

2022 Annual Report

Cardiff South Public School



Cardiff South
Public School

3895

Introduction

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

Mission

We believe that every child has the right to an excellent educational experience which fosters the development of skills and strengths that enable them to become happy and productive members of society.

Vision

Our vision is that Cardiff South Public School is recognized by our community as a school which delivers excellence in learning, wellbeing and community engagement.

School context

Cardiff South Public School is a P-6 school which is part of the Lake Macquarie North Network and has strong ties to the Cardiff Communities of Schools (CCoS). The school culture is underpinned by our values; Respect, Resilience, Integrity, Responsibility and Excellence and high expectations that all members of our community are committed to achieving their personal best.

The school's enrolment numbers have been quite stable over the past three years, however numbers decreased sharply at the end of 2020. Families who left did so to enrol at new local schools, while two families left to enrol at private schools. The school's 2021 K-6 enrolment is 285, with an additional 40 part-time places offered annually within our onsite DEC Preschool.

- **12.5%** (37 students) of the school's population is Aboriginal.
- **7%** of students have a Language Background other than English (LBOTE).
- **24%** of the school's current enrolments are non-local.
- The school consistently averages over **94%** annually for attendance.
- Our Family Occupation and Education Index (FOEI) is currently **92** (the state average is 100). Our students come from a range of socio-economic backgrounds.

Through our situational analysis we identified areas in which we will reconsider current practices, improving where possible and replacing where necessary. Throughout this 2021-2024 school plan we will continue to run a lens across all school practices and identify programs, pedagogies and practices that ensure ongoing improvement into the future.

Cardiff South Public School Preschool underwent Assessment and Rating in 2018 and was assessed as 'Meeting the National Standards' in six of the seven elements assessed. In the remaining element we were assessed as Exceeding the National Standard. Reassessment is likely to be carried out in 2021/22.

Cardiff South Public School has a history of multi-generational enrolments as children and grandchildren of former students undertake their education. These families have a strong sense of connectedness to the area and to the school. School events are very well attended by parent, carers and other family/community members.

The school community has a high participation in sporting activities, particularly soccer, rugby league and netball, both inside the school and outside school hours. The school ensures that students with strengths in particular sports are given the opportunity to compete at PSSA level. We also provide opportunities for students to discover strengths in other areas, including Creative and Performing Arts, debating, public speaking, science and technology and Aboriginal cultural activities.

Further enhancement of current data informed practices will ensure ongoing improvement in student learning (particularly in the essential areas of literacy and numeracy), wellbeing and community engagement as we strive for excellence in all that we do. We will ensure that school improvement reaches every classroom, and that every member of our staff and community undertakes the work required to positively impact the learning of every individual student.

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	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

In order to ensure ongoing improvement in student learning outcomes in literacy and numeracy we will develop and refine data driven, research-based teaching practices that are responsive to the learning needs of individual 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.

- Data-informed practices.
- High Quality Formative Assessment Practices

Resources allocated to this strategic direction

Low level adjustment for disability: \$81,593.60

QTSS release: \$56,311.00

Per capita: \$55,866.00

Socio-economic background: \$44,533.00

AP Curriculum & Instruction: \$150,571.00

Professional learning: \$17,512.00

Summary of progress

Data-informed practices

The major focus for 2022 was the trial of the new K-2 English and Mathematics syllabuses for Year 1 as an Accelerated Adopter school. Professional learning was provided P-6 through the APC&I with the support of a curriculum advisor, including extra release time for Year 1 teachers to collaboratively plan. Both Year 1 classes have trialed the new K-2 English and Mathematics syllabuses and associated units and provided feedback to the Curriculum Reform Team around this trial. The K-2 teachers have a greater understanding of the new K-2 syllabus and evidence-based practices to inform their teaching. Subject specific language from the syllabus is being used by the students and teachers in P-2 classrooms. The implementation of the new K-2 syllabus and preparation for 3-6 syllabuses will continue to be supported by the APC&I in 2023.

