

2022 Annual Report

Cardiff North Public School



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Introduction

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

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

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School vision

At Cardiff North Public School, we strive for excellence by delivering quality, evidence-based, inclusive education within a culture of high expectations. Students are inspired to be self-motivated and confident learners with the skills to make informed contributions as citizens and leaders.

School context

Cardiff North Public School, situated in the Lake Macquarie suburb of Cardiff, has strong partnerships with the Cardiff Community of Schools, the Kumaridha AECG and the University of Newcastle. Our 2022 enrolment is 138 students. The school population includes 7% Aboriginal students and 3% of students have a language background other than English.

Teaching and learning programs provide a strong foundation for student success. Evidence-based Literacy and Numeracy programs are supported by instructional leadership. Cardiff North Public School is committed to ensuring high quality education produces successful learners, confident and creative individuals and positive contributors to society. Cardiff North Public School has a strong focus on student wellbeing, community engagement and quality teaching and learning. The enthusiastic and professional staff work as a collaborative team, consistently improving themselves as educators, embracing a growth mindset. Staff are committed to quality teaching and learning that nurtures and inspires students to achieve their individual potential. Ready to Learn Partnership Plans ensure students' individual learning and wellbeing goals are created collaboratively with students, teachers and parents with successes regularly celebrated. Students enjoy opportunities to engage in self-regulating wellbeing practices, including brain gym and social and emotional learning. Dedicated and passionate staff ensure our students enjoy a wealth of cultural, sporting and educational opportunities within and beyond the school.

A strong student voice exists within our School Parliament. K-6 student focus groups lead to student identified initiatives enjoyed by the school community. 2022 will see the introduction of a Junior AECG, enhancing collaborative leadership opportunities for Aboriginal students. Genuine partnerships exist between the staff and our dedicated P&C, contributing to the positive school culture at Cardiff North Public School.

Technology is used effectively to enhance student learning and engagement. STEM lessons that incorporate coding, robotics, virtual reality and 360 degree cameras, further develop students' understanding and application of digital technologies.

Our school community is committed to working collaboratively to effectively plan, lead and evaluate the implementation of Cardiff North Public School's strategic directions. Following a thorough situational analysis, we have identified the following focus areas to inform the initiatives within our strategic improvement plan. These include:

- Growth and Attainment - assessment and evidence-based quality teaching
- Wellbeing - collaborative partnerships and engagement, social and emotional learning
- Leadership, Expertise and Innovation- continuous improvement and high expectations, community engagement

Our school is committed to the NSW Department of Education's vision to prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

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

Strategic Direction 1: Student growth and attainment

Purpose

Implement and refine evidence-based teaching and consistent school-wide assessment practices that are responsive to the learning needs of individual students to improve reading and numeracy 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.

- Assessment
- Evidence-based Quality Teaching

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$150,571.00

Socio-economic background: \$10,292.63

QTSS release: \$29,074.89

Professional learning: \$2,190.00

Summary of progress

In 2022 the school's Assessment Schedule was reviewed to include the DoE suite of assessments and personalised professional learning provided to all teachers to ensure the teaching and assessment of writing was consistent across the school. The reviewed Assessment Schedule was streamlined and is now consistent with DoE suite of assessments, reflective of evidence-based best practice in assessment. Impact meetings were timetabled but have been significantly impacted by staffing availability. Staff surveys indicate high levels of confidence in the administration of DoE assessments after engaging in PL through regular Impact Meetings. Analysis of Impact Meeting notes evidence increased capacity of teachers to engage in deep discussion of data and responsive planning. This approach has resulted in every student undertaking rigorous assessment. Explicit teaching of phonological awareness and phonics is now embedded in K-2 and at point of need in 3-6. The 2023 schedule will be refined to ensure DoE assessments are administered according to individual student need, rather than completing each assessment in its entirety. CTJ sessions will be a focus in writing to continue to build confidence and school-wide consistency in the interpretation of rubrics. Explicit teaching will focus on sentence structure and punctuation.

