

2022 Annual Report

Carlingford West Public School



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Introduction

The Annual Report for 2022 is provided to the community of Carlingford West 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

Carlingford West Public School is a vibrant and innovative learning community that is dedicated to delivering excellence within a rich and diverse learning environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school. We are committed to inspiring and encouraging our students to become confident, resilient lifelong learners and responsible global citizens.

School context

Carlingford West Public School was established in 1967 and is located within the Hills District and the federal electorate of Parramatta. The school is set in a quiet residential location and features include spacious, leafy surrounds. The school is currently undergoing an extensive building program.

Carlingford West is an academically high performing school with high expectations for all students embedded within our school culture. Parents value education and are very supportive of the school and its programs. The P&C actively support school improvement.

Student enrolment numbers are currently 1980. 95.8% of our students are from a non-English speaking background and represent a wide variety of cultural groups, primarily Chinese, Korean and Indian. Chinese, Korean and Hindi Community Language programs are offered to students.

The school provides opportunities for students to participate in a large variety of sporting and cultural pursuits in addition to our academic programs. Extra curricula activities are available in areas such as table tennis, languages, tennis, art and chess.

Students are encouraged to develop their leadership skills through participation in the Student Leadership, and House Captain roles. The school has a strong focus on the social and emotional well-being of all community members.. We are a member of the Cumberland Community of Schools, City Country Alliance and we have strong links with the AECG.

Through our Situational Analysis we have identified a need for targeted, differentiated professional learning to further improve teacher capacity.

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

Strategic Direction 1: Student growth and attainment

Purpose

We aim for our students to achieve their academic potential. Through our high expectations and quality, explicit teaching our students will achieve success and growth in literacy and numeracy.

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.

- English
- Mathematics

Resources allocated to this strategic direction

Literacy and numeracy: \$50,000.00

English language proficiency: \$700,000.00

Low level adjustment for disability: \$163,956.28

Socio-economic background: \$44,341.44

Literacy and numeracy intervention: \$137,905.20

QTSS release: \$333,615.66

Integration funding support: \$139,743.00

Summary of progress

English

Our school focused on English as a priority key learning area (KLA) related to student learning, professional development and impact. Evaluation of English programs has revealed that units of work were explicit and differentiated. Although it was a disrupted year with COVID, teacher shortages and movement of classrooms due to the new build, we prioritised English learning. Differentiated learning in literacy was provided with an assigned SLSO to each grade. Minilit and Multilit were continued to support literacy intervention programs, as well as COVID-19 Support groups across K-6. Demonstration lessons of best practice were delivered by Instructional Leaders and assistant principals. Sequentially planned programs ensured revision and consolidation of previously learnt concepts and students were given opportunities to be extended and challenged. Students developed a stronger phonological awareness due to explicit teaching of concepts of print. Decodable readers and synthetic phonics programs supported the development of decoding ability. As a result of this work, students have a stronger knowledge of synthetic phonics through explicit teaching. Reading comprehension was developed with a focus on activating student background knowledge. Students analysed, appreciated and examined elements of visual literacy. They developed literacy skills to comprehend a wide variety of texts. Fluency has been consistently taught, monitored and K-6. Students have participated in lessons with instructional leaders (IL) modelling quality evidence based classroom practices. Vocabulary has been explicitly taught to develop a knowledge of rich topic-based vocabulary. Teachers implemented the Big 5 and Super 6 strategies and programs were differentiated. English targets were just met largely due to strength in year 3 English. Highlights were year 3 writing. The IL model was not consistently utilised, however the evidence showed that English programs were more targeted and differentiated. The impact of this initiative has been the school attaining second place in the state for cumulative NAPLAN results over the past five years. In addition, teacher capacity was strengthened in the explicit teaching of English.

In 2023 we will continue to focus on the Big 5 and Super 6 and focus on implementing the new K-2 curriculum in English and mathematics, focusing on knowledge and vocabulary. Allocation of 1.4 Assistant Principal Curriculum and Instruction (APCI) as permanent allocation from 2023 will further strengthen our work in this area.