Whole school professional learning was provided on Reading Fluency by APC&I and an assessment schedule was developed to collect data termly. Evidence of effective implementation included all classrooms K-6 adopting partner and choral reading. Fluency data was entered into a school developed spreadsheet every term to monitor and track progress for students 2-6. A significant improvement in teacher pedagogy and understanding around the teaching of reading fluency as evidenced by classroom observations and program supervision. Student data analysis from the school developed spreadsheet shows a consistent upward trend across Terms 2 to 4 with an average increase of 10 percentage points. This was reflected in our 2022 NAPLAN reading data with an increase on 8.53 percentage points from 2020 baseline. In 2023, these embedded practices will continue (moving forward).

High Quality Formative Assessment Practices

Quality Teaching Round continued in 2022. A schedule was developed to enable all teachers to participate. During Terms 1 to 3, the schedule was carried out as planned. The final round in Term 4 was cancelled as it was difficult to coordinate times and days for all participants to be involved. The QTR coding sheets for individual lessons continued to be the most helpful data source as it fostered professional dialogue and reflective practices. Collaborative practices and feedback are now embedded in our school culture. The impact on pedagogy was limited and the intensity of implementation declined throughout 2022. Quality Teaching Rounds will not continue into 2023 as the focus will be on the effective implementation of the new curriculum.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Reading - Top 2 Bands	In reading, the proportion of students in Year 3 and Year 5 who achieved

<p>Achievement of 2022 system-negotiated targets:</p> <ul style="list-style-type: none"> • Increase the proportion of students in Year 3 and Year 5 who achieve Top 2 Bands in NAPLAN by 7 percentage points from 2020 baseline. 	<p>Top 2 Bands in NAPLAN 2022 represented an increase of 8.53 percentage points from 2020 baseline.</p>
<p>Reading - Expected Growth</p> <p>Achievement of 2023 system-negotiated targets:</p> <ul style="list-style-type: none"> • Increase the proportion of students who achieve Expected Growth in NAPLAN towards 6 percentage points from 2020 baseline 	<p>Expected Growth in Reading data is unavailable for 2022 with an absence of comparison data due to NAPLAN being cancelled in 2020.</p>
<p>Numeracy - Top 2 Bands</p> <p>Achievement of 2022 system-negotiated targets:</p> <ul style="list-style-type: none"> • Increase the proportion of students in Year 3 and Year 5 who achieve Top 2 Bands in NAPLAN by 6 percentage points from 2020 baseline. 	<p>In numeracy, the proportion of students in Year 3 and Year 5 who achieved Top 2 Bands in NAPLAN 2022 represented an increase of 4.65 percentage points from 2020 baseline.</p>
<p>Numeracy - Expected Growth</p> <p>Achievement of 2023 system-negotiated targets:</p> <ul style="list-style-type: none"> • Increase the proportion of students who achieve Expected Growth in NAPLAN towards 5 percentage points from 2020 baseline. 	<p>Expected Growth in Numeracy data is unavailable for 2022 with an absence of comparison data due to NAPLAN being cancelled in 2020.</p>
<p>School Excellence Framework - Learning Domain</p> <p>Self-assessment of the element of Curriculum (focus theme - Differentiation) indicates improvement from Delivering towards Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the focus theme of Differentiation in the element of Curriculum.</p>
<p>School Excellence Framework - Teaching Domain</p> <p>Self-assessment of the element of Data Skills and Use (focus theme - Data Use in Teaching) indicates improvement from Delivering towards Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the focus theme of Data Use in Teaching in the element of Data Skills and Use.</p>

Strategic Direction 2: Achieving Excellence in Wellbeing

Purpose

To introduce researched-based wellbeing practices and enhance current practices which improve student connectedness, engagement and attendance and ensures ongoing improvement in student learning outcomes.

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.