All staff engaged in professional learning to support the 2023 implementation of the new syllabuses. This included explicit learning around evidence-based teaching practices. The APCI engaged in significant professional learning, which informed the design and delivery of high impact professional learning by the executive team. Teaching programs evidence explicit phonological awareness, phonics instruction and Number Talks. K-6 teaching staff engagement in professional learning has built horizontal knowledge and strengthened staff capacity to differentiate learning, reflected in 100% of Year 6 students now achieving in PhA5, compared to 83% of students in Term 1 Week 5. Parents of incoming Kindergarten students have engaged in workshops to build knowledge of the English and Mathematics syllabuses. Ongoing parent workshops and communication will strengthen parent knowledge and understanding of the language and concepts associated with the new syllabus and ways to support student learning. Stage meetings will be utilised for collaborative planning and targeted professional learning for identified areas that arise from this process. NAPLAN data shows a consistent downward trend in Year 3 Spelling, Writing and Numeracy. In response, the K-2 Team will engage in *Sounds Write* professional learning to build the capacity of staff to implement synthetic phonics instruction as an evidenced-based approach to the teaching of reading, spelling and writing; all staff will engage in Starting Strong professional learning to build a whole-school approach to the leading, teaching and learning of Mathematics.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Reading by 5.8% from baseline	In 2022 16.2% of students in Years 3 and 5 achieved the top 2 bands in Reading. This is a decrease of 14.2% on 2021 results, is 23.64% away from the baseline and 29.44% away from the 2022 target.

Increase the proportion of Year 5 students achieving expected growth in NAPLAN Reading above the baseline towards 3.1%	Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, there is no data to calculate student growth scores for 2022.
Increase the proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Numeracy by 5.1% from baseline	In 2022 21.2% of students in Years 3 and 5 achieved the top 2 bands in Numeracy. This is a decrease of 2.61% from 2021 results. The 2022 target has not been met, with this result 13.62% below the baseline and 19.42% below the 2022 target.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy above the baseline towards 6%	Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, there is no data to calculate student growth scores for 2022.
Within the The School Excellence Framework (SEF) theme of 'Data Analysis', improvements are consolidated above the baseline of Sustaining and Growing	The school's consolidation of the 'Data Analysis' theme at Sustaining and Growing is reflected in a culture of comprehensive and rigorous data analysis led by the leadership team and involving all staff. Teachers gather high quality data in line with the school's assessment schedule, and meet regularly with members of the executive team to undertake a structured analysis of this data to inform teaching and learning cycles.

Strategic Direction 2: Wellbeing

Purpose

There is a strategic and planned approach to enhance whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

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.

- Collaborative Partnerships, Attendance and Engagement
- Social and Emotional Learning

Resources allocated to this strategic direction

Socio-economic background: \$11,988.00

Aboriginal background: \$547.25

Summary of progress

As a result of AECG consultation, Personalised Learning Pathways have been embedded in Ready to Learn Plans (RTLTP). Collective responsibility for attendance has been supported by regular communication of attendance data to staff and community, personalised attendance support, and monitoring of whole attendance procedures. Student Team Engagement Projects (STEPs) have begun in all stages. RTLTPs consistently evidence a spiritual goal for all students. Further staff development is required to ensure a consistent understanding of the accountability and purpose of the use of RTLTPs to articulate PLPs for Aboriginal students. The executive responsible for attendance has undertaken professional learning around attendance procedures and mentored attendance team members. All students have been involved in STEPs, although we are looking to increase parent engagement in 2023. In 2023 a more structured approach to the communication of individual learning goals and the accountability of day to day implementation will be a focus. A shift of attendance focus to a collective responsibility for attendance and the embedding of sustainable systems of practice is required.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to be at or above the lower bound system-negotiated target	52.25% of students attended school 90% or more of the time. This is below the annual trajectory lower bound of 84.03% and below the agreed lower bound of 85%.
TTFM Wellbeing data increases to be at or above the lower bound system-negotiated target of 92.7%.	Tell them From Me overall Wellbeing data is 77.59%. This is below the lower bound system-negotiated target of 92.7%. The Wellbeing areas of <i>Expectations for Success</i> and <i>Advocacy at School</i> show an upward trend over three years, despite not meeting the target. An overall downward trend is evident in the area of <i>Sense of Belonging</i> over the past three years.
Within the The School Excellence Framework (SEF) theme of 'Individual learning needs', improvements are consolidated above the baseline of Sustaining and Growing	Self-assessment against the School Excellence framework shows the theme of 'Individual Learning Needs' to be Excelling. The school has maintained a standard of 'Excelling' in this area. At Cardiff North Public School there is a school-wide, collective responsibility for student learning, with planning for learning informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Strategic Direction 3: Leadership, Expertise & Innovation

Purpose

Inspire and support all staff to have high aspirations and contribute to school leadership, expertise and innovation.