Mathematics

In 2022 we focused on mathematics as a priority key learning area (KLA) related to student learning, professional development and impact. Leaders were timetabled to have release to work with grade teams to model best practice, team teach and provide feedback to mathematics lessons. Confidence in content knowledge and the implementation of a 5 part lesson structure. Content in lessons was explicitly taught and contained either a "hook or warm up" activity. Classroom teachers had access to and developed a better understanding of the expectation in using hands-on resources when appropriate. Mathematics leaders had timetabled periods in semester 2 across their grades in classrooms to model demonstration lessons. Grade programming has changed from 10 week programs to 5 week blocks. Classroom programs were more reflective of differentiated learning tasks for students. Grades were provided with more concrete resources and picture books linked to mathematics. Bespoke professional learning was provided to NAPLAN grades.

The whole school had increased mathematics resourcing with concrete materials and the Carlingford west PS Mathematics Hub was developed and implemented to support programs. The impact of this initiative has been the student growth evidenced in K-6 with authentic learning and language through the incorporation of quality literature into lessons. Student engagement has grown due to the enrichment and problem solving tasks embedded into programs. The evidence showed that significant progress was made in preparing for the 2023 implementation of the mathematics syllabus in the areas of knowledge and programming. NAPLAN Numeracy results improved in Year 5; however, expected growth could not be calculated as NAPLAN comparative student performance results are not available for 2022. Students use concrete materials in lessons and their mathematical language has diversified with improvement in teacher capacity in teaching mathematics.

In 2023 we will schedule time for Mathematics Leaders to work with their grade team, continue to build concrete resources and focus on the language of mathematics in teaching and learning programs. We will also focus on supporting high performing students and students of varying abilities through implementation of mathematics groups through grades 3-6. Consistent assessment practices will be embedded across the school through increasing the sharing of practice during grade meeting time and professional learning.

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
<p>NAPLAN Top 2 Bands - Numeracy</p> <p>Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in NAPLAN Numeracy of 85.5%.</p>	<ul style="list-style-type: none"> • 72.27% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the system-negotiated target.
<p>NAPLAN Top 2 Bands -Reading</p> <p>Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in NAPLAN Reading of 80.2%.</p>	<ul style="list-style-type: none"> • 78.96% of students achieved in the top two bands in NAPLAN reading indicating progress towards the system-negotiated target.
<p>Expected Growth - Numeracy</p> <p>Increase percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 89.2%.</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<p>Expected Growth - Reading</p> <p>Increase percentage of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system-negotiated target of 82.9%.</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 2: Excellence in Teaching

Purpose

Professional learning is underpinned by strong research-based pedagogy and collective efficacy. It is differentiated to cater to the various experience levels of our teachers. We aim to develop teacher capacity in the assessment and identification of the specific learning needs of all students and the effective differentiation for those 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.

- Professional Learning
- HPGE Focus

Resources allocated to this strategic direction

Professional learning: \$108,000.00

Summary of progress

Professional Learning

Throughout 2022, the school undertook intensive professional learning focused on curriculum reform and the new K-2 English and mathematics syllabuses. As part of the weekly professional learning, the Instructional Leaders, external curriculum and academic specialists systematically developed pedagogical understanding and syllabus knowledge specific to this school's context underpinned by the What Works Best Framework. In grade teams, staff undertook the curriculum modules in English and mathematics. Strengths of this approach were that professional learning was targeted, specific to our context, in line with our Strategic Improvement Plan (SIP). Inhibitors to this approach included restrictions to face to face meetings due to the new build, limited staff meeting points and restriction in meeting numbers due to COVID-19 health protocols. Due to the large, multi-generational and diverse staff, differentiated professional learning that met the needs of all teachers as part of a whole school approach was challenging. The impact of these activities resulted in the review and adjustment of programs and assessments and analysis of all internal and external data to inform planning and teaching. Additionally, there was improvement in the capacity of staff to implement the new curriculum in 2023. Teams developed pedagogical understanding of the new syllabus documents and evidenced based practices for teaching English and mathematics.

In 2023 we will program in shorter cycles and all teachers will collaborate regularly to implement the new syllabus in K-2. Professional learning will continue to be focused on the implementation of the K-2 English and mathematics syllabus documents. All teachers will undertake professional learning for the introduction and implementation of the new K-10 English and mathematics syllabuses. Teams will be structured with a balance of experienced and new teachers.

High Potential and Gifted Education Policy Focus

Assistant Principals engaged in professional learning to lead the implementation of the HPGE Policy at our school for 2022 and beyond. As a result, a Professional Learning Plan was developed to ensure that all staff have a deep knowledge and understanding about the HPGE policy and its application within the school. Whilst the policy was introduced earlier, due to COVID impacts, scarcity of staff and our focus on Literacy and Numeracy with the introduction of K-2 English and Mathematics Syllabuses in 2023, our school procedures are still under development.