- Achieving excellence in Learning and Support
- Positive Behaviour for Learning (PBL)

Resources allocated to this strategic direction

Integration funding support: \$130,257.00

English language proficiency: \$3,947.00

Low level adjustment for disability: \$19,290.00

Per capita: \$11,492.00

Summary of progress

Achieving excellence in Learning and Support

Refining school attendance procedures have been a focus in 2022 which has been underpinned by data informed practices. To address a decrease in attendance, individual letters were developed and sent home each term outlining Year-to-Date percentages (including partial and whole day absences). "Class of the week" for attendance was produced and displayed in each classroom and published in the school newsletter which resulted in friendly competition among teachers and students. An Assistant Principal monitored unexplained absences by ensuring letters were sent out and followed up each week by classroom teachers. Fortnightly visits from the HSLO continued this year resulting in enhancement of school practices. These processes will continue in 2023 to target improved attendance.

Positive Behaviour for Learning

PBL continued to be a focus in 2022. Two teachers were trained in Zones of Regulation (ZoR) who then delivered whole school professional learning. Three trial classes were selected to implement the ZoR. PBL lessons were created and taught in all classrooms. Southy tokens were established in Term 4 to replace Southy Stars. All staff participated in ongoing professional learning around the Zones of Regulation. Data was collected and analysed every 5 weeks which was then communicated to all staff at the end of each term. This data informed future whole school areas of focus behaviours and targeted students. As a result, interventions were developed for small groups and individuals. A common understanding was shared across the school staff and in trial classrooms. There has been an increase in the recording of negative incidents from 581 in 2021 to 746 in 2022. PBL strategies are now embedded across the school and a shared responsibility for the development of future lessons is an expectation. Zones of Regulation will filter throughout the school in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance We will increase the proportion of students who attend school >90% of the time by 5.2 percentage points from baseline..	In 2022 the percentage of students who attend >90% decreased by 25.77 percentage points from baseline.

<p>Annual Tell Them From Me Survey - Expectations for Success</p> <p>The proportion of students reporting Expectations for Success will increase by at least 2 percentage points from baseline.</p>	<p>In 2022, the proportion of students reporting Expectations of Success is 96.92%, which exceeds the 2020 baseline by 0.5 percentage points.</p>
<p>Annual Tell Them From Me Survey - Advocacy at School</p> <p>The proportion of students reporting Advocacy at School will increase by at least 6 percentage points from baseline.</p>	<p>In 2022, the proportion of students reporting Advocacy at School is 92.86% which exceeds the 2020 baseline by 10.55 percentage points.</p>
<p>Annual Tell Them From Me Survey - Sense of Belonging</p> <p>The proportion of students reporting Sense of Belonging at School will increase by at least 6 percentage points from baseline.</p>	<p>In 2022, the proportion of students reporting Sense of Belonging is 68.75% which is below the 2020 baseline by 8.23 percentage points.</p>
<p>School Excellence Framework - Learning Domain</p> <p>Self-assessment of the element of Wellbeing (focus theme - A planned approach to wellbeing) indicates improvement from Delivering towards Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the focus theme of A Planned Approach to Wellbeing in the element of Wellbeing.</p>

Strategic Direction 3: Achieving Excellence in Community Engagement in Learning

Purpose

To embed a culture of high expectations across the whole school community, enhancing parents' and carers' knowledge, skills and abilities to build collaborative partnerships which complement the school's efforts to ensure ongoing improvement in student learning outcomes.

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.

- Achieving excellence through collaborative partnerships
- Whole-school appreciation of Aboriginal and Torres Strait Islander culture

Resources allocated to this strategic direction

Aboriginal background: \$48,386.00

Per capita: \$2,082.00

Summary of progress

Achieving excellence through collaborative partnerships

In 2022, individual meetings were held with families to develop individual goals for every Aboriginal and/or Torres Strait Islander student and students requiring additional support in the classroom. These goals were reviewed and updated throughout the year. A workshop for students applying for a High Potential class at our feeder high school was initiated to support parents and students develop their portfolios. Members of the high school attended to support these families. Plans for parent workshops on Cyber Safety and Mental Health were postponed and will be delivered in 2023. In the 2022 Tell Them From Me Survey, we scored 7.2 out of 10 for "Teachers have high expectations of my child to succeed". With the new curriculum being phased in, workshops to educate parents will be of benefit over the coming years.

