their classes. Along with access to relevant and purposeful assessments, further professional learning in data concepts, analysis and use of student assessment data will be a feature of 2023.

#### Professional growth

This year we consolidated our systems to support student outcomes through termly stage planning days. During these staff were able to collaborate on teaching and learning programs, develop professional capacity in new syllabus areas, and take a consistent approach to student assessment.

Supporting staff to authentically engage with the new K-2 syllabus, with access to Professional Learning (PL) sessions, and guidance from executive staff and knowledgeable others (including subject matter experts) has led to a significant shift in their capacity and confidence to deliver the New K-2 curricula in 2023. This is evidenced by a reported 42% uplift in confidence from post PL evaluations. Staff indicate that they have good knowledge of the new curriculum and the pedagogy that will support the curriculum reform, the school is well placed to confidently deliver these in 2023. This comes with an understanding that the knowledge and capacity building will continue to grow and flourish in 2023 as the school experiences the delivery of the new curricula. Ongoing PL support will be sourced from the school's executive, and NSW DoE PL suites.

### 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
Staff use data to analyse student achievement and plan for future	All teachers contribute to gathering and analysing data to improve student learning outcomes.

learning collaboratively.	
The school self assessment against the SEF deems that it is 'Sustaining and Growing' in some elements of 'Data skills and Use'.	The school deemed that it is 'Sustaining and Growing' in two themes from the <i>Data skills and Use</i> element.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$14,400.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Carrington 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 targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This specialised teaching position supported student learning and educational provision throughout the second semester of 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support EAL/D students with specialised support where and when appropriate.</p>
<p>Integration funding support</p> <p>\$87,570.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Carrington 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>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The utilisation of SLSOs (Student Learning Support Officers) to aid individual students' academic progress in the classroom and ensure their safety and engagement during playground activities has yielded a favourable outcome for the students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> IFS will continue to support students with additional learning needs. The school will enhance its capacity to meet the learning needs of all students.</p>
<p>Socio-economic background</p> <p>\$23,160.92</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carrington 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>• Reading</li> <li>• Wellbeing</li> <li>• Positive relationships</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>• professional development of staff through reading to support student learning</li> </ul>

<p>Socio-economic background</p> <p>\$23,160.92</p>	<ul style="list-style-type: none"> <li>• staff release to increase capacity of teachers</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding has supported a teacher development to improve student outcomes in Reading while maintaining a school focus of positive relationships leading to positive wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The use of Socio-economic background funding will continue to support students engage in the curriculum.</p>
<p>Aboriginal background</p> <p>\$22,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carrington 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> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Positive relationships</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 to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted a strong sense of Aboriginal Culture at Carrington PS. Tell Them From Me data shows that 86% of Aboriginal students that teachers have a good understanding of Aboriginal Culture at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Consultation with AECG and community members will continue to be important in understanding the needs of our Aboriginal and Torres Strait Islander students.</p>
<p>Low level adjustment for disability</p> <p>\$47,343.51</p>	<p>Low level adjustment for disability equity loading provides support for students at Carrington 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>• Positive relationships</li> <li>• Numeracy</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This teaching position supported student learning and educational provision throughout 2022. The Learning and Support Teacher in conjunction with the Learning and Support Team developed processes for improved access for students with additional learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Low level adjustment for disability</p> <p>\$47,343.51</p>	<p>Future funds expended should continue to meet individual student needs based on 2023 cohort requirements.</p>
<p>Professional learning</p> <p>\$9,854.25</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 Carrington 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>• Numeracy</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>• releasing a teacher to unpack evidence-based pedagogy.</li> <li>• providing release for staff to attend professional learning events.</li> <li>• purchasing professional learning to improve staff knowledge and understanding.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Professional Learning resource has supported all staff to further develop their skills. It has supported staff in their Professional Development Plan.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional Learning opportunities will be sought in 2023 to further impact on Strategic Improvement.</p>
<p>Literacy and numeracy</p> <p>\$12,163.75</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Carrington 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>• Assessment, data skills and use</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>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• additional teacher release to support staff in using Data to support teaching and learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional staffing provided executive to prepare and deliver relevant Professional Learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A strategic approach to use data to uplift student literacy and numeracy will be a continued focus in 2023.</p>
<p>QTSS release</p> <p>\$24,248.33</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carrington 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>QTSS release</p> <p>\$24,248.33</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employ a teacher to support school programs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This teaching position supported student learning and educational provision throughout 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Future funds will continue to meet individual student needs based on 2023 cohort requirements.</p>
<p>COVID ILSP</p> <p>\$40,120.00</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>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Of the 19 students receiving literacy support, 13 were receiving support for phonics, phonemic awareness and reading. These students scored an average of 21.6% improvement on the Diagnostic Reading Assessment (ranging from 12%-45%) and an average of 15.1% on the Phonemic Awareness Placement Assessment (ranging from 6%-30%). Six students were receiving support for fluency. On average, these students improved by an average of 30 WPM, ranging from 3wpm-44wpm as assessed using the Oral Reading Fluency (ORF) assessment. K-1 students were assessed at the end of Term 3 using the Interview for Student Reasoning (IfSR) for number and place value. Pre-test scores for kindergarten students ranged from 1-36 out of 36 with 1 student scoring 100% on the pre-test. Post-test results ranged from 4-36 with 8 students scoring 100% on the post-test. Students scored on average 6.7 marks higher on the post-test, ranging from 3 to 22 marks. 19/27 (70%) students scored 80% or above on the post-test compared to 10/27 (37%) on the pre-test.</p> <p><b>After evaluation, the next steps to support our students will be:</b> With further reduced funding in 2023, the focus will continue to remain on those at-risk students from Years 1-6 who do not meet stage appropriate benchmarks for phonemic awareness, spelling and reading fluency.</p>
<p>Per capita</p> <p>\$28,579.59</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Carrington 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 relationships</li> <li>• Other funded activities</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>• additional teaching staff to support student outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This teaching position supported student learning and educational provision throughout 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Future funds will continue to meet individual student needs based on 2023</p>