In 2023, we will develop teacher capacity in identifying HPG students and differentiating teaching and learning programs to meet the needs of HPG learners. The HPGE committee will use their knowledge and understanding of the HPGE policy to plan and implement professional learning across the school and build teacher capacity in HPGE. We will engage in the professional learning focused on HPGE through the North Sydney School Performance Directorate.

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

<p>LEARNING AND DEVELOPMENT</p> <ul style="list-style-type: none"> • An improvement in the element of "Learning and Development" to be moving towards the school identified target of excelling as measured by the School Excellence Framework. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Learning and Development.
<p>EXPLICIT TEACHING</p> <ul style="list-style-type: none"> • An improvement in the theme of "Explicit Teaching" to be moving towards the school identified target of excelling as measured by the School Excellence Framework. 	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Explicit Teaching in the element of Effective Classroom Practice.

Strategic Direction 3: Wellbeing and Partnerships

Purpose

Continue to enhance collaboration with our partners to improve system and student learning and wellbeing 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.

- Partnerships
- Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$7,000.00

Professional learning: \$20,000.00

Refugee Student Support: \$7,636.58

Summary of progress

Partnerships

In 2022 all staff attended a staff development day at Gibberagong, focusing on Connecting To Country along with effectively and authentically embedding First Nations Histories and Cultures into teaching and learning programs. Our local Aboriginal Education Consultative Group (AECG) President Dave Lardner has worked with Stage 2 and Stage 3 teachers, providing professional learning, working with our First Nations students and assisting with planning units of work. Teachers have visited and worked at the Gol Gol Immersion Centre, hosting school visits and creating and sharing programs with the City Country Alliance schools. The impact of this initiative has resulted in increased staff knowledge, understanding and respect for Aboriginal and Torres Strait Islander histories and cultures. Regular professional learning and rich collegial discussion with our AECG has impacted positively on teaching and learning programs. Aboriginal and Torres Strait Islander Histories and Cultures have been meaningfully embedded into programs, and student respect, knowledge and understanding has increased. A greater number of staff now attend AECG meetings on behalf of the school. Staff ensuring teaching and learning programs include Aboriginal and Torres Strait Islander histories and cultures. Year 4 staff teach a Cultural Curriculum written by the AECG President and First Nations students have been immersed and connected to experiences to deepen their connection to Country.

The Big School Network Mathematics Project with Mathematics Leaders and Early Career Teachers continued to develop with positive impact upon student growth and attainment. Teachers pursuing Highly Accomplished and Lead Teacher (HALT) accreditation engaged in bespoke professional learning and a network with mentors was established. Staff attended regular Community of Schools meetings to plan network professional learning, student leadership opportunities and to mentor our Early Career Teachers (ECTs). Strong networks have been established for Highly Accomplished Lead Teachers (HALT), maths leaders, network ECTs and Assistant Principals Curriculum and Instruction (APCI). Staff use the Maths Hub resource on a regular basis. Maths leaders on each grade contribute to weekly grade meetings and ensure teachers know the content and how to teach it. Early career teachers have been well supported by this structure with improved teacher capacity and confidence. Teachers across K-6 consistently use the 5 part lesson structure. HALT - teachers working on HALT are now identifying areas they will be involved in. The impact of this initiative has been that Carlingford West PS is one of the top three schools in the state in terms of performance in NAPLAN numeracy and the highest performing comprehensive school without an Opportunity Class. In addition, there has been an increased uptake of teachers undertaking leadership roles in the school.

In 2023 there will be a strong focus on assessment in mathematics with the aim of streamlining and ensuring consistency across the school. Highly Accomplished Teachers will be formally involved in leadership of stage teams. Students will participate in the City Country Alliance School Leadership Camp at Gol Gol and Mungo early in Term 1 so that they can learn, share and build on their experiences, providing more opportunities throughout the year for our students to connect and learn with Gol Gol on Country.

Wellbeing

In 2022, the school developed and implemented a range of whole school and targeted processes to support the wellbeing of all students so they can connect, succeed, thrive and learn. The Wellbeing Procedure was created outlining the whole school Behaviour Management and Rewards System. Implementation started with staff participating in grade professional learning. The Anti-Bullying Plan was reviewed in consultation with the students, community and staff. K-2 and 3-6 split recesses and lunches were implemented to counteract the lack of playground space due to the new build.