Whole-school appreciation of Aboriginal and Torres Strait Islander culture

In 2022, a teacher was released 2 days per week to support our Aboriginal and Torres Strait Islander students and families. A junior AECG was established, classroom interventions were delivered to support individual literacy and numeracy goals and cultural opportunities were provided to our Aboriginal and Torres Strait Islander students. All teachers engaged in "Aboriginal Cultural Education - Let's take the first step together" professional learning. 87% of Aboriginal Students in Year 3 to 6 feel good about their culture when they are at school and 82% of these students believe teachers have a good understanding of their culture. 92% of parents reported in the Tell Them From Me Survey that our school is a culturally safe place for all students. In 2023, a teacher will be allocated 2 days per week to support Aboriginal and Torres Strait Islander students with a focus on individual goals developed through individual PLP meetings. Dance and cultural workshops along with AECG meetings will be supported by teachers in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Annual Tell Them From Me Survey - Parents/Carers Increase the proportion of parents/carers who feel that the school delivers excellence by 10 percentage points.	In 2022, the proportion of parents/carers who feel the school delivers excellence has remained steady at 7.3.
School Excellence Framework - Learning Domain Self-assessment of the element of	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the focus theme of Parent Engagement in the element of Reporting.

<p>Reporting (focus theme - Parent Engagement) indicates improvement from Delivering towards Sustaining and Growing.</p>	
<p>School Excellence Framework - Leading Domain</p> <p>Self-assessment of the element of Educational Leadership (focus theme - Community Engagement) indicates improvement from Delivering towards Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the focus theme of Community Engagement in the element of Educational Leadership.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$130,257.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cardiff 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"> • Achieving excellence in Learning and Support <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 <p>The allocation of this funding has resulted in the following impact: Students with IFS funding successfully participating in classroom and playground activities with support from one or more SLSOs.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students with IFS funding in the classroom and across the school day. Additional SLSO support will be provided for students who require additional support but do not attract IFS funding.</p>
<p>Socio-economic background</p> <p>\$66,913.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cardiff 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"> • Data-informed practices. • High Quality Formative Assessment Practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • All students in Kindergarten (besides students already receiving speech therapy) received an initial speech screener as part of the Speech Pathology in Schools Program. • Teacher release to maintain technology across the school. • Teacher release to allow students to attend sporting events and participate in Star Struck. <p>The allocation of this funding has resulted in the following impact: Improved access of early intervention assessment to identify students requiring additional support as evidenced by individual reports. Equitable participation for students in sporting and creative arts activities as evidenced in participation and attendance data. Technology maintained across the school during the additional release time.</p> <p>After evaluation, the next steps to support our students will be: Employment of Speech Pathologist 1 day per week to work with Kindergarten students. Teacher release time to continue with the maintenance of technology across the school. Teacher release time to enable students to participate in extracurricular activities. School funds provided for ground hire, venues, transportation and additional resources to ensure equitable participation at sporting events. Teacher release time for executive staff to support the implementation of initiatives outlined in the School Improvement Plan.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cardiff South Public School. Funds under</p>