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.

- Continuous Improvement and High Expectations
- Community Engagement

Resources allocated to this strategic direction

Aboriginal background: \$10,525.25

Summary of progress

The school has identified and supported aspiring leaders to co-lead small teams and demonstrate influence beyond their classroom. There is strong self-identification of areas for development including standards above proficiency, evidenced in PDPs. All executive staff have completed *Stronger Smarter* professional learning to actively engage the school community and staff to enact high expectations relationships, promote positive identities and excellence in schools. The school is anticipating impact to be evident in 2023. The *Stronger Smarter* framework will be used as a framework to articulate school vision and values at the commencement of 2023. Students have collaboratively designed and built their STEP projects across the school, with community invited to attend a STEP working bee to share their skills. Attendance was limited. The project implementation was true to its intentions, with the projects student designed and led. Students articulate a strong sense of ownership and pride when speaking of their projects. Students will continue to design and implement sustainable school projects that include the authentic involvement of the school community.

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
Within the The School Excellence Framework (SEF) theme of 'Expertise and Innovation', improvements are consolidated above the baseline of Sustaining and Growing	Self-assessment against the School Excellence framework shows the theme of 'Expertise and Innovation' remains at Sustaining and Growing. At Cardiff North Public School expertise within its staff is identified and used to further develop its professional learning community. In 2023 teachers will be supported to build expert contemporary content knowledge and deploy effective teaching strategies through a sustained professional learning focus.
Within the The School Excellence Framework (SEF) theme of 'High Expectations Culture', improvements are consolidated above the baseline of Sustaining and Growing	Self-assessment against the School Excellence framework shows the theme of 'High Expectations Culture' remains at Sustaining and Growing. At Cardiff North Public School the school leadership team has refined opportunities to collaboratively review teaching practices. In 2023, classroom teacher Impact Meetings and executive team planning sessions will continue to focus on evaluative practice and the continuous improvement of teaching and learning.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$168,073.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cardiff North 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"> • Other funded activities <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) <p>The allocation of this funding has resulted in the following impact: All students have received flexible support throughout the year to allow them to access the curriculum. SLSO timetables evidence ongoing evaluation of student need, with timetables changing as required to meet the range of student need. All students with a disability have a PLSP in place, with SLSO support and parent partnerships supporting the planning, implementation and review of these. Student learning plan reviews evidence student achievement of personalised learning goals.</p> <p>After evaluation, the next steps to support our students will be: Integration Funding Support will continue to be allocated to support students with a disability in the mainstream setting through the deployment of SLSO support and release for teachers to engage with parents and support services in the planning, implementation and review of personalised learning plans. Additional professional learning for SLSOs in the explicit teaching of phonics and word attack skills will be provided to ensure that the needs of all students are met.</p>
<p>Socio-economic background</p> <p>\$22,280.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cardiff North 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"> • Assessment • Evidence-based Quality Teaching • Collaborative Partnerships, Attendance and Engagement • Social and Emotional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement high-quality teaching and social-emotional learning programs to support identified students with additional needs • 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: PLAN2 data in Phonemic Awareness shows an increase in student achievement of expected levels between Term 1 and Term 4 across all grades.</p> <p>After evaluation, the next steps to support our students will be: The 2023 schedule will be refined by the executive team to ensure DoE assessments are administered according to individual student need, rather than completing each assessment in its entirety. Longer time frames will be given to administer DoE assessments. Impact Meetings will now occur fortnightly instead of weekly to allow for additional assessment time and strategic assessment support.</p>