Stage representatives were selected to harvest and share behaviour data for grade teams to analyse problematic behaviour patterns and implement changes to avoid these behaviours continuing. These same stage representatives have collected positive behaviour data and issued school rewards. Grade SLSO staff were employed to support learning within the classroom allowing classroom teachers to provide targeted support to selected students. Year 3-6 Constructive Play Groups were established to provide alternative play options for students with challenging behaviour. Our school counsellor conducted the Westmead Hospital Feelings Program for students identified through the Learning and Support team. Allocation of stage representatives to monitor wellbeing data and share with teams ensured a timely and proactive approach to all identified behaviours. The school introduced the updated CWPS Wellbeing Procedures in 2022 with the initial presentation in term 2. Teachers have gradually implemented and reinforced the procedures in their classrooms and the playground. Rigorous and consistent wellbeing data will inform the effectiveness of the updated Wellbeing Procedures on the overall behaviour of our students. Lack of meeting space onsite due to the new build for whole staff meetings. Lack of processes and time to thoroughly induct new staff members throughout the year in all wellbeing procedures and plans. The impact of this initiative has been a decrease in the frequency of negative behaviour incidents since the implementation of split recesses and lunches, 3-6 Social Groups and targeted behaviour initiatives. Grade SLSO employment increased opportunities for classroom teachers to provide focused learning support to all students.

In 2023 we will continue to implementing and embedding our wellbeing procedures aligned with the Department Inclusive, Engaging and Respectful Schools (IERS) framework.

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
<p>Attendance</p> <p>Increase the percentage of students attending more than 90% of the time to be at moving towards the system negotiated lower bound target of 92.3%.</p>	<ul style="list-style-type: none"> The number of students attending greater than 90% of the time or more has decreased by 16.39%. This data was impacted by the Public Health orders in place at the time that data was harvested.
<p>WELLBEING</p> <ul style="list-style-type: none"> An improvement in the element of "Wellbeing" to moving towards the school identified target of excelling as measured by the School Excellence Framework. 	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing.
<p>PARTNERSHIPS</p> <ul style="list-style-type: none"> An improvement in the themes of "Curriculum Provision" and "Continuous Improvement" to be moving towards the school identified target of excelling as measured by the School Excellence Framework. 	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of Curriculum Provision and at excelling in the theme of Continuous Improvement.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$139,743.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Carlingford West 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"> • Mathematics <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Literacy and numeracy</p> <p>\$50,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Carlingford West Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • English • Mathematics <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students • teacher release to engage staff in MiniLit and MultiLit <p>The allocation of this funding has resulted in the following impact: increased staff understanding and implementation of learning progressions when programming. consistent understanding, expectation and implementation of explicit teaching across K-6. improved teacher confidence in implementing newly acquired literacy and</p>

<p>Literacy and numeracy</p> <p>\$50,000.00</p>	<p>numeracy strategies within their classrooms. improved student outcomes as reflected in Check-in and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: to continue developing teacher capacity in implementing all elements of 'What Works Best: evidence based practices' to help improve student performance. to further develop Consistent Teacher Judgement (CTJ) to create annotated work samples of reference for students and teachers.</p>
<p>Professional learning</p> <p>\$128,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Carlingford West 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"> • Professional Learning • Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Refugee Student Support</p> <p>\$7,636.58</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: bilingual SLSO in-class support provided to targeted students. Parents/carers more able to connect with school through the use of interpreters.</p> <p>After evaluation, the next steps to support our students will be: to continue bilingual SLSO support with targeted students. To sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>Socio-economic background</p> <p>\$44,341.44</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Carlingford West Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$44,341.44</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"> • English <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: equitable access for all students to engage in the curriculum and extra curricular activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to support families financially so that they can engage in all school activities. employ an SLSO to support identified students.</p>
<p>Aboriginal background</p> <p>\$7,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Carlingford West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Partnerships <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 support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: an increase in Aboriginal families engaging in the PLP process with conversations becoming more authentic as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students will be: continue our partnership with the local AECG to support our identified students to connect to Country.</p>
<p>English language proficiency</p> <p>\$700,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Carlingford West 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"> • English <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: EALD students showing improved outcomes</p>