<p>\$48,386.00</p>	<p>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"> • Whole-school appreciation of Aboriginal and Torres Strait Islander culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to deliver personalised learning and cultural support to Aboriginal students. <p>The allocation of this funding has resulted in the following impact: Positive outcomes for identified students in the area of culture as evidenced in the Tell Them From Me survey. Improved outcomes for identified students in the areas of literacy and numeracy as evidenced in PLP documents.</p> <p>After evaluation, the next steps to support our students will be: Continuation of 2 day a week position to support PLP goals and whole school-appreciation of Aboriginal and Torres Strait Islander culture. Professional learning to build expertise around the Aboriginal Languages K-10 syllabus in consultation with the AECG and community. Professional learning to embed whole school appreciation of Aboriginal and Torres Strait Islander culture.</p>
<p>English language proficiency</p> <p>\$3,947.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cardiff 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"> • Achieving excellence in Learning and Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • SLSO support for targeted students across the school in the areas of literacy, numeracy and wellbeing. <p>The allocation of this funding has resulted in the following impact: Improved language acquisition was noted through targeted SLSO support in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: A continuation of SLSO support for targeted students in the areas of literacy, numeracy and wellbeing.</p>
<p>Low level adjustment for disability</p> <p>\$100,883.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Cardiff 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"> • Data-informed practices. • Achieving excellence in Learning and Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Stage 2 Relieving Assistant Principal (RIHD) and Stage Leaders released

<p>Low level adjustment for disability</p> <p>\$100,883.60</p>	<p>one day per week to provide instructional leadership to their team.</p> <ul style="list-style-type: none"> • Additional SAO time for wellbeing administrative tasks. <p>The allocation of this funding has resulted in the following impact: Student wellbeing data was entered and accessible for analysis to then provide support to teachers and students. Positive outcomes for identified students in the area of phonics is evidenced in progression and internal school data.</p> <p>After evaluation, the next steps to support our students will be: Executive staff released to support initiatives in the School Improvement Plan. Additional SLSO support for identified students. LaST intervention for identified students in the areas of literacy, numeracy and wellbeing.</p>
<p>Professional learning</p> <p>\$22,012.76</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 Cardiff 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"> • High Quality Formative Assessment Practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning for staff based on PDP goals and school initiatives. • Quality teaching rounds during Semester 1 <p>The allocation of this funding has resulted in the following impact: Improvement in reflective practices and collaboration for teachers involved in QTR as evidenced in the Tell Them From Me survey.</p> <p>After evaluation, the next steps to support our students will be: Professional learning to build expertise in the areas of Vocabulary and Place Value linked to the New Curriculum across the whole school. Research into effective strategies around Vocabulary and Place Value across the whole school. Collaborative planning and implementation of the New Curriculum in K-2. Professional Learning for all staff to achieve their PDP goals.</p>
<p>QTSS release</p> <p>\$56,311.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cardiff 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"> • Data-informed practices. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant principals (including Relieving AP) provided with additional release time to maintain ongoing improvement in quality use of data an assessment practices and implementation of school initiatives. <p>The allocation of this funding has resulted in the following impact: Improvement in data informed practices as evidenced in Teaching and Learning Programs and whole school internal data.</p> <p>After evaluation, the next steps to support our students will be: Each Team Leader released one day per week to implement initiatives in the School Improvement Plan.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

<p>\$96,314.00</p>	<p>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 to deliver small group intervention. • Providing targeted, explicit instruction for student groups in reading. • Funds allocated to ILSP teachers to participate in Professional Learning. <p>The allocation of this funding has resulted in the following impact: Positive outcomes for identified students in the area of reading as evidenced in literacy progression data.</p> <p>After evaluation, the next steps to support our students will be: COVID ILSP program to continue in 2023.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	152	159	141	146
Girls	146	138	140	140

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	96.1	94.2	89.7
1	94.3	95.5	94.1	92.4
2	96.0	95.0	93.5	91.0
3	93.6	96.0	95.3	87.6
4	92.7	94.0	93.7	89.0
5	94.7	93.9	92.7	88.6
6	92.1	93.6	91.4	87.7
All Years	94.1	94.9	93.6	89.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF

transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.54
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	3.82