<p>Socio-economic background</p> <p>\$22,280.63</p>	<p>Comprehension remains an area of focus for all students. Staff will engage in professional learning focused on the explicit teaching of literal and inferential comprehension, connecting ideas, main idea and vocabulary. Resources from the Universal Resource Hub will be used to support teaching and learning programs. Teacher K-2 will undertake professional learning in the explicit teaching of phonics to support students in K-2. The explicit teaching of writing is a focus through the lens of the new syllabus.</p> <p>Number and Algebra has been identified as an area of focus for all students. Staff will engage in professional learning focused on the explicit teaching of Number Sense and Place Value, Additive and Multiplicative Thinking. Resources from the Universal Resource Hub will be used to support teaching and learning programs.</p>
<p>Aboriginal background</p> <p>\$12,072.50</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cardiff North 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"> • Collaborative Partnerships, Attendance and Engagement • Continuous Improvement and High Expectations • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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:</p> <p>Following AECG consultation, all Ready To Learn Plans now include a spiritual/cultural goal, recognising the role of family and community in the education of students.</p> <p>Executive discussions now demonstrate an emerging use of the Stronger Smarter framework for interactions and decision making across the school. Tell Them From Me parents surveys indicate 85% of parents of Aboriginal students report the school is a culturally safe place. 82% of Aboriginal students indicate they feel good about their culture when at school; 87% indicate their teachers have a good understanding of their culture.</p> <p>The school successfully engaged students and the community in NAIDOC celebrations this year, evidenced by community involvement in the event and parent leadership of activities for students on the day. The involvement of an Aboriginal Education Officer and senior students from Cardiff High School is further evidence of community involvement and facilitated supportive, culturally safe transition processes from Year 6 students moving to Cardiff High School. 100% of parents of Aboriginal students attended Ready to Learn Plan meetings, which incorporates PLP processes.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>CNPS will seek to be involved in the establishment of a Junior AECG through the Cardiff Community of Schools, to support leadership opportunities for Aboriginal students. In collaboration with local school, students will be engaged in cultural and social opportunities, supporting the development of student networks and supporting transition to high school. The school will continue to focus on building genuine reciprocal relationships with community, through structured events such as NAIDOC and high school transition, and by providing a culturally safe space for all students and parents to engage in education. Community consultation on Aboriginal Education will continue to be a cornerstone of Cardiff North Public School.</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cardiff North 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"> • Other funded activities <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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: Analysis of timetables for intervention at CNPS show that students funded under this funding receive support through other intervention programs, with internal and external data showing that these students are making steady progress in the achievement of their personalised goals.</p> <p>After evaluation, the next steps to support our students will be: All students at CNPS will continue to be supported to achieve their personalised learning goals through English Language Proficiency and other funds.</p>
<p>Low level adjustment for disability</p> <p>\$62,430.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Cardiff North 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Internal and external student achievement data shows that students continue to be supported by an expert teacher to work towards and achieve their personalised learning goals, whether working below, at or above expected grade level. Analysis of Access Request applications and Learning Support Team meeting minutes indicate a high level of communication between the teacher, parents and external agencies to support students.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to deploy an expert teacher to support students, staff and the Learning Support Team to support the needs of students requiring additional support.</p>
<p>Professional learning</p> <p>\$11,151.50</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 North 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"> • Evidence-based Quality Teaching • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provision of professional learning for staff in identified areas of need (Autism, Managing Actual or Potential Aggression, Building Positive Behaviour). • Provision of professional learning to support staff to engage in spirals of inquiry, analysing internal and external data (NAPLAN, PLAN2 and class

<p>Professional learning</p> <p>\$11,151.50</p>	<p>writing samples and rubrics) with the support of the APCI and AP curriculum.</p> <ul style="list-style-type: none"> • Provision of professional learning to support staff familiarisation with the K-2 English and Mathematics syllabuses for 2022. <p>The allocation of this funding has resulted in the following impact: Staff surveys indicate a high level of confidence in analysing student writing samples against CNPS writing rubrics, with document analysis identifying a need for further professional learning in the development of programs which are responsive to data. Professional learning in Building Positive Behaviour supported whole school initiatives around the consistent implementation of evidence based practices to support social and emotional learning.</p> <p>After evaluation, the next steps to support our students will be: Teachers will continue to be guided and supported as they respond to trends in student writing achievement at individual, group and whole school levels. Impact meetings will continue in 2023, with a focus on programming that is responsive to student achievement data. In K-2, there will be a whole stage focus on the faithful implementation of the K-2 English Syllabus, with differentiated support to be provided to teachers from APCI and Stage APs. The school will to refine the use of evidence based strategies to support social and emotional learning, ensuring that strategies are used flexibly. Internal professional learning from expert teachers will underpin this learning for all staff with the aim of building a consistent understanding of the research base and its application.</p>
<p>QTSS release</p> <p>\$29,074.89</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cardiff North 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"> • Assessment <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 • 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: Executive staff have supported teachers through regular impact meetings to build data skills in teachers and ensure that Literacy and Numeracy programs are responsive to assessment.</p> <p>After evaluation, the next steps to support our students will be: Executive staff will continue to support teachers, in particular with the implementation of the new syllabuses, to ensure consistency in teacher practice across the school. Teachers will be provided with additional release to undertake professional learning in Stage groups to build familiarity and expertise with the new syllabus.</p>
<p>COVID ILSP</p> <p>\$64,506.00</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