<p>English language proficiency</p> <p>\$700,000.00</p>	<p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. increased teacher capacity to identify the learning needs of EALD students.</p> <p>After evaluation, the next steps to support our students will be: to capitalise on teacher confidence and their capacity to design integrated teaching units that reflect the needs of EAL/D learners. ongoing professional learning to identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$163,956.28</p>	<p>Low level adjustment for disability equity loading provides support for students at Carlingford West 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"> • English <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Westmead Feelings program to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>QTSS release</p> <p>\$333,615.66</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Carlingford West 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"> • Mathematics <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. teachers embedding evidence-based, high impact teaching strategies within their classroom practice. teachers reporting lessons differentiated according to students' needs teachers providing students with the opportunity to use self-assessment against learning intentions and success criteria.</p> <p>After evaluation, the next steps to support our students will be: employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.</p>

<p>Literacy and numeracy intervention</p> <p>\$137,905.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Carlingford West Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Mathematics <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$51,240.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	798	867	893	949
Girls	730	811	867	925

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.4	93.2	95.9	90.4
1	93.9	90.8	96.0	91.1
2	94.2	93.1	94.4	91.3
3	95.4	93.5	96.5	90.5
4	95.6	93.6	96.4	91.9
5	96.2	93.5	97.1	91.7
6	93.7	94.4	95.2	89.2
All Years	94.6	93.1	96.0	90.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Assistant Principal(s)	7
Classroom Teacher(s)	73.8
Literacy and Numeracy Intervent	1.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	2.4
Teacher ESL	6
School Counsellor	2
School Administration and Support Staff	9.47
Other Positions	5.6

*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	1,766,578
Revenue	17,618,072
Appropriation	16,011,390
Sale of Goods and Services	19,829
Grants and contributions	1,516,994
Investment income	29,528
Other revenue	40,330
Expenses	-16,675,875
Employee related	-14,509,107
Operating expenses	-2,166,768
Surplus / deficit for the year	942,196
Closing Balance	2,708,775

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	147,380
Equity Total	912,605
Equity - Aboriginal	4,307
Equity - Socio-economic	44,341
Equity - Language	700,000
Equity - Disability	163,957
Base Total	12,139,590
Base - Per Capita	444,716
Base - Location	0
Base - Other	11,694,874
Other Total	1,874,308
Grand Total	15,073,883

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

At Carlingford West Public School learning programs are delivered which allow students to understand that schooling is a valuable aspect of their lives. Our students results from the Tell Them From Me (TTFM) survey demonstrate that 91% of our students value schooling in their everyday life and see the bearing that their education has on their lives. To support their education, students understand the importance of positive behaviour to achieve their learning goals. This is supported through the TTFM Students results which indicated that 94% students responded that they do not exhibit disruptive or inappropriate behaviour. An area that the school would like to improve in, is the effort that is demonstrated towards learning. 86% of the surveyed Carlingford West Public school students stated that they put in effort and try to succeed in their learning. The school will aim to deliver programs in 2023 to engage students and increase the percentage of students who see themselves as putting in effort into their learning. Another future direction for the school will revolve around creating a greater sense of belonging for our students. The TTFM survey data revealed that only 69% of students felt a sense of belonging.

The executive and teachers at Carlingford West Public School value the learning partnership between school and home. Teachers actively work to communicate with parents and involve them in their children's learning. Our parent community highly value education and this is demonstrated through the parent results of the TTFM survey. In the survey parents scored 6.7 on parents support learning at home which was higher than the NSW School Government score of 6.3. It is also evident that the parent community encourage their children to do well at school. Our parent community value the school and see it as a culturally safe place to send their children to. 81% of the parents that were surveyed indicated that they thought Carlingford West Public School was a culturally safe place for their children.

Carlingford West Public School focuses on maximising the collective efficacy of all staff. The executive and all teachers have a shared vision and work together on the school's strategic directions. School processes and planning ensure teachers are given time to collaborate with one another. The school scored highly on collaboration aspects within the Tell Them From Me Survey. In particular is it evident that teachers support one another through the sharing of lesson plans and other materials among grade, faculty and school teams. A future direction for 2023, gleaned from the TTFM teacher survey results, is providing teachers with more frequent opportunities to have their teaching observed to provide adequate and explicit feedback on the effectiveness of their teaching.