Per capita \$28,579.59	cohort requirements.
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	59	63	66	70
Girls	53	57	57	65

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	87.0	88.7	91.8
1	90.1	90.5	90.9	88.5
2	93.2	83.5	92.4	91.3
3	85.0	88.8	87.2	89.6
4	90.2	75.7	91.5	86.7
5	92.1	86.1	77.9	84.5
6	88.8	81.9	86.4	82.0
All Years	91.2	86.0	88.5	88.2
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	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

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.76
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration and Support Staff	1.61

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	53,835
<b>Revenue</b>	1,597,651
Appropriation	1,540,282
Sale of Goods and Services	1,385
Grants and contributions	55,123
Investment income	860
<b>Expenses</b>	-1,539,914
Employee related	-1,377,084
Operating expenses	-162,829
<b>Surplus / deficit for the year</b>	57,737
<b>Closing Balance</b>	111,572

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

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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>	78,903
<b>Equity Total</b>	92,504
Equity - Aboriginal	21,999
Equity - Socio-economic	23,161
Equity - Language	0
Equity - Disability	47,344
<b>Base Total</b>	1,176,355
Base - Per Capita	31,080
Base - Location	0
Base - Other	1,145,276
<b>Other Total</b>	58,719
<b>Grand Total</b>	1,406,481

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2022, an evaluation of the perceptions of these groups was undertaken. These perceptions help to inform how we iterated our Strategic Improvement Plan this year.

The key message from parents was that they would like greater involvement in the school and clearer student reports.

Teachers indicated they appreciated the collegial collaboration time. Considerable funding was strategically sourced to provide this time for teachers to engage in collaboration with each other.

Students indicated they would like more opportunities for extra-curricular activities such as dance, sport and drama. The formulation of a SRC was beneficial in gaining this important Student Voice.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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In 2022, the school used key funding to support its Aboriginal students with an Aboriginal Mentor and Learning Support Officer. This mentor was able to support whole school Aboriginal Education programs, through:

- leading cultural workshops and activities including Didgeridoo lessons
- building positive relationships with students and their families
- sharing traditional stories, dances, and songs in classes
- providing mentorship to students
- participating in school events and assemblies and advising where appropriate on cultural aspects
- Collaborating with teachers to build their capacity to integrate Aboriginal cultural teachings into the curriculum.

## Anti-Racism Policy

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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

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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.