<p>COVID ILSP</p> <p>\$64,506.00</p>	<p>The allocation of this funding has resulted in the following impact: Analysis of Term 4 PLAN 2 data showed that the small group tuition has been implemented effectively in Literacy and Numeracy for Kindergarten to Year 6, with all students making progress. Of Year 1 students receiving support in Phonics 100% achieved Phonic Knowledge and Word Recognition 1-2; 80% achieving Phonic Knowledge and Word Recognition 3; and 60% achieving at least one indicator in the sub-element of Phonic Knowledge and Word Recognition 5. Of Year 1 students receiving support in Fluency, Term 4 data indicates that 100% of students were working in Fluency 5, and increase on 0% in Term 1. Of Year 1 students receiving support in Additive Strategies, 75% of students achieved Additive Strategies 5 by the end of Term 4.</p> <p>After evaluation, the next steps to support our students will be: There is a clear need for continued support in Literacy and Numeracy for identified students as they work towards their learning goals. This will be supported by frequent analysis of student assessment and recording of data on PLAN2 . Additional intervention for identified students not yet meeting their learning goals is required.</p>
<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Assessment <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • co-ordinating Literacy and Numeracy professional learning for teachers • monitoring student outcomes • supporting strong instructional leadership <p>The allocation of this funding has resulted in the following impact: The APC&I has provided high impact professional learning which built the capacity of all staff K-6 to understand and implement the new syllabus documents. Students across the school have demonstrated gains in reading.</p> <p>After evaluation, the next steps to support our students will be: The APC&I will continue to support the implementation of the new syllabus in K-2, whilst facilitating familiarisation and knowledge building of all staff in readiness for the 2024 implementation of the new syllabus in 3-6. This will require point of need support to all staff, with a focus on ensuring consistent practice across the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	76	88	70	65
Girls	85	85	79	70

Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.4	96.1	95.5	88.5
1	95.1	95.9	94.8	90.9
2	93.6	95.8	96.6	87.1
3	94.1	93.5	91.7	88.5
4	96.3	91.7	91.4	89.3
5	94.2	94.8	87.7	85.3
6	91.5	94.6	93.7	83.7
All Years	94.5	94.4	92.6	87.4
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)	3
Classroom Teacher(s)	5.61
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.71

*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	77,083
Revenue	2,044,915
Appropriation	1,995,359
Sale of Goods and Services	2,665
Grants and contributions	46,239
Investment income	652
Expenses	-2,017,980
Employee related	-1,822,836
Operating expenses	-195,144
Surplus / deficit for the year	26,935
Closing Balance	104,018

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	146,846
Equity Total	99,154
Equity - Aboriginal	12,084
Equity - Socio-economic	22,239
Equity - Language	2,400
Equity - Disability	62,432
Base Total	1,315,471
Base - Per Capita	37,649
Base - Location	0
Base - Other	1,277,821
Other Total	322,084
Grand Total	1,883,555

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

Tell them From Me overall Wellbeing student data is 77.59% positive, with steady upward growth in positive responses in *Expectations for Success* and *Advocacy at School* over three years. Tell Them From Me Survey student responses show that 76% of students feel proud of their school, and 82% of Aboriginal students believe their teachers understand their culture. Cardiff North Public School strives to support a culture of high expectations, reflected in positive responses in the area of interest and motivation of students (60% positive), effort (74%) and positive behaviour at school (87%).

Tell Them From Me Parent surveys indicate that 86% of respondents felt a sense of belonging and connection to the school community, with 83% stating they would recommend Cardiff North Public School to others. Results in all aspects of the survey were at or above the NSW Govt mean for parent respondents, with highest levels of satisfaction in the support for positive behaviour, parents feeling welcome in the school, and parents supporting learning at home.

Tell Them From Me teacher surveys evidence high levels of teacher satisfaction at or above the NSW Govt Mean in all areas except Technology. Teacher responses were significantly above the NSW Govt Mean in aspects of the survey related to collaboration. 100% of teachers responded positively to survey items regarding how well professional learning in the school has prepared them to implement Curriculum Reform in 2023. People Matters Employee Survey data indicates strong positive responses in the areas of staff engagement, job satisfaction, role clarity, risk and innovation, and highly positive responses in ethics and values, and teamwork and collaboration.

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.