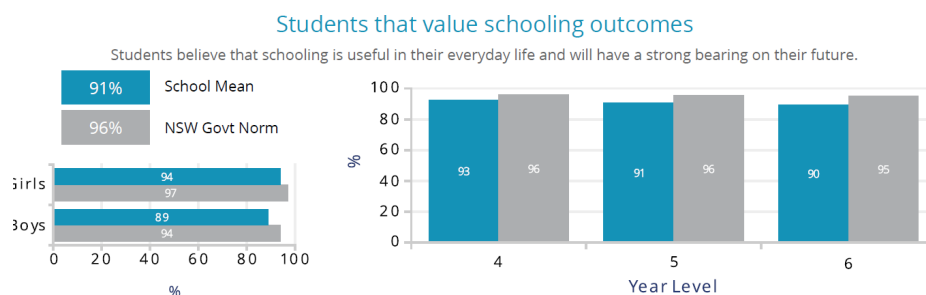
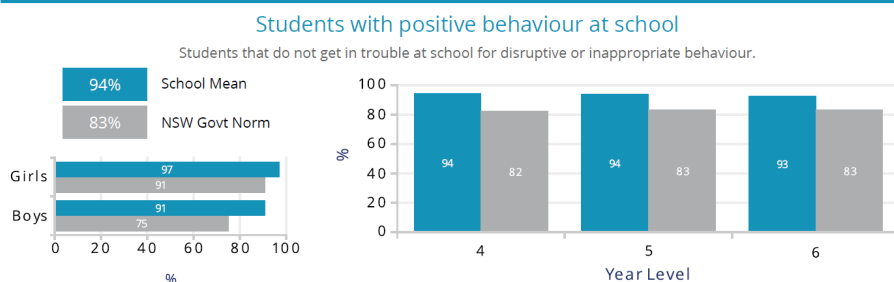
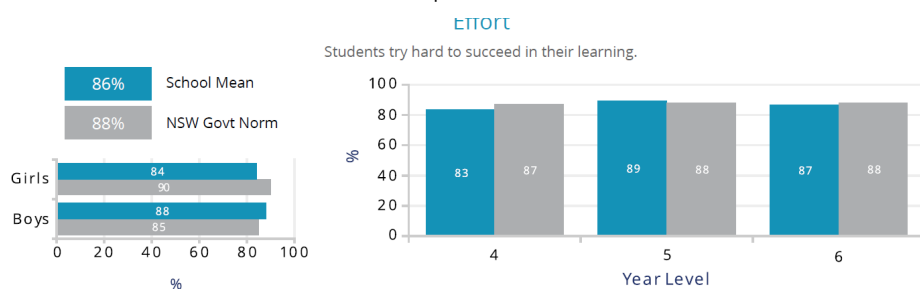


Image 1 TTFM - Students that value schooling outcomes

Social-Emotional Outcomes



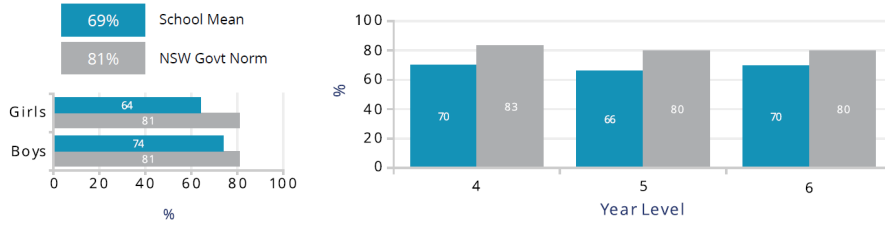
Students with positive behaviour at school.



The effort that students see themselves putting into their work.

Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.



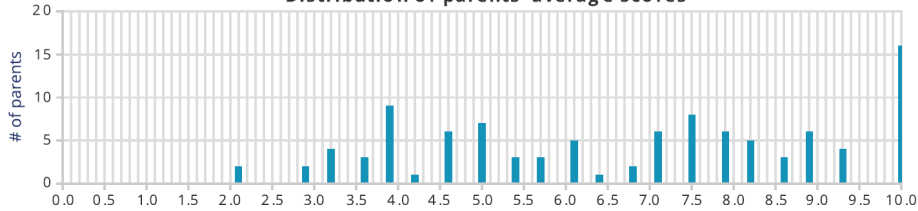
Students with a positive sense of belonging.