*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	289,409
Revenue	3,365,513
Appropriation	3,236,681
Sale of Goods and Services	2,421
Grants and contributions	125,444
Investment income	967
Expenses	-3,458,539
Employee related	-3,153,348
Operating expenses	-305,190
Surplus / deficit for the year	-93,026
Closing Balance	196,383

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	102,511
Equity Total	220,228
Equity - Aboriginal	48,386
Equity - Socio-economic	66,913
Equity - Language	3,947
Equity - Disability	100,982
Base Total	2,145,820
Base - Per Capita	72,582
Base - Location	0
Base - Other	2,073,238
Other Total	532,465
Grand Total	3,001,025

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

There are three broad categories that our school reports on regarding our students. Advocacy at School refers to the active consideration and support of individual students' academic and wellbeing needs. 97% of students reported a positive outcome compared to 90% in 2021. Expectations for Success refers to the extent to which teachers value academic achievement and hold high expectations of all students. 94% of students reported a positive outcome compared to 97% in 2021. Sense of Belonging refers to a student's perception of being accepted, valued and included in their school setting by their peers and by others in the school. 71% of students reported a positive outcome compared to 69% in 2021.

Student

116 students from Years 4, 5 and 6 completed the 'Student Outcomes and School Climate' survey 2022. In this survey, 85% of our students reported that they have friends at school who they can trust and encourage them to make positive choices. This is in line with the NSW Government Norm. 86% of our students believe that schooling is useful in their everyday life and will have a strong bearing on their future. This is 10% below the NSW Government Norm. 87% of our students try hard to succeed in their learning. An area still causing concern is the percentage (51%) of students who are interested and motivated in their learning.

Students also reported on the whether they feel challenged in their English and Mathematics classes and feel confident of their skills in these subjects. 32% of students had scores that placed them in the desirable quadrant with high skills and high challenge. This is an increase of 5% from the previous year. The NSW Government norm for this category is 53%. 56% of all girls and 39% of all boys surveyed reported high perseverance levels. Our school mean is slightly above the NSW Government Norm.

The percentage of students who reported that they are subjected to moderate to severe physical, social or verbal bullying, or are bullied over the internet is below the NSW Government Norm. 73% of students know where to seek help if they are bullied.

The *Drivers of Student Outcomes* saw our school score just below the NSW Government Norm for 7 out of the 8 Drivers. The school mean was 7.7 (score out of 10) for *Explicit Teaching Practices and Feedback*. This is slightly above the NSW Government Norm.

14% of our students reported that they are of Aboriginal and/or Torres Strait Islander origin. 87% of our Aboriginal or Torres Strait Islander students either strongly agreed or agreed to the statement "I feel good about my culture when I am at school". 82% either strongly agreed or agreed to the statement "my teachers have a good understanding of my culture".

Teachers

19 teachers completed the 'Focus on Learning' survey in October, 2022. The Eight Drivers of Student Learning are reported on a 10-point scale. Out of the Eight Drivers, our school was above the NSW Government Norms in seven out of the eight drivers. Once again, the Technology driver scored below the NSW Government Norm. 58% of teachers surveyed strongly agreed that school leaders at Cardiff South Public School lead improvement and change compared to 18% in 2021. With the new curriculum being implemented in K-2 in 2023, teachers reported the best ways we could support them was through collaborative planning, classroom observations and demonstration lessons. This will be a focus in 2023 with the support of our school leaders.

Parents

99 parents completed the 'Partners in Learning' parent survey in 2022. 84% of parents surveyed expected their children to complete Year 12. 98% agreed or strongly agreed that our physical environment is welcoming (an increase of 2% from 2021). We received a score of 6.4 for "parent activities are scheduled at times when I can attend". In addition to this question, we asked which times parents are available to attend workshops of information sessions so that we can effectively plan activities aligned to Strategic Direction 3. The majority of parents answered 5:00pm to 7:00pm. The three top workshop requests were Cyber Safety, Mental Health and Wellbeing and Reading. 96% of parents surveyed would recommend Cardiff South Public School to other parents.

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.