Parents support learning at home

School Mean (NSW Govt Norm) 6.7 (6.3)

Does someone in your family do each of the following?	Score
Discuss how well your child is doing in his or her classes.	5.3
Talk about how important schoolwork is.	6.5
Ask about any challenges your child might have at school.	6.3
Encourage your child to do well at school.	7.6
Praise your child for doing well at school.	7.5
Talk with your child about feelings towards other children at school.	6.9
Take an interest in your child's school assignments.	7.0

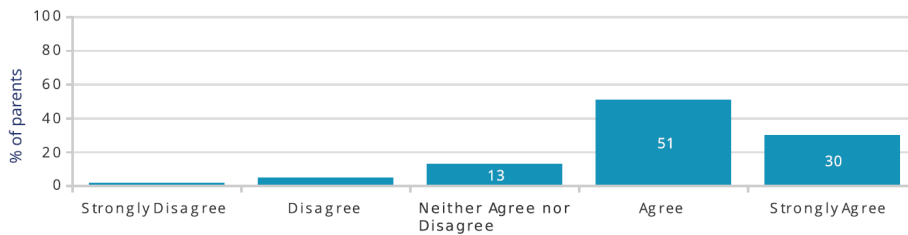
Distribution of parents' average scores



Parents support learning at home.

School is a culturally safe place for all students

My child's school is a culturally safe place for all students



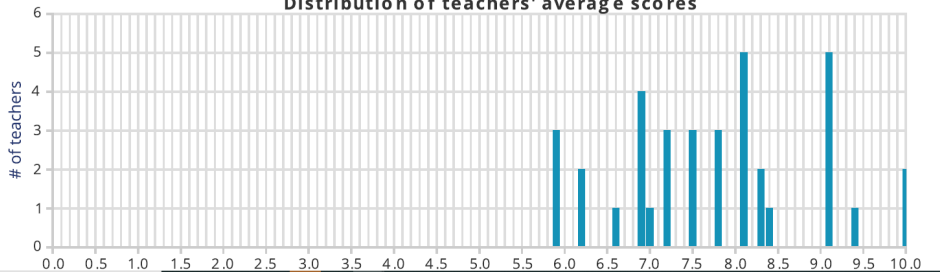
School is a culturally safe place for all students.

Collaboration

School Mean (NSW Govt Norm) 7.8 (7.8)

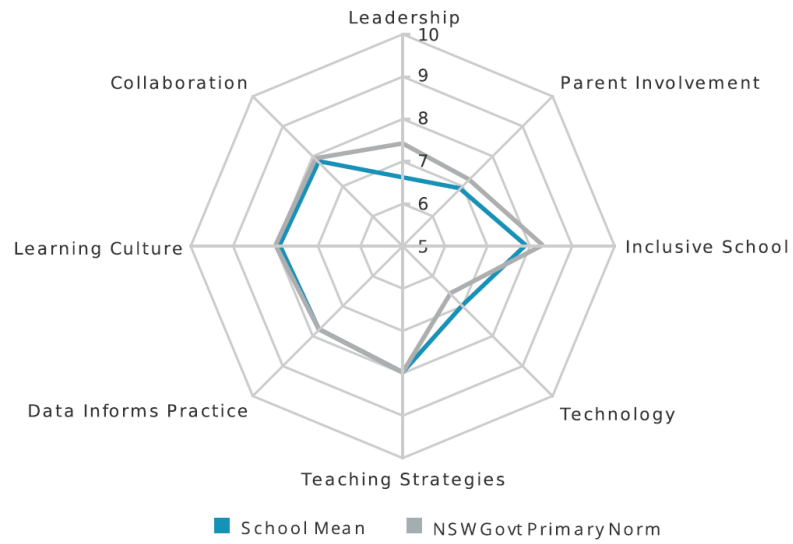
Statement	Score
I work with other teachers in developing cross-curricular or common learning opportunities.	8.1
Teachers have given me helpful feedback about my teaching.	6.5
I talk with other teachers about strategies that increase student engagement.	8.3
Other teachers have shared their learning goals for students with me.	6.4
Teachers in our school share their lesson plans and other materials with me.	9.2
I discuss my assessment strategies with other teachers.	8.0
I discuss learning problems of particular students with other teachers.	8.3
I discuss my learning goals with other teachers.	7.1

Distribution of teachers' average scores



Teachers collaboration within the school.

Kindergarten - Year 6 (Primary)



Teacher results of the eight drivers of student learning.